



ARENA
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**Year 9 Personalised Learning
Checklist Report**

Autumn 2020



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Subject	Year Group	Head of Department
English	9	Miss O Peynedo

PLC	PLC Criteria	RAG
PLC 1	AO1: After careful reading, I understand most texts.	
PLC 2	AO1: I can understand deeper meanings that may be hidden from other readers and make clear evaluations.	
PLC 3	AO1: I can spot things like extended metaphors; irony and I can explain complex ideas.	
PLC 4	AO2: I can identify word class (adjectives, verbs etc.) and basic sentence structures	
PLC 5	AO2: I can identify literary devices (simile, metaphor etc.) and make simple comments	
PLC 6	AO2: I can make sophisticated comments about the effect of literary devices on the reader	
PLC 7	AO3: I understand the obvious differences between texts	
PLC 8	AO3: I understand the more subtle differences between texts. I understand what "context" means and how it can affect a text	
PLC 9	AO3: I can make clear and confident comparisons between texts and comment on their contexts.	
PLC 10	AO4: I can make clear statements about what I think about issues and texts	
PLC 11	AO4: I can analyse and sum up clearly and with sophistication	
PLC 12	AO4: I can analyse and sum up with sophistication, perhaps drawing on my knowledge from other areas and subjects.	



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Subject	Year Group	Head of Department
Mathematics	9	Miss S Coffey

PLC	PLC Criteria	RAG
PLC 1	Be able to calculate the equation of a straight line	
PLC 2	Be able to plot the equation of a straight line using a table of values.	
PLC 3	Be able to interpret gradients and intercepts of real-life graphs.	
PLC 4	Be able to perform calculations involving inverse proportions	
PLC 5	Be able to accurately construct a triangle in the form SAS using a protractor and pair of compasses.	
PLC 6	Be able to construct the perpendicular bisector of a straight line using a pair of compasses.	
PLC 7	Be able to bisect an acute angle accurately involving a set of compasses.	
PLC 8	Be able to perform calculations involving direct proportion	
PLC 9	Be able to identify and perform calculations involving congruent shapes	
PLC 10	Be able use the equation of a straight line to identify parallel lines and interpret the gradient of a line.	
PLC 11	Be able to identify and perform calculations involving similar shapes	
PLC 12	Be able to convert between different currency with a given exchange rate.	
PLC 13	Be able to solve problems involve scale and loci	
PLC 14	Be able to interpret maps using scale factors and ratios	



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Subject	Year Group	Head of Department
Mathematics	9	Mrs S Coffey

PLC	PLC Criteria	RAG
PLC 1	Be able to understand place value in numbers up to one million	
PLC 2	Be able to solve problems involving money in real world situations	
PLC 3	Be able to multiply, divide and subtract decimals	
PLC 4	Be able to add and subtract directed numbers	
PLC 5	Be able to perform calculations involving the correct order of operations	
PLC 6	Be able to plot and solve geometric problems involving coordinates	
PLC 7	Be able to substitute positive and negative values into an expression	
PLC 8	Be able to plot the equation of a straight-line graph	
PLC 9	Be able to calculate the equation of a straight line.	
PLC 10	Be able to solve problems involving conversion graphs.	
PLC 11	Be able to accurately construct a triangle in the form ASA.	
PLC 12	Be able to bisect an acute angle accurately using a pair a compasses.	
PLC 13	Be able to construct a scale diagram with a set scale.	
PLC 14	Be able to identify and calculate specified measurements from similar shapes.	
PLC 15	Be able to calculate measurements that involve direct proportion	



Subject	Year Group	Head of Department
Science	9	Mrs K Curtis

PLC	PLC Criteria	RAG
PLC 1	Identify different examples of habitats and ecosystems	
PLC 2	Identify how Carbon Dioxide affects the atmosphere	
PLC 3	Describe what a quadrat is used for	
PLC 4	Describe different methods that can be used to reduce the negative effects of humans on the environment	
PLC 5	Describe the roles of producers, consumers and decomposers	
PLC 6	Explain how Carbon is cycled through the environment	
PLC 7	Identify different gases in the atmosphere	
PLC 8	Identify what is meant by Carbon Neutral	
PLC 9	Describe the difference between finite and infinite resources	
PLC 10	Describe complete and incomplete combustion	
PLC 11	Describe how we extract crude oil and it's uses	
PLC 12	Explain how the Earth's atmosphere has changed over time	



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Subject	Year Group	Head of Department
Science	9	Mrs K Curtis

PLC	PLC Criteria	RAG
PLC 1	Describe the roles of producers, consumers and decomposers	
PLC 2	Explain how Carbon cycles through the environment	
PLC 3	Explain how waste deforestation and global warming affect biodiversity	
PLC 4	Calculate population density of plant species using a quadrat	
PLC 5	Apply knowledge to explain how better adapted animals survive environmental changes	
PLC 6	Construct and compare pyramids of biomass and pyramids of number	
PLC 7	Describe how we extract crude oil and it's uses	
PLC 8	Explain how the Earth's atmosphere has changed over time	
PLC 9	Complete word and symbol equations for complete and incomplete combustion	
PLC 10	Explain how greenhouse gases contribute to global warming	
PLC 11	Evaluate the usefulness of plastics and polymers	
PLC 12	Evaluate the impact of biofuels compared to conventional fuels	



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Subject	Year Group	Head of Department
Computer Science	9	Mr F Khan

PLC	PLC Criteria	RAG
PLC 1	I can explain and identify an email scam.	
PLC 2	I can describe what to look out for in phishing emails.	
PLC 3	I can explain the different types of email scams.	
PLC 4	I understand the concept of hacking.	
PLC 5	I can identify and describe the different signs and types of malware.	
PLC 6	I can explain the key points of the Data Protection Act.	
PLC 7	I understand the importance of protecting ourselves against identity theft.	
PLC 8	I understand what copyright is.	
PLC 9	I can identify examples of copyright infringements.	
PLC 10	I can identify the common health and safety problems associated with computer use.	
PLC 11	I can describe the common health and safety problems associated with computer use and explain solutions.	



Subject	Year Group	Head of Department
French	9	Mrs H Brighton

PLC	PLC Criteria	RAG
PLC 1	Speaking – Understand the mnemonic ‘D; ‘U’ ‘E’ ‘L’ and how to use it.	
PLC 2	Speaking –Understand a range of phonics.	
PLC 3	Reading – Recognise cognates and false friends to get the gist.	
PLC 4	Reading – Understand basic opinions, connectives and reasons.	
PLC 5	Reading – Understand more complex opinions and reasons	
PLC 6	Reading -Understand the meaning of familiar words	
PLC 7	Reading – Translate simple target language sentences, on a familiar topic, into English without using a dictionary.	
PLC 8	Reading – Translate complex grammar into English with the correct word order.	
PLC 9	Self-quizzing – Use the ‘self-quizzing’ technique to learn how to commit phrases to memory	
PLC 10	Writing - Write simple sentences in the target language • Use simple opinion phrases in the target language	
PLC 11	Writing – Use connectives to write extended sentences in the target language.	
PLC 12	Writing – Use complex language and / or grammar.	
PLC 13	Writing – Write in the target language with correct word order	
PLC 14	Writing – Write with reasonable accuracy.	



Subject	Year Group	Head of Department
Geography	9	Miss G Biswas

PLC	PLC Criteria	RAG
PLC 1	Recall some facts about a case study you have studied.	
PLC 2	Use geographical language in written work.	
PLC 3	Recall key human and physical features for the country you have studied.	
PLC 4	Use geographical terms confidently and apply it to key themes and concepts.	
PLC 5	Describe the location of a country you have studied using key geographical terms.	
PLC 6	Link key concepts of sustainability to a case you have studied.	
PLC 7	Explain the importance of geographical issues and linking them to real life situations.	
PLC 8	Assess similarities and differences between different stakeholders' views on a geographical issue with an excellent use of geographical language.	
PLC 9	Analyse the social, economic and environmental effects of a case study you have studied.	
PLC 10	Critically evaluate the impact of geographical processes and their effects on people and the environment.	
PLC 11	Interpret and compare graphs and apply it to key themes.	
PLC 12	Construct arguments, judgements and conclusions on a key case study.	
PLC 13	To confidently identify synoptic links between Geographical concepts and case studies	
PLC 14	To produce high quality independent research projects	
PLC 15	Use self and peer assessment effectively	



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Subject	Year Group	Head of Department
History	9	Mr O King

PLC	PLC Criteria	RAG
PLC 1	Demonstrate generalised historical knowledge, using everyday language, and explaining key features and characteristics.	
PLC 2	Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics.	
PLC 3	Demonstrate mostly relevant and comprehensive knowledge, using first order concepts, combined with a developed understanding of key features and characteristics.	
PLC 4	Construct a developing line of reasoning with some explanation of second order concepts.	
PLC 5	Construct a coherent line of reasoning using second order concepts.	
PLC 6	Construct a coherent line of reasoning using second order concepts supported explanation or analysis.	
PLC 7	Explain, to draw simple conclusions, of sources to provide some investigation of historical issues.	
PLC 8	Analyse and provide some evaluation, to reach reasoned judgements, of a range of sources, in context, to investigate historical issues.	
PLC 9	Analyse and provide some evaluation, to reach reasoned judgements with supporting contextual knowledge or provenance, of a range of sources, in context, to investigate historical issues	
PLC 10	Explain, to draw simple conclusions, of interpretations to identify similarities and differences.	
PLC 11	Analyse and provide some evaluation, to reach reasoned judgements, of interpretations and why they may differ.	
PLC 12	Analyse and provide some evaluation, to reach reasoned judgements with supporting contextual knowledge or provenance, of interpretations and why they may differ.	



Subject	Year Group	Head of Department
Art	9	Mrs L Freeman

PLC	PLC Criteria	RAG
PLC 1	Cultural understanding – I can identify features of gothic, art nouveau and bauhaus architecture.	
PLC 2	Recording – I can carefully observe and record architectural features. I can use proportion, scale and detail to create a detailed observation.	
PLC 3	Charcoal drawing - I can use charcoal and white paint to record shapes and details of gothic architecture	
PLC 4	Charcoal drawing - I can record shadows and highlights to create depth in my visual work. I can use a wide tonal range to create depth.	
PLC 5	Collage - I can manipulate collage to create a visual representation of Art Nouveau	
PLC 6	Mono printing - I can successfully manipulate mono printing to create a clear print based on Art Nouveau.	
PLC 7	Stencil - I can develop a stencil based on a gridded composition. I can apply stencil technique to create a visual outcome inspired by Bauhaus architecture.	
PLC 8	Stencil development - I can manipulate colour, space and shape to create a visual outcome inspired by Bauhaus architecture	
PLC 9	Compare and contrast – I can identify and describe similarities and differences between Art Nouveau and Art Deco.	
PLC 10	Presentation - I can complete work with care and consideration, taking pride in my outcome.	
PLC 11	Evaluation - I can evaluate my outcomes using subject specific vocabulary and reflect on areas of strength and areas of development.	



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Subject	Year Group	Head of Department
Music	9	Miss J Dhillon

PLC	PLC Criteria	RAG
PLC 1	I can identify the structure of a song/poem.	
PLC 2	I can convey the words of my song/rap/poem.	
PLC 3	I know how to compare & contrast two different pieces of music.	
PLC 4	I can respond to practical work, with some music terminology.	
PLC 5	I can add vocal tone to a musical performance.	
PLC 6	I can add expression to a performance to portray emotions of my song, poem, and rap.	
PLC 7	I can change my voice (tone, pitch, volume, and rhythm) to perform a soundscape within a performance.	
PLC 8	I can analyse a performance and give feedback to my peers to improve their performance.	
PLC 9	I can take on board feedback from my peers to improve my performance.	
PLC 10	I can choose an appropriate piece of music that reflects my poem etc. That helps to create a mood.	
PLC 11	I can explain dynamics.	
PLC 12	I can explain timing/rhythm.	



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Subject	Year Group	Head of Department
Physical Education	9	Miss K Joyce

PLC	PLC Criteria	RAG
PLC 1	All passes can be performed with power and accuracy during practice situations	
PLC 2	Dribbling is effective in practise situations and sometimes left and right foot is used	
PLC 3	Shooting technique with power and accuracy is demonstrated in non-competitive situations	
PLC 4	Knowledge of different positions is evident	
PLC 5	Leadership skills are evident, including officiating, leading mini drills and delivering warm-ups	
PLC 6	There is strong knowledge and understanding of the rules in football	
PLC 7	A variety of passes are used successfully in conditioned games	
PLC 8	Communication is used effectively in game situations to benefit the team and the individual	
PLC 9	The performer can dribble confidently under pressure using both feet	
PLC 10	When under pressure the performer can demonstrate a variety of passes and shot with power and accuracy	
PLC 11	The performer can make a positive impact in various positions on the pitch	
PLC 12	Tactical awareness is shown and applied throughout the game	
PLC 13	The performer is able to mark opponents, and lose their markers in a game situation to gain advantage	
PLC 14	The performer makes a positive contribution in all aspects of the sport and performs well under pressure in all situations	



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Subject	Year Group	Head of Department
Physical Education	9	Miss K Joyce

PLC	PLC Criteria	RAG
PLC 1	A variety of passes can be performed with occasional power and accuracy	
PLC 2	The footwork rule is understood and implemented in practice situations	
PLC 3	Shooting technique is accurate with few errors in isolated practice	
PLC 4	A basic knowledge of some positions is evident	
PLC 5	Leadership skills are evident, including officiating, leading mini drills and delivering warm-ups	
PLC 6	There is strong knowledge and understanding of the netball rules	
PLC 7	The footwork rule is applied in practice and continues to be effective under pressure, in conditioned games	
PLC 8	A variety of passes are used and are successful in conditioned games	
PLC 9	The performer shows confidence and is effective in a variety of positions within a game situation	
PLC 10	Tactical awareness is shown and applied throughout practice drills and games	
PLC 11	Communication is used effectively in game situations to assist the team	
PLC 12	The overall performance in skill and game situations is effective in all given scenarios	
PLC 13	The performer is able to mark opponents, and lose their markers in a game situation to gain advantage	
PLC 14	The performer makes a positive contribution in all aspects of the sport and performs well under pressure in all situations	



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Subject	Year Group	Head of Department
Performing Arts	9	Miss J Dhillon

PLC	PLC Criteria	RAG
PLC 1	I can identify key information from a script, understanding of the events in the story. (characters and setting)	
PLC 2	I can demonstrate an understanding of the script chosen and explore themes and characters to begin a creative process.	
PLC 3	I can interpret characters and understand relationships.	
PLC 4	I can consider staging, design and aspects that will go towards creating an atmosphere relevant to the context.	
PLC 5	I can change my voice to portray a character.	
PLC 6	I can add expression to portray a character.	
PLC 7	I can give an analytical response to my work, focusing on the impact of my performance and how the skills used and decisions made during the creative process enhanced the performance	
PLC 8	I can analyse and respond to others work imaginatively using drama terminology.	
PLC 9	I can create an emotive and thought-provoking atmosphere for the audience	
PLC 10	I can perform as a character of the opposite gender, changing my voice and body.	
PLC 11	I can create an informed and entertaining performance using my drama skills effectively and confidently.	
PLC 12	I can create a detailed, sensitive and imaginative performance that interprets the text appropriately.	



Subject	Year Group	Head of Department
Religious Education	9	Miss S Nahir

PLC	PLC Criteria	RAG
PLC 1	Recall some knowledge on the religious attitudes towards the topic	
PLC 2	Describe some religious attitudes towards the topic	
PLC 3	Begin to explain religious attitudes towards the topic using quotes and keywords from religious texts	
PLC 4	Confidently explain religious and non-religious attitudes towards the topic using quotes and keywords from texts	
PLC 5	Assess religious and non-religious attitudes towards the topic using quotes and keywords from texts	
PLC 6	Analyse and compare religious quotes linking to the topic and consider how they may be interpreted differently	
PLC 7	Justify my opinion and reflect on why others may disagree with it using facts and figures	
PLC 8	Analyse (argue for and against) religious, non-religious and my own attitudes towards the topic; using quotes, case studies and keywords from texts and come to a reasoned conclusion	
PLC 9	Can analyse the importance and influence that religious and non-religious views have on this topic and explain the different viewpoints within a religion	
PLC 10	Make links between beliefs about the topic and British values	
PLC 11	Critically evaluate the impact of the beliefs around this topic on the community/laws	
PLC 12	Construct coherent arguments backed by knowledge of the historical, social and religious context	



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Subject	Year Group	Head of Department
Technology - Food	9	Mr Newman

PLC	PLC Criteria	RAG
PLC 1	I can identify the nutritional needs of different life stages	
PLC 2	I can understand the function of macro and micronutrients in the body	
PLC 3	I can create a diet plan that meets the needs of a specific dietary needs.	
PLC 4	I can identify the impact of a pacific dietary deficiency upon the body.	
PLC 5	I can identify medical, cultural, moral, and religious dietary needs of different groups.	
PLC 6	I can design meals that are in line with different medical, cultural, moral, and religious dietary needs.	
PLC 7	I can write a specification based upon the dietary requirements of my chosen dietary need.	
PLC 8	I can apply my understanding of different dietary requirements to make suitable dishes for different needs.	
PLC 9	I can evaluate my practical products, identify it strengths, weaknesses, and areas for modification in line with my specification.	
PLC 10	I can evaluate the nutritional content of my dishes using sensory analysis data/ charts.	



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Subject	Year Group	Head of Department
Technology -	9	Mr Newman

PLC	PLC Criteria	RAG
PLC 1	To understand how multiple factors are adversely affecting the environment.	
PLC 2	Describe the environmental impact of one man-made problem. (e.g, deforestation, single use plastics, burning fossil fuels.	
PLC 3	Be able to name and describe alternative energy sources which are less harmful to the environment.	
PLC 4	Be able to name and describe the properties of some sustainable materials.	
PLC 5	Have an awareness of measures that can be taken in school to improve our carbon footprint.	
PLC 6	I am able to generate a design specification that clearly identifies use of sustainable resources.	
PLC 7	I am able to design to meet a need, using sustainable resources for the majority of my work.	
PLC 8	I am able to model my ideas 3 dimensionally and respond to feedback to help me to develop/improve my work.	
PLC 9	I am able to demonstrate a good level of accuracy in use of materials and equipment to create an accurate model.	
PLC 10	I can design and make a viable product to support the work of the Arena Eco Council.	



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Subject	Year Group	Head of Department
Technology - Design	9	Mr Newman

PLC	PLC Criteria	RAG
PLC 1	I can identify a 'problem' and write a design brief	
PLC 2	I can use primary and secondary research to inform design decisions, using my research to demonstrate my understanding of ethical design	
PLC 3	I can write a specification	
PLC 4	I can create initial design ideas using my research to inform decisions	
PLC 5	I can demonstrate my understanding of the benefits of CAD CAM	
PLC 6	I can develop my initial design ideas using different types of feedback	
PLC 7	I can develop my initial design ideas into a final design	
PLC 8	I can model my design using CAD	
PLC 9	I can draw my final design using several different techniques	
PLC 10	I can evaluate my final design against my specification to identify improvement points	