**Year 8 English**

|  |  |
| --- | --- |
| Flightpath 1 | * **Style/Text -** Communication is clear throughout their ideas
* **Paragraphs-** Material is clearly controlled and sequences, taking into account the reader’s likely reaction
* **Sentence structure-** Your child is able to exercise a choice in sentences for effect, emphasis or clarity
* **Vocabulary/SPaG**- A wide range of vocabulary is used to match the needs of your subject, as well as making conscious selection of words for effect
 |
| Flightpath 2 | * **Style/Text-** Communication is mostly successful in the majority of their ideas
* **Paragraphs-** Material is structured clearly, with sentences organised into logical paragraphs
* **Sentence structure-** There is a conscious attempt to vary the length, subject and structure of sentences
* **Vocabulary/SPaG**- Your child utilises a reasonably wide vocabulary, where words are sometimes chosen for effect
 |
| Flightpath 3 | * **Style/Text-** Communication is mostly relevant in a selection of ideas
* **Paragraphs-** Material is mostly structured clearly, with clear attempts to link sequences
* **Sentence structure**- There is a variety the length, subject and structure of sentences
* **Vocabulary/SPaG**- Your child is beginning to utilise a reasonable vocabulary
 |
| Flightpath 4 | * **Style/Text-** Your child can successfully communicate simple ideas
* **Paragraphs-** There is evidence that simple structural features are being used
* **Sentence structure**- Your child is beginning to embed a variety of simple sentence structures correctly
* **Vocabulary/SPaG -** Your child if beginning to select some words for effect
 |

**Year 8 Maths**

|  |  |
| --- | --- |
| Flightpath 1 | * Write the prime factor decomposition of a number
* Use prime factor decomposition to find the HCF or LCM or two numbers
* Use the laws of indices for multiplying and dividing
* Calculate with powers
* Round to a number of significant figures
* Simplify expressions involving powers and brackets
* Use the index laws in algebraic calculations and expressions
* Write and simplify expressions involving brackets and powers
* Factorise an algebraic expression
* Substitute integers into expressions
* Construct and solve equations
 |
| Flightpath 2 | * Write the prime factor decomposition of a number
* Use prime factor decomposition to find the HCF or LCM or two numbers
* Use the laws of indices for multiplying and dividing
* Calculate with powers
* Round to a number of significant figures
* Simplify expressions involving powers and brackets
* Use the index laws in algebraic calculations and expressions
* Write and simplify expressions involving brackets and powers
* Factorise an algebraic expression
* Substitute integers into expressions
* Construct and solve equations
 |
| Flightpath 3 | * Use written methods to add and subtract with decimals including money
* Estimate answers to calculations
* Add, subtract, multiply and divide positive and negative numbers
* Derive and use the formula for the area of a triangle
* Find areas of compound shapes
* Calculate areas of parallelograms and trapezia
* Calculate the volume of cubes and cuboids
* Calculate surface area of cubes and cuboids
 |
| Flightpath 4 | * Add, subtract and multiply larger numbers
* Add, subtract multiply and divide with negative numbers
* Find equivalent ratios
* Recognise and name 3D shapes
* Count faces edges and vertices
* Deduce properties of 3D shapes from 2D representations
* Identify nets of 3D solids including cubes and cuboids
* Draw nets of 3D solids using a ruler and protractor
* Find the volume of a cube or cuboid by counting cubes
* Know the formula for calculating the volume of a cube or cuboid
 |

**Year 8 Science**

|  |  |
| --- | --- |
| Flightpath 1 | * Discuss the importance of each nutrient in a balanced diet
* Explain how and why food is digested referencing the action/role of bacteria and specific enzymes as catalysts
* Explain in terms of surface area to volume ratio how the small intestine is adapted to its function
* Calculate surface area and explain its importance in different areas of science
 |
| Flightpath 2 | * Explain the importance of each nutrient in a balanced diet
* Describe how and why food is digested referencing the action/role of bacteria and specific enzymes as catalysts
* Explain in terms of surface area how the small intestine is adapted to its function
* Calculate surface area and explain its importance in different areas of science
 |
| Flightpath 3 | * Describe each nutrient in a balanced diet and recall their use in the body
* Describe why food needs to be digested and how enzymes are involved in this process
* Explain how the small intestine is adapted for its function
* Calculate surface area and explain its importance in different areas of science
 |
| Flightpath 4 | * List the different nutrients in a balanced diet
* Describe digestion and outline how large molecules are broken into smaller components
* Outline how the small intestine absorbs nutrients into the blood
* Calculate surface area and explain its importance in different areas of science
 |

**Year 8 RE**

|  |  |
| --- | --- |
| Flightpath 1 | * Understand and retain a variety of knowledge of religious teachings
* Identify a variety of specialist language specialist language and use it appropriately
* Apply a variety of sources of authority when answering a question
* Support your own point of view with evidence and explanation AND can state and support an alternative view to your own with evidence and explanation when evaluating a statement AND formulate a judgement
 |
| Flightpath 2 | * Understand and retain a range of knowledge of religious teachings
* Identify a range of specialist language specialist language and use it appropriately
* Apply a range of sources of authority when answering a question
* Support your own point of view with evidence and explanation AND can state and support an alternative view to your own with evidence and explanation when evaluating a statement
 |
| Flightpath 3 | * Understand and retain some knowledge of religious teachings
* Identify some specialist language specialist language and use it appropriately
* Apply some sources of authority when answering a question
* Support your own point of view with evidence and explanation when evaluating a statement
 |
| Flightpath 4 | * Retain limited knowledge of religious teachings
* Identify limited specialist language and use it appropriately
* Apply limited sources of authority when answering a question
* State your own point of view when evaluating a statement and support it with evidence
 |

**Year 8 Art**

|  |  |
| --- | --- |
| Flightpath 1 | * Shows a highly developed ability to exploit the unique characteristics architects and artists studied, in order to inform creative actions of processes and techniques
* Show a highly developed ability to exploit the unique characteristics of the work of the artists, designers from ancient cultures
* Show a highly developed ability to express their own opinions through their evaluations of several artists, how their work is a product of their culture, time or place
 |
| Flightpath 2 | * Shows a confident ability to improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop their ideas towards an outcome
* Shows a confident ability to create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning
* Shows a confident ability to evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intention
 |
| Flightpath 3 | * Show a moderate ability to improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop their ideas towards an outcome
* Show a moderate to create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning
* Show a moderate to evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intention
 |
| Flightpath 4 | * Shows some ability to improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop their ideas towards an outcome
* Shows some ability to create imaginative responses and representations of the real world in response to their study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning
* Shows some ability to evaluate their own work, adapting and refining choices and actions, applying their understanding of different forms of art to improve and realise their own creative intention
 |

**Year 8 DT**

|  |  |
| --- | --- |
| Flightpath 1 | * Creates the product with some appreciation of quality and how to obtain a good finish/decoration
* Select and use appropriate specialist tools, processes and justify their choices
* Can research materials and techniques to make informed decisions
* Evaluations are based upon the opinions of others and link to the design criteria
 |
| Flightpath 2 | * Creates the product with some appreciation of quality and knows how to finish products
* Appropriate tools, processes selected and their choices justified
* Can perform focussed research and draw some conclusions
* Evaluations are detailed and link back to the design criteria
 |
| Flightpath 3 | * Creates the product with a basic appreciation of quality and applies finishes correctly
* Appropriate tools selected and used
* Can perform relevant research and present it in a range of formats
* Evaluations are relevant to the design criteria and included third party opinions
 |
| Flightpath 4 | * Can create a product with some aspects of quality and can apply a finish
* Appropriate tools identified and used with support
* Can collect research from a variety of sources
* Evaluations link to design criteria
 |

**Year 8 Food**

|  |  |
| --- | --- |
| Flightpath 1 | * To demonstrate excellent levels of ability in the preparation and production of food
* To have an excellent understanding of the causes and prevention of Food Poisoning
* To apply an excellent understanding of nutrition and Government guidelines in planning a balanced diet for a range of life stages [toddlers, teenagers, etc]
 |
| Flightpath 2 | * To demonstrate good levels of ability in the preparation and production of food
* To have a good understanding of the causes and prevention of Food Poisoning
* To apply a good understanding of nutrition and Government guidelines to plan a balanced diet for a range of life stages [toddlers, teenagers, etc]
 |
| Flightpath 3 | * To demonstrate moderate levels of ability in the preparation and production of food
* To have a moderate understanding of the causes and prevention of Food Poisoning
* To apply a moderate understanding of nutrition and Government guidelines to plan a balanced diet for a range of life stages [toddlers, teenagers, etc]
 |
| Flightpath 4 | * To demonstrate basic levels of ability in the preparation and production of food
* To have a basic understanding of the causes and prevention of Food Poisoning
* To apply a basic understanding of nutrition and Government guidelines to plan a balanced diet for a range of life stages [toddlers, teenagers, etc]
 |

**Year 8 Geography**

|  |  |
| --- | --- |
| Flightpath 1 | * Describe in detail the physical landscape of the UK (relief and geology)
* Explain the inter-relationships between the processes of weathering, erosion and mass movement
* Explain in detail how processes form river landforms
 |
| Flightpath 2 | * Describe the physical landscape of the UK (relief and geology)
* Explain the processes of weathering, erosion and mass movement
* Explain the formation of river landforms
 |
| Flightpath 3 | * Describe the physical landscape of the UK (relief and geology)
* Explain simply the processes of weathering, erosion and mass movement
* Explain simply the formation of river landforms
 |
| Flightpath 4 | * Identify the physical landscape of the UK (relief and geology)
* Outline the processes of weathering, erosion and mass movement
* Describe the formation of river landforms
 |

**Year 8 History**

|  |  |
| --- | --- |
| Flightpath 1 | * Detailed description of the importance of the British Empire
* Detailed description of the extent of change and continuity within and across time periods in relation to slavery
* Thoroughly evaluates sources to find relevant evidence to show the impact the British Empire had on other countries
 |
| Flightpath 2 | * Describe the importance of the British Empire
* Describe the extent of change and continuity within and across time periods in relation to slavery
* Evaluates sources to find relevant evidence to show the impact the British Empire had on other countries
 |
| Flightpath 3 | * Briefly describe the importance of the British Empire
* Identify and describe the extent of change and continuity across time periods in relation to slavery
* Briefly evaluate sources to find relevant evidence to show the impact the British Empire had on other countries
 |
| Flightpath 4 | * Begins to describe the importance of the British Empire
* Identify the extent of change and continuity across time periods in relation to slavery
* Attempts to evaluate sources to find relevant evidence to show the impact the British Empire had on other countries
 |

**Year 8 ICT**

|  |  |
| --- | --- |
| Flightpath 1 | * Independently identify the main component parts of a computer and describe the role of each showing a range of research
* Explain how computers process information and can switch between tasks considering factors that impact speed
* Explain why all data is represented in binary in a computer and give examples of these binary patterns can be represented
* Define a Bit, Byte, Kb, Mb and Gb
* Convert between the unit measurements
* Convert integers to binary numbers
* Convert binary numbers to integers
* Add two binary numbers
* Convert using the Hexadecimal system
* Explain what a network is
* Explain the risks of wireless networks
* Identify 3 different network setups
* Give advantages and disadvantages of each network setup
 |
| Flightpath 2 | * Independently identify at least 3 main component parts of a computer and describe the role of each showing research
* Describe how computers process information and can switch between tasks considering factors that impact speed
* Explain why all data is represented in binary in a computer and give examples of these binary patterns can be represented
* Define a Bit, Byte, Kb, Mb and Gb
* Convert between the unit measurements
* Convert integers to binary numbers
* Convert binary numbers to integers
* Add two binary numbers
* Convert using the Hexadecimal system
* Explain what a network is
* Explain a risk of wireless networks
* Identify 3 different network setups
* Give one advantages and one disadvantages of each network setup
 |
| Flightpath 3 | * Identify the main component parts of a computer and describe the role of each
* Describe simply how computers process information and can switch between tasks
* Explain why all data is represented in binary in a computer
* Define a Bit, Byte, Kb, Mb and Gb
* Convert integers to binary numbers
* Convert binary numbers to integers
* Convert using the Hexadecimal system
* Explain what a network is
* Identify 3 different network setups
 |
| Flightpath 4 | * Identify the main component parts of a computer
* State why all data is represented in binary in a computer
* Identify a Bit, Byte, Kb, Mb and Gb
* Convert simple integers to binary numbers
* Explain simply what a network is
 |

**Year 8 Music**

|  |  |
| --- | --- |
| Flightpath 1 | * Identify and explain social and musical influences on blues referring to musical examples
* Perform a walking bass accurately
* Use the blues scale to improvise melodic phrases
 |
| Flightpath 2 | * Identify and explain social and musical influences on blues
* Perform a walking bass accurately
* Use the blues scale to improvise melodic phrases
 |
| Flightpath 3 | * Identify and describe social and musical influences on blues
* Perform a bass line
* Use the blues scale to improvise melodic phrases
 |
| Flightpath 4 | * Identify social and musical influences on blues
* Perform a bass line
* Use limited notes from blues scale to improvise melodic phrases
 |

**Year 8 Spanish**

|  |  |
| --- | --- |
| Flightpath 1 | * Demonstrate an understanding of a range of passages related to the topic of 'my holiday' which includes detail in the form of adjectives, connectives, negatives, intensifiers and sequencers with reference to 2 different tenses in a variety of verb forms
* Speak confidently and with accurate pronunciation and intonation
* Take part in longer dialogue conversations about the topic with detail including varied adjectives, connectives, negatives, intensifiers and sequencers with reference to the present, preterite past and future tenses in a variety of verb forms
* Demonstrate understanding of the main points and detail in a range of texts containing detail in the form of 2 tenses with justified opinions and some less familiar vocabulary and grammar
* Translate texts of varying length from Spanish into English containing a range of tenses including detail in the form of 2 tenses with justified opinions and some less familiar vocabulary and grammar
* Produce detailed written paragraphs giving information about 'my holiday' using 2 tenses in a variety of verb forms with justified opinions and some familiar and less familiar vocabulary and grammar
* Translate texts of varying length related to the topic of 'my holiday' from English into Spanish
 |
| Flightpath 2 | * Demonstrate an understanding of a range of passages related to the topic of 'my holiday' which includes detail in the form of adjectives, connectives, negatives, intensifiers and sequencers with reference to 2 different tenses in a variety of verb forms
* Speak confidently and with accurate pronunciation and intonation
* Take part in longer dialogue conversations about the topic with detail including varied adjectives, connectives, negatives, intensifiers and sequencers with reference to the present, preterite past and future tenses in a variety of verb forms
* Demonstrate understanding of the main points and detail in a range of texts containing detail in the form of 2 tenses with justified opinions and some less familiar vocabulary and grammar
* Translate texts of varying length from Spanish into English containing a range of tenses including detail in the form of 2 tenses with justified opinions and some less familiar vocabulary and grammar
* Produce detailed written paragraphs giving information about 'my holiday' using 2 tenses in a variety of verb forms with justified opinions and some familiar and less familiar vocabulary and grammar
* Translate texts of varying length related to the topic of 'my holiday' from English into Spanish
 |
| Flightpath 3 | * Demonstrate an understanding of a range of passages related to the topic of 'my holiday' which includes detail in the form of adjectives, connectives, negatives, intensifiers, sequencers and justified opinions with reference to 2 tenses in a variety of verb forms
* Speak clearly with increasing confidence and near to accurate pronunciation and intonation
* Take part in longer conversations about the topic with detail including reference to the past, present and future tenses with simple justified opinions and familiar vocabulary and grammar
* Demonstrate understanding of the key points (and some detail) in a range of texts containing detail in the form of 2 tenses with justified opinions and some (less) familiar vocabulary and grammar
* Translate texts of varying length from Spanish into English containing a range of tenses with simple justified opinions and some (less) familiar vocabulary and grammar
* Produce written paragraphs giving information about 'my holiday' using 2 tenses with simple justified opinions and some (less) familiar vocabulary and grammar
* Translate texts of varying length related to the topic of 'my holiday' from English into Spanish
 |
| Flightpath 4 | * Demonstrate an understanding of a range of passages related to the topic of 'my holiday' which includes detail in the form of adjectives, connectives, negatives and intensifiers with reference to the 2 different tenses - present and preterite past
* Speak clearly with increasing confidence and near to accurate pronunciation and intonation
* Take part in short conversations/presentations about the topic with detail including reference to the past and present tenses with simple justified opinions and familiar vocabulary and grammar
* Demonstrate understanding of the key points in a range of texts containing the present and the preterite past with simple justified opinions and familiar vocabulary and grammar
* Translate longer sentences and short paragraphs related to the topic of my holiday from Spanish into English
* Produce written longer sentences/short paragraphs giving information about 'my holiday' using at least 2 tenses - the present and preterite past with simple justified opinions and familiar vocabulary and grammar
* Translate detailed sentences/short paragraphs related to the topic of 'my holiday' from English into Spanish
 |

**Year 8 PE Boys**

|  |  |
| --- | --- |
| Flightpath 1 | * To be able to perform the skills of passing and receiving using the inside and outside of their strongest and occasionally their weakest foot in a full sided game
* To be able to perform the skill of dribbling using the inside and outside of their strongest and occasionally their weakest foot in a full sided game
* To understand the technique of shooting using the strongest foot and occasionally the weakest foot with improved power and accuracy in a full sided game
* To successfully use running with the ball / dribbling in a full game situation and to be developing team tactics
* To be able to perform developed defensive skills (tackling) and implement developed team tactics in a full sided game situation
* To be able to perform a developed warm up / cool down including heart raising and stretching and explain two reasons why warming up is important before exercise
 |
| Flightpath 2 | * To be able to perform the skills of passing and receiving using the inside and outside of their strongest foot in a small sided game
* To be able to perform the skill of dribbling using the inside and outside of their strongest foot in a small sided game situation
* To understand the technique of shooting using the strongest foot with improved power and accuracy in a small sided game situation
* To attempt to use running with the ball / dribbling to outwit an opponent in a small sided game situation
* To be able to perform developed defensive skills (tackling) and implement basic team tactics in a small sided game situation
* To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision
 |
| Flightpath 3 | * To be able to perform the skills of passing and receiving using the inside and outside of their strongest foot in a static practice
* To be able to perform the skill of dribbling using the inside and outside of their strongest foot in a static practice
* To understand the technique of shooting using the strongest foot with improved power and accuracy in a modified practice
* To attempt to use running with the ball / dribbling to outwit an opponent in a modified games situation
* To be able to perform developing defensive skills (tackling) in a small sided game situation
* To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision
 |

**Year 8 PE Girls**

|  |  |
| --- | --- |
| Flightpath 1 | * Can catch and control the ball with one hand (both hands) when receiving the ball on the move
* Can perform all passes with technical accuracy
* Attempts to perform a turn in the air without breaking the footwork rule but sometimes lacks the spatial awareness to land correctly
* Can perform a roll dodge with technical accuracy and high success
* Can shoot using the one handed technique with good technical accuracy and high success
* Can use more difficult dodging techniques to outwit her opponent in full game situations
* Can block mark a player out of the game
* Responds quickly to infringements (understands the difference between a free pass and a penalty) in both attacking and defending situations
 |
| Flightpath 2 | * Can perform an underarm pass into the shooters with technical accuracy
* Can catch and control the ball with one hand (both hands) both with two feet on the ground and when jumping straight up to receive the ball
* Can perform a 1 foot landing with technical accuracy and control, not braking the footwork rule
* Can perform all basic dodges with technical accuracy, showing the ready position and appropriate direction and drive
* Shoots using the one handed technique but lacks technical accuracy
* Uses basic dodges effectively in full game situations
* Can intercept a pass by timing their movement
* Understands the foot on the line rule and marking across your opponent
 |
| Flightpath 3 | * Understands when to use each of the three passes in an opposed situation
* Can catch and control the ball with one hand (dominant hand) when static
* Show controlled 2 foot landing in an isolated practice / modified game situation
* Can perform 1 foot landing when driving out left and right but does not always land on the correct foot in isolated practice
* Can perform a fake and a double dodge but does not always show the ready position so is not always successful
* Can shoot with the two handed technique with good technical accuracy and high success
* Understands the role of the attacking players and attempts to move down court to assist in feeding the circle
* Understands the role of a defender and attempts to play as such
* Understands the 3 second, off side, replaying and over a third rule
 |