Alderman Peel High School

Most Able, Gifted & Talented

Subject Identification Criteria

Art

- Can think and express themselves in creative and original ways
- Has a passionate interest in art and artist and art movements
- Good observation skills, and can critically evaluate visual work
- Experimental and prepared to take risks

Drama

- Can work sensibly in a cooperative setting to devise drama in a variety of styles
- Can interpret scripts sensitively and sustain a defined character in role
- Can perform confidently for an audience and compare/contrast work with that of others
- Can explore ideas and issues in some depth and use technical terms with accuracy
- Attends at least one club AND/ OR takes part in current production(s) per term
- Talented in at least one dramatic form (E.g. Physical Theatre / Naturalism/ Written work/ Devising)
- Leads by example by displaying a high level of enthusiasm / demonstrating high standards of work – in addition to this regularly achieves merit and distinction in assessments (KS3) working above a grade 6 (KS4)

English

- Enjoys reading and reads widely, sometimes choosing more challenging texts
- Will approach written tasks thoughtfully and can produce compelling writing
- Uses critical terms appropriately and is ambitious in use of vocabulary
- Will organise writing for effect
- Shows more attention to detail when writing
- Understands that writing needs to be adapted for purpose and audience
- Is capable of reflecting on the contribution they have made
- Is able to vary sentence structure accurately and for effect

Geography

- Can use geographical terminology correctly
- Has a natural enthusiasm for and curiosity in Geography
- An extensive general knowledge in particular of place
- Can understand and explain complex processes and interrelationships
- An ability to recognise spatial patterns
- Can think in terms of scale
- Confident users of maps, able to demonstrate a high level of skill
- Can apply geographical models to real life situations

History

- Use subject vocabulary confidently
- Able to follow a line of argument
- Extensive historical knowledge and strong sense of period
- Draw generalisations and conclusions from a range of sources
- Apply discrimination in the selection of facts and evaluation of historical evidence
- Intrigued by the similarities and differences between peoples experiences, times and places

ICT

- Demonstrate ICT capability significantly above that expected for their age
  explore independently beyond the given breadth of an ICT topic
- Transfer and apply ICT skills and techniques confidently in new contexts
- Use initiative to exploit the potential of more advanced features of ICT tools
- Learn and apply new ICT techniques quickly
- Initiate ideas and solve problems, use ICT effectively and creatively, develop systems that meet personal needs and interests

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Modern Foreign Languages

- Have a strong desire to put language together by themselves
- Show creativity and imagination when using language
- Have a natural feel for languages
- Pick up new language and structures quickly
- Make connections and classify words and structures to help them learn more efficiently
- Seek solutions and ask further questions
- Have an insight into their own learning style and preference
- Show an intense interest in the cultural features of the language being studied

Maths

- Learn and understand mathematical ideas quickly;
- Work systematically and accurately;
- Be more analytical
- Make connections between the concepts they have learned
- Think logically and see mathematical relationships
- Make connections between the concepts they have learned
- Identify patterns easily
- Apply their knowledge to new or unfamiliar contexts
- Communicate their reasoning and justify their methods
- Ask questions that show clear understanding of, and curiosity about, mathematics;
- Be more adept at posing their own questions and pursuing lines of enquiry
- Take a creative approach to solving mathematical problems

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- Be more adept at posing their own questions and pursuing lines of enquiry
- Take a creative approach to solving mathematical problems
- Sustain their concentration throughout longer tasks and persist in seeking solutions

Music

- Instrumental skills rapidly acquire practical ability
- Quickly grasps and can explain key concepts
- Be captivated by sound and engage fully with music
- Memorise music quickly without any apparent effort, be able to repeat more complex rhythmical and melodic phrases given by the teacher and repeat melodies (sometimes after one hearing)
- Sing and play music with a natural awareness of the musical phrase -- the music makes sense
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence show strong preferences, single-mindedness and a sustained inner drive to make music

RS

- Understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.
- Capable of understanding the logic behind a religious viewpoint and a structured philosophical argument; and can evaluate the strengths and weakness of a variety of positions
- Make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- Show high levels of insight into, and discernment beyond, the obvious and ordinary;

PE

- Demonstrate excellent leadership skills
- Are confident in the sporting arena
- Show a high degree of motivation and commitment to practice and performance
- Can improve performance through reflection
- Are good decision makers in competitive situations
- Have a high degree of control and coordination of their bodies
- High fitness levels for their age
- Have represented the County in one or more sports
- Perform consistently well for their age in more than 3 activities

Design & Technology

- · Demonstrate a high level of creativity and design skill to communicate innovative design ideas in response to a contextual challenge
- · Display high quality and precise making and practical skill to create prototypes that are technically demanding and fit for purpose
- · Enjoy challenges and problem solving, keen to experiment through iteration while being analytical and self-critical
- · Good knowledge of material properties and manufacturing processes to be able to select appropriately
- · Good knowledge of maths and strive for maximum accuracy in measurements
- · Good English skill to communicate their reasoning and justify their design decisions
- · Good knowledge of ICT and ability to exploit the potential of CAD & CAM processes
- · Demonstrate an understanding of the wider role of the designer and the importance of making ethical choices and meeting deadlines.

Science (does not necessarily show all of these attributes)

- Be able to sustain their interest and go beyond an obvious answer to underlying mechanisms and greater depth
- Be inquisitive about how things work and why things happen (they may be dissatisfied with simplified explanations and insufficient detail)
- Ask many questions, suggesting that they are willing to hypothesise and speculate
- Use different strategies for finding things out (practical and intellectual) -- they may be able to miss out steps when reasoning the answers to problems
- Put forward objective arguments, using combinations of evidence and creative ideas, and question other people's conclusions (including their teacher's!)
- Analyse data or observations and spot patterns easily
- Make connections quickly between facts and concepts they have learned, using more extensive vocabulary than their peers
- Enjoy challenges and problem solving, while often being self-critical
- Show intense interest in one particular area of science (such as astrophysics)