



Kings Langley School
Unlocking Potential for Life

Year 9

Curriculum Tracking Statements

Spring Term

January 2022



Dear Year 9 Parent and KLS student

At the end of each term we want to ensure you are fully aware of what your child has been taught and what they should know. This document has been designed to help remind you of all the curriculum skills and knowledge that your child has been taught over the past Spring Term in all of your subjects.

We have talked about how to retain information in your long term memory in your child's character programme during registration and also PSHE, we hope they will remember that reviewing work at varied intervals supports the retention of knowledge and ideas.

We would therefore ask that over the quieter days of this holiday period, you and your child take the opportunity to look at this booklet and review the information we hope they have retained by rating it either:

- *Red - I do not remember this and need to revisit it*
- *Amber - I remember this but still struggle with it and need to practise it more*
- *Green - I remember this well and would be able to answer questions correctly about it*

The potential next step is also up to you and your child. A true test of their stickability; self-regulation and independence.

As topics often spiral or build from one another, it is important that all the foundation knowledge is solid and any gaps are filled before moving onto the next section. Meaning that any red or amber ratings would benefit from a review or re-learning.

To do this you may find it may be useful to consider:

- *BBCBitesize <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>*
- or*
- *Oak Academy <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3>*

Alternatively our school website, the curriculum pages <https://www.kls.herts.sch.uk/learning/subject-pages/> may also be helpful to support any additional independent learning that they may wish to do as they will remind them of any additional software packages that they would find useful.

Remember to keep a note of any questions your child may still have, so that they can ask their teacher about them in their lessons next term.

*We hope that you and your child will find this exercise useful and productive,
Good Luck and Best Wishes for the Holidays!*



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Knowledge and Skills Tracker			
Landscapes and Architecture	R	A	G
• I can produce highly detailed work from direct observation, showing thorough understanding of the formal elements			
• I can understand and appreciate the influence of taking inspiration from natural sources and the natural world			
• I have an appreciation that artists produce artwork from a range of inspiration and influences, from the world around them			
• I can value how artists use inspiration as well as creativity to produce abstract or interpretations of the natural world, in order to produce original pieces of artwork			
• I know that artists develop a style of work and aesthetic values which communicate feelings, opinions and thoughts			
• I can use mixed-media techniques to produce original artwork			
• I can develop a sophisticated use of watercolour paints to produce visual outcomes			
• I understand the various types of pattern work and how these are used within design such as wallpaper and architecture			
• I can understand the development of the traditional printing process and the influence it has on the development of contemporary printing processes			
• I can produce a lino-cut design based on own work and that of the influence of other artists			
• I can use lino cut tools to execute a lino-cut design			
• I have knowledge of a range of printmaking artists, recognising specific aesthetic properties and values used within their artwork			



Knowledge and Skills Tracker			
Python and Pseudocode	R	A	G
• I can write and run a simple computer program.			
• I can recognise simple errors in my program and know how to fix them.			
• I can explain the purpose of variables.			
• I can create variables, giving them appropriate names and values.			
• I can use the input function to ask a user to input a response to a question			
• I can use the '+' symbol to combine texts and values in an output (e.g. "Hi" + name)			
• I can write my own program which asks a question, expects a response then outputs a reply.			
• I understand the purpose of an If...Else condition.			
• I understand the purpose of using == within the code.			
• I understand the purpose of indentation within the code.			
• I can correctly order the code required for If...Else conditions.			
• I can provide suitable responses for If...Else conditions.			
• I can correctly order the code required for If...Else conditions and explain what the code is doing.			
• I understand the logic behind an Elif condition.			
• I can write a code with an Elif condition.			
• I can construct my own program independently.			
• I can construct my own program independently and correct any errors that may occur.			
• I can write simple programs which incorporate Maths operators such as +, -, * and /.			
• I can write simple programs which incorporate BODMAS.			
• I can write simple programs which incorporate exponents and modulus.			
• I can set up a variable that asks the user to input a number.			
• I can write a program that imitates a simple calculator program.			
• I can write a program that can deal with multiple mathematical operators (e.g. +, -, * and /).			
• I can write simple programs which incorporate BODMAS.			
• I can write simple programs which incorporate exponents and modulus.			
• I can set up a variable that asks the user to input a number.			
• I can write a program that imitates a simple calculator program.			
• I can write a program that can deal with multiple mathematical operators (e.g. +, -, * and /).			
• I can write simple programs that make use of a few comparison operators.			
• I can write simple programs that make use of a number comparison operators.			
• I can independently write programs that imports the 'random' module and add it to a working program.			
• I can write a simple computer program with assistance.			
• I can confidently write the code required to create a simple computer game, making use of the random number generator and difficulty levels.			

• I can develop a computer game by adding a final statement and with additional variables.			
• I can develop a computer game with minimal support.			
• I can add a number of new variables and calculations to a computer game I have developed.			
• I can create a good computer game with efficient and effective code.			



Knowledge and Skills Tracker			
Documentary and Verbatim Theatre	R	A	G
• I can identify key features of a piece of naturalistic and non-naturalistic theatre			
• I can explain why a performance could be described as naturalistic or non-naturalistic			
• I can apply a range of appropriate techniques to my work such as slow motion, thoughts aloud, cross-cutting, split-stage			
• I can define documentary theatre and verbatim and explain how these can be used to create a piece of theatre			
• I can script work using the correct format and a range of stage directions			
• I can script work from a stimulus and using research to support the process			
• I can develop design ideas around a particular play or circumstance			
• I can recognise and give key facts about the areas of technical theatre (lighting, sound, set and costume)			
• I can use some technical vocabulary appropriately (such as spotlight, backdrop, end-on stage)			



Knowledge and Skills Tracker			
War and Conflict	R	A	G
<ul style="list-style-type: none"> I can select from a wide repertoire of resources and ways of organising and structuring talk to present information appropriately and persuasively for listeners in a range of familiar and unfamiliar contexts 			
<ul style="list-style-type: none"> I can develop and choose effectively from a repertoire of verbal and non-verbal techniques which actively involve listeners 			
<ul style="list-style-type: none"> I can use and adapt a range of conventions and forms of spoken texts in different contexts for different purposes 			
<ul style="list-style-type: none"> I can use sustained standard English with the degree of formality suited to listeners and purpose 			
<ul style="list-style-type: none"> I can recognise strengths and identify areas for development in their own and others' contributions 			
<ul style="list-style-type: none"> I can move a discussion forward by developing and drawing together ideas arising from discussion 			
<ul style="list-style-type: none"> I can choose appropriately from a wide variety of roles and apply the skills they require to plan, organise or sustain a range of different discussions 			
<ul style="list-style-type: none"> I can select from a range of strategies the most appropriate ways to locate and retrieve information and ideas from a variety of texts 			
<ul style="list-style-type: none"> I can use a repertoire of reading strategies to analyse and explore different layers of meaning within texts 			
<ul style="list-style-type: none"> I can make relevant notes in a range of formats and approaches when researching a variety of sources 			
<ul style="list-style-type: none"> I am able to analyse a range of ideas and respond to differing viewpoints, purposes and themes in a variety of related texts 			
<ul style="list-style-type: none"> I can build an interpretation of a whole text, recognising links between ideas, themes or characters and supporting points with precise evidence and explanation 			
<ul style="list-style-type: none"> I can discuss my own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations 			
<ul style="list-style-type: none"> I am able to analyse how texts are shaped by audiences' preferences and opinions 			
<ul style="list-style-type: none"> I can discuss my own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations 			
<ul style="list-style-type: none"> I am able to analyse how texts are shaped by audiences' preferences and opinions 			
<ul style="list-style-type: none"> I can develop an informed understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions 			
<ul style="list-style-type: none"> I am able to analyse in depth and detail writers' use of literary, rhetorical and grammatical features and their effects 			
<ul style="list-style-type: none"> I can consider the potential impact of language choices on different readers 			
<ul style="list-style-type: none"> I can increase the effectiveness and individuality of their writing, linking their selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience 			
<ul style="list-style-type: none"> I can plan different types of writing and develop ideas by drawing on the ways in which forms and conventions can contribute to the overall impact and effectiveness of texts 			
<ul style="list-style-type: none"> I can establish and sustain distinctive character, point of view and voice in their fiction writing by choosing from a wide range of techniques and devices used by writers 			
<ul style="list-style-type: none"> I can establish and sustain a clear and logical personal viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information, and other techniques used by writers to meet the purpose of the task 			

<ul style="list-style-type: none"> I can deploy appropriately in my own writing, the range of punctuation choices made by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects 			
<ul style="list-style-type: none"> I can deploy appropriately in my own writing the range of sentence structures used by writers to enhance and emphasise meaning, aid cohesion and create a wide range of effects according to task, purpose and reader 			
<ul style="list-style-type: none"> I can select words carefully from within and beyond my own vocabulary, considering how their choices will create precise or more subtle meanings according to task, purpose and reader 			
<ul style="list-style-type: none"> I can elicit a range of responses from the reader, having made a judgement about the effectiveness of specific linguistic and literary techniques in particular contexts or for specific tasks 			
<ul style="list-style-type: none"> I can shape and craft language within individual paragraphs, and structure ideas between them, to achieve particular literary, transactional or rhetorical effects with purpose and audience in mind 			
<ul style="list-style-type: none"> I can use a range of text formats and layouts to create impact and engage the reader 			
<ul style="list-style-type: none"> I can write fluently and sustain standard English in wide and varied texts and contexts, and for a range of purposes and audiences 			
<ul style="list-style-type: none"> I understand the range of formal and informal styles used by writers, and ways to deploy them appropriately in their own writing to enhance and emphasise meaning and create a wide range of effects with task, purpose and reader in mind 			
<ul style="list-style-type: none"> I understand the ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate in their own writing 			
<ul style="list-style-type: none"> I can spell correctly throughout a substantial text including ambitious or complex polysyllabic words 			
<ul style="list-style-type: none"> I can consider how and why the English language has developed as shown in texts from different historical periods up to the present day 			



Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Understanding Healthy Eating and Cooking Healthily	R	A	G
• I can measure ingredients			
• I can make a pastry dough			
• I can knead			
• I can divide mixtures into equal parts			
• I can roll a sponge cake			
• I can roll dough			
• I can line a pastry tin			
• I can make a white all in one sauce			
• I can boil water			
• I can use a hob safely			
• I can use an oven safely			
• I can use a sharp knife safely			
• I can use a peeler			
• I can turn out a cake			
• I can use a pastry cutter			
• I can work with a partner			
• I can wash up equipment			
• I can dry equipment			
• I can prepare myself for cooking and organise my work area			
• I can behave hygienically in the food classroom			
• I can use the clock to work out cooking times			
• I can explain shortening			
• I can identify 3 types of chemical raising agents			
• I can explain denaturing and coagulation of proteins			
• I can explain functions of minerals and vitamins in the body			
• I can identify foods with good sources of vitamins and minerals in them			
• I can identify different types of religious diets and explain them			
• I can explain special diet: Coeliac			
• I can explain special diet: Vegetarians and vegans			
• I can list the functions of foods in the practical dishes I have made			
• I can produce and explain the eat well guide			
• I can list the steps for improving and maintaining a healthy diet			
• I can suggest alternative ingredients to modify recipes to make them more healthy			
• I can evaluate my practical work			
• I can suggest improvements for garnishing my work			
• I can identify and explain the KLS character traits I have used in practical work			



Knowledge and Skills Tracker			
Around the Francophone World (Past, Present and Future Tenses)	R	A	G
• I can talk about modes of transport			
• I can compare means of transport			
• I can buy tickets			
• I can talk about travel plans			
• I can plan a holiday			
• I can describe a past holiday			
• I can talk about transport in books and films			
• I can use the negative with jamais			
• I can use the present tense of choisir and partir			
• I can use si and quand			
• I can use perfect and imperfect tense together			
• I can manipulate three tenses			

Year 9 Geography Curriculum Tracker Statements



Knowledge and Skills Tracker			
Urbanisation	R	A	G
• I can describe patterns of urban change around the world			
• I can interpret data rich maps with proportional circles, arrows or graphs			
• I know the factors that influence urban change			
• I can identify these factors as push factors and pull factors of rural to urban migration			
• I can identify the economic, social and environmental impacts of rapid urban growth in unplanned developments			
• I can link the pattern of urbanisation with the level of development of that country			
• I know the reasons for the different types of urban change witnessed in ACs			
• I can define re-urbanisation, urban renewal, regeneration, counter-urbanisation and suburbanisation			
• I can evaluate the social, economic and environmental impacts of the Olympic Park regeneration project			
• I can identify the sustainable features of contemporary urban developments			
• I can provide quantitative and qualitative evidence of the cultural diversity of an urban area (London)			
• I know how urban areas alter the climate of these spaces by day and by night			
• I can explain how developers limit the risk of urban flooding using 'SUDS' Sustainable Urban Drainage Systems			
Ecosystems	R	A	G
• I can describe global ecosystems in terms of their location and characteristics of plants and animals			
• I can explain the factors that influence the distribution of global ecosystems – latitude, altitude, maritime effect, ocean currents and prevailing wind			
• I can compare models of nutrients stores and flows in different biomes and explain these differences			
• I can identify the structure of a tropical rainforest as a vertical transect			
• I can identify the adaptations of both plants and animals of the tropical rainforest			
• I can identify examples of interdependence in a tropical rainforest			
• I can explain the causes of tropical rainforest deforestation			
• I can identify a range of threats that indigenous communities face			
• I can identify the role of local and global conservation organisations and elected governments in managing pristine environments			



Knowledge and skills tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Creating Architecture Models	R	A	G
• I can identify safety hazards and work safely			
• I can identify key pieces of Graphics equipment and spell them correctly			
• I can analyse a task			
• I can identify and use ACCESSFM			
• I can understand the importance of working to a scale			
• I can produce an annotated mood-board			
• I can sketch and annotate a range of ideas			
• I can write an effective design specification			
• I can analyse the work of others			
• I can define the iterative process			
• I can produce an architectural model			
• I can develop a range of promotional advertising materials			
• I can use a range of modelling tools and equipment with confidence			
• I can explain different printing processes			
• I can discuss the work of James Dyson			
• I can understand the need for prototypes in the development stages			
• I can produce a detailed flow chart			
• I can define quality control and provide examples			
• I can use 2D Design with confidence			
• I can produce an accurate equipment list			
• I can produce a detailed plan of making			
• I can evaluate my product			
• I can identify paper and board stock forms and their sources			
• I can explain how paper and board are made			



Knowledge and Skills Tracker			
Interwar period	R	A	G
• I know what the armistice was.			
• I can give some examples of the conditions of the treaty of Versailles imposed on Germany after the war			
• I explain what the stab in the back theory / diktat was			
• I can explain the reasons why the Weimar Republic was unpopular			
• I can describe what the NSDAP was like in the early 1920s			
• I can outline the reasons for the Munich Putsch in 1923			
• I can make a judgement on how negative the consequences of the Munich Putsch were for Hitler and the NSDAP			
• I can explain how the Reichstag fire benefitted the Nazi party in the long term.			
• I can outline the steps Hitler took to increase his power from February 1933 – August 1934			
Holocaust	R	A	G
• I can define the Holocaust			
• I can explain the roots of anti-Semitism in Europe before world war II			
• I can explain the reasons that anti-Semitism increased in Germany after the war.			
• I can give examples of different groups of minorities that were persecuted by the Nazis.			
• I can describe the ways that Jewish people resisted against the Nazis.			
• I can explain the difference between bystanders, collaborators and perpetrators of the Holocaust			
• I can make my own judgement about the Gold Hagen thesis.			
• I can explain the way Britain and its allies responded to the Holocaust			



Knowledge and Skills Tracker			
Non-Linear Graphs	R	A	G
• I can interpret and draw distance-time graphs and other graphs that show rates of change			
• I can use graphs for rates of change to solve problems			
• I can interpret and draw the graph of a quadratic function $y=ax^2 + bx + c$			
• I can state the properties of quadratic graphs			
• I can interpret and draw exponential, reciprocal and piece-wise graphs			
• I can state the properties of exponential and reciprocal graphs			
Geometric Construction and Loci	R	A	G
• I can construct perpendicular bisectors and angle bisectors using a pair of compasses and a ruler			
• I can recognise the properties of perpendicular bisectors and angle bisectors			
• I can construct a perpendicular to a line from a point or at a given point using a pair of compasses and a ruler			
• I can construct triangles using a pair of compasses, a ruler and a protractor			
• I can construct and describe loci for the paths of points on a plane			
Pythagoras' Theorem	R	A	G
• I can state Pythagoras' Theorem			
• I can apply Pythagoras' Theorem to solve problems involving right-angled triangles			
• I can apply the converse of Pythagoras' Theorem to determine whether a triangle has a right angle			
• I can recognise and use the perpendicular distance from a point to a line as the shortest distance to the line			
Congruence, Similarity and Enlargement	R	A	G
• I can state the conditions for two triangles to be congruent			
• I can identify congruent triangles			
• I can solve problems involving congruence			
• I can understand the idea of similarity			
• I can state the properties of similar polygons			
• I can solve problems involving similarity			
• I can enlarge a plane figure by a scale factor			
• I can interpret scale drawings			
Trigonometry and Bearings	R	A	G
• I can state the definitions of trigonometric ratios (sine, cosine and tangent) of acute angles			
• I can use trigonometric ratios to find unknown sides and angles in right-angled triangles			
• I can apply the trigonometric ratios to solve problems			
• I can measure and calculate bearings			
• I can solve problems involving bearings			



Knowledge and Skills Tracker			
Reggae	R	A	G
• I know what a chord is			
• I know what the 'offbeat' is			
• I know about Reggae musicians and when Reggae was popular			
• I know where Reggae music originated			
• I can play chords on an instrument on the 'offbeat'			
• I can play a chord sequence for a Reggae song			
• I can play other parts of a Reggae song such as riff or bassline			
• I can perform a Reggae song part of as part of a group			
• I can describe harmony and rhythm in Reggae songs			
Rap and Hip Hop	R	A	G
• I know I can keep in time to a simple beat			
• I can perform a Rap a verse from a Rap song			
• I can perform a sung chorus from a Rap song			
• I can describe the origins of Rap music			
• I know how Rap music has developed over time			
• I can use literary techniques to write my own Rap lyrics			
• I can compose a Rap song with a positive message which tells a story			
• I understand how to write lyrics that rhyme and syllables that fit into the rhythm			
• I understand how studying Rap/ Hip Hop music can support equality and diversity within our school community			



Knowledge and Skills Tracker			
Religious Ethics	R	A	G
• I know what is meant by ethics			
• I know what is meant by Morality			
• I can recognise the difference between absolute and relative morality			
• I can recognise what things might influence our decisions making about what is right and wrong			
• I can explain reasons why most people keep the Law			
• I Know what religious believers think about the Law			
• I can evaluate whether it is ever right to break the Law			
• I know what is meant by 'the sanctity of life'			
• I can explain how belief in the sanctity of life can influence religious decisions about what is right and wrong			
• I can reflect on why issues about the sanctity of life can be complicated			
• I can apply ideas on the sanctity of life to abortion, Euthanasia and the death penalty			
• I know what is meant by 'belief in the created world'			
• I can explain religious ideas about looking after the environment			
• I know what is meant by animal rights			
• I can name some ways that animals use humans			
• I can explain some different points of view that people have about the treatment of animals			
• I can reflect upon the reasons why animals should have rights			
• I know what is meant by the term drug abuse			
• I can recognise some reasons why people might use drugs			
• I can explain some religious attitudes about drug abuse			
• I know what is meant by medical ethics			
• I can explain reasons why some medical decisions can be difficult			
• I can explain some religious beliefs about medical issues			
• I can reflect on my own views about medical ethics			
• I can explain why equality is important in religious belief			
• I can reflect on some solutions to inequality			
• I know what is meant by poverty			
• I can explain some different types of poverty			
• I can reflect on some solutions to the problem of poverty			
• I know what is meant by the term 'natural disaster'			
• I can explain some ways that natural disasters affect different countries			

• I can explain why some religious people think it is important to help people who are affected by natural disasters			
• I can explain some reasons why people think religion is not relevant in today's world			
• I can explain some reasons why people think religion is relevant in today's world			
• I can explain my own views about the relevance of religion in today's world			



Knowledge and Skills Tracker			
Rugby	R	A	G
• I know what pass is appropriate in certain situations			
• I know when are a bomb, grubber and drop kicks used in Rugby			
• I know what tactics can I create to gain advantages at an attacking scrum or lineout			
• I know what tactics can I create to gain advantages at an attacking scrum or lineout			
• I know how you catch a ball while running at speed and angles			
• I know where on the pitch may I use a switch pass			
• I know when might a pop pass be most effective			
• I understand the offside rule when kicking in Rugby			
Table Tennis	R	A	G
• I know what direction must you serve in singles/doubles?			
• I know how can I use accuracy to increase chances of winning points?			
• I know what are the differences in rules for doubles/singles?			
• I know where must the ball must be served at the start of a doubles match?			
• I know what forces can I apply to the ball in order to outwit an opponent			
• I know what an attacking serve look like			
• I know where must I move once I have played a shot in doubles			
• I know good ways to communicate with a teammate			
• I know how I might you make it difficult for an opponent when they are stepping in to play a shot			
• I know the rules regarding the order of serve			
Health Related Fitness	R	A	G
• I understand the short and long term effects of exercise			
• I understand that poor nutrition affect the body's appearance and functioning			
• I know what happens to breathing rate when we exercise and why it is this happening			
• I know the effects of under eating and over eating			
• I know how to plan progressive and suitable activities			
• I know what is it meant by calorie and RDA			
• I know how to gauge the calorific (energy) value of certain foods			
• I know the purpose of a cool down and stretches			
• I know what is the most appropriate training method for each of the components of fitness			
• I know if physical change happen slowly or quickly when training			
• I know that training may differ for certain athletes			

Dance	R	A	G
• I know what is an effective dance warm-up/cool-down?			
• I know what is an effective way to portray emotion?			
• I can identify some of the strengths and weaknesses of a peer's dance and how they can improve			
• I know appropriate stretches to prepare for Dance			
• I know what a motif is			
• I know what is meant by aesthetically pleasing			
• I know what formations can be used when creating a motif with a bigger group			
• I know what pathways can be used to effectively link choreography together			
• I know what dynamics can be used to effectively link choreography together			
• I know what levels can be used to effectively link choreography together			
• I know the effects of under eating and over eating			
• I know how to plan progressive and suitable activities			
• I know what is it meant by calorie and RDA			
• I know how to gauge the calorific (energy) value of certain foods			
• I know the purpose of a cool down and stretches			
• I know what is the most appropriate training method for each of the components of fitness			
• I know if physical change happen slowly or quickly when training			
• I know that training may differ for certain athletes			
Trampolining	R	A	G
• I can effectively and safely stop bouncing on the trampoline			
• I know what the basic shape are			
• I know what part of your body initiates the twist			
• I know what my toes should look like when performing the seat landing			
• I know what makes an effective routine			
• I know where to focus my vision when bouncing			
• I know why I should you remain as central on the trampoline as possible when bouncing			
• I know why I am needed as a 'spotter' around the edge of the trampoline			
• I know why is it important to perform the shape at the top of the jump/flight			
• I know what is the most important part of a trampoline skill			
Gymnastics	R	A	G
• I know how I would you ensure a skill is aesthetically pleasing			
• I know when performing the tumbles/rolls, I can ensure good body tension and extension during the movements			
• I know how to land safely after completing the skills			
• I know what axis of rotations you rolling/tumbling around			
• I know how vaulting is judged in competition			
• I know what is the centre of gravity/mass is			
• I know what is a base of support is			



Knowledge and Skills Tracker			
Types of Prejudice	R	A	G
• I can explain the meaning of prejudice			
• I can describe examples of prejudice			
• I can correctly identify the difference between sex and gender and what makes a person trans.			
• I know how schools can become more trans-friendly and create a new diversity code for our school			
Extremism and Radicalisation	R	A	G
• I understand the definition of extremism			
• I know some of the causes of extremism and how it can be challenged			
• I can describe different British Values and explain both arguments for and against multiculturalism.			
• I can explain if multiculturalism has been a success/failure in the UK.			
Knife Crime	R	A	G
• I can explain the reasons why people commit crime			
• I know the punishment for different crimes			
• I know the impact of carrying knives			
• I know how young people can reduce knife crime			
Gambling and The Law	R	A	G
• I can describe the law and gambling			
• I can explain the impact of gambling addiction			
Voting and Elections	R	A	G
• I can describe different types of voting systems			
• I know the advantages and disadvantages of different voting systems			
Viruses and Webcams	R	A	G
• I am able to correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails			
• I am able to describe what the different types of scams are and what they look like			
• I am able to correctly identify the dangers of accessing, browsing and purchasing from the dark web			
• I can describe the differences between the dark web and the visible web and how criminal activity is detected online			
Copyright and Ownership	R	A	G
• I can explain the meaning of piracy			
• I am able to describe the effects of piracy on individuals and organizations			
• I know what plagiarism is			
• I know the consequences of plagiarism			



Year 9 D&T: Resistant Materials Curriculum Tracker Statements

Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Creating Passive Amplifier and Desk Tidies	R	A	G
• I can use a pencil and steel ruler to mark out			
• I can draw out an orthographic drawing of my phone			
• I can mark out where my phone and music will come out on my passive amplifier			
• I can use a coping saw correctly and safely			
• I can turn the blade in the coping saw correctly and safely			
• I can use a Bandfacer correctly and safely			
• I can name the parts of the Pillar drill			
• I can use a Pillar drill correctly and safely			
• I can use PVA glue correctly and safely			
• I can use sand paper correctly using the right grades of sand paper			
• I can use a bench hook and Tenon saw correctly and safely			
• I can mark out mitre joints			
• I can cut out mitre joints			
• I can decide on what dividers I want in storage part of my passive amplifier			
• I can use 2D design on the laptops			
• I can change the colours of the lines of my design on 2D design so the laser cutter can cut it out			



Knowledge and skills tracker			
Materials	R	A	G
• I can define material			
• I can define matter			
• I can state the definition of a natural material			
• I can state the definition of a synthetic material			
• I can give an example of a natural material			
• I can give an example of a synthetic material			
• I can state one use of natural material			
• I can state one use of synthetic material			
• I can state the four types of material			
• I can describe the structure of a metal			
• I can describe the structure of ceramics			
• I can describe the structure of composites			
• I can describe the structure of polymers			
• I can define a hypothesis			
• I can define a prediction			
• I can explain what to include when writing an evaluation			
• I can state the properties of metals			
• I can state some uses of metals			
• I can state the definition of an alloy			
• I can describe the properties of an alloy compared to a metal			
• I can state some uses of alloys			
• I can state the definition of a polymer			
• I can state the force of attraction between polymer molecules			
• I can explain why polymers are solid at room temperature			
• I can explain why simple molecules such as oxygen are gases at room temperature			
• I can give some examples of natural polymers			
• I can give some examples of synthetic polymers			
• I can describe how synthetic polymers were discovered			
• I can describe what is meant by vulcanisation			
• I can give some advantages of using plastics			
• I can give some disadvantages of using plastics			
• I can describe how plastics are organised into groups			
• I can state the four stages of a products' life cycle			
• I can state the definition of a life cycle assessment			

• I can state three examples of new materials			
• I can state the properties of aerogel			
• I can state the properties of graphene			
• I can state one use of graphene			
• I can state the definition of biomaterials			
• I can state one use of biomaterials			



Knowledge and Skills Tracker			
Me and My World (Present, Future and Conditional Tenses)	R	A	G
• I can say what I usually do in the morning and when			
• I can use reflexive verbs in the present tense			
• I can describe routines and expressions of frequency			
• I can ask others about their routines			
• I can say what I do in the afternoon and evening			
• I can use reflexive verbs in different tenses			
• I can understand the position of the reflexive verb			
• I can describe relationships with friends and family			
• I can use direct object pronouns for people			
• I can discuss a range of environmental issues			
• I can use irregular verbs in the future and conditional tenses			
• I can use a range of strong opinion expressions			
• I can use impersonal constructions with 'se'			



Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
The Skill of Bunting Making	R	A	G
• I can identify safety hazards			
• I can analyse a task			
• I can identify and use ACCESSFM			
• I can identify and explain repeat patterns			
• I can produce repeated patterns			
• I can identify the colour positions on the colour wheel			
• I can explain the difference between primary and secondary colours			
• I can explain tint, tone and shade			
• I can identify and explain how colour is associated with mood, culture and design images			
• I can identify methods for placing colour onto fabric			
• I can produce a range of samples of multi-media colour onto fabric techniques			
• I can produce and explain Fabric painting for a design image			
• I can produce and explain Fabric crayoning for a design image			
• I can produce and explain applique for a design image			
• I can produce and explain batik for a design image			
• I can produce and explain block printing for a design image			
• I can produce and explain hand embroidery for a design image			
• I can explain step by step processes in words and sketches for colour onto fabric that I use			
• I can list a variety of celebration events and images associated with them			
• I can produce a themed annotated mood-board			
• I can produce a range of design sketches for ideas			
• I can produce an accurate paper pattern			
• I can explain and use a layplan			
• I can calculate nets and fabric wastage			
• I can explain the importance of seam allowances			
• I can set up the sewing machine			
• I can explain and sew a plain seam			
• I can explain bias binding			
• I can explain the importance of clipping			
• I can press and use the iron safely			
• I can produce an accurate equipment list			
• I can produce a detailed plan of making			
• I can produce and explain a manufacturing specification			
• I can evaluate my product			

• I can insert a zip into a seam			
• I can explain in diagrams and words how to insert and sew a zip			
• I can analyse a produce using ACCESSFM			
• I can redesign a product for a specified group or need			
• I can explain the body of work of a famous fashion designer or company			
• I can explain the importance of organic cotton			
• I can identify and explain the properties of natural fibres			
• I can identify and explain the properties of synthetic fibres			
• I can identify and explain the 3 methods of fabric construction- woven, knitted and bonded			
• I can identify uses of CAD and CAM in Textiles			
• I can list advantages and disadvantages of CAD/CAM in Textiles			
• I can calculate the cost of my product			
• I can identify fixed and variable costs in Textiles industry			
• I can list what should be on a Textiles packaging			
• I can identify key logos and symbols for textiles packaging products.			

