**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 | * Show a highly developed ability to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show a highly developed and clear ability to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show a highly developed and clear ability to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |
| Flightpath 2 | * Show a confident ability to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show a confident ability to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show a confident ability to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |
| Flightpath 3 | * Show a moderate to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show a moderate to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show a moderate to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |
| Flightpath 4 | * Show some ability to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
* Show some ability to engage in purposeful and open ended research in the form of experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions or client requirements
* Show some ability to create drawings and representations from observational drawings and engage with the style of artists work and art movements through history to influence personal responses
 |

**Year 8 DT**

|  |  |
| --- | --- |
| Flightpath 1 | * Can use a wide range of analysis and customer research sources and justify design decisions and project links directly from these
* Can skilfully develop creative ideas and explore links to customer research as well as possible materials and techniques required in manufacture. Can create a high quality 3D example of a product with annotated information
* Can present work to a high standard and uses high quality rendering techniques with a range of tone and shade. Ideas have taken inspiration from research but are original
 |
| Flightpath 2 | * Can write conclusions from analysis and customer research sources and clearly explain how it will inspire my project
* Can generate detailed and creative design ideas using analysis and customer research and can then justify advantages, disadvantages and improvements of ideas. Can create a detailed 3D example of a product
* Can present work well and include a wide range of colour with some good tone and shade work. Ideas will clearly link to and be inspired by analysis and customer research
 |
| Flightpath 3 | * Can carry out analysis of existing products with some detail and gather and use customer research, briefly evaluating my results
* Can link design ideas to analysis and customer research and explain the good and bad points of each design. Can create a good quality 3D example of a product
* Can include good presentation and some links to research and analysis. Can include good use of colour and a clear development of tone
 |
| Flightpath 4 | * Can carry out simple analysis of existing products and gather and use customer research to help me design
* Can generate simple ideas and describe annotated information to explain likes and dislikes about each design. Can create a simple 3D example of a product
* Can include simple use of colour and shading. Can show some basic use of tone
 |

**Year 8 Food**

|  |  |
| --- | --- |
| Flightpath 1 | * To apply an excellent understanding of hygiene and safe working practices in the kitchen
* To demonstrate excellent levels of ability in the preparation and production of food
* To have an excellent understanding of ‘what food poisoning is’, ‘what the symptoms are’, ‘how it’s caused’ and ‘how to prevent it’
 |
| Flightpath 2 | * To apply a good understanding of hygiene and safe working practices in the kitchen
* To demonstrate good levels of ability in the preparation and production of food
* To have a good understanding of ‘what food poisoning is’, ‘what the symptoms are’, ‘how it’s caused’ and ‘how to prevent it’
 |
| Flightpath 3 | * To apply a moderate understanding of hygiene and safe working practices in the kitchen
* To demonstrate moderate levels of ability in the preparation and production of food
* To have a moderate understanding of ‘what food poisoning is’, ‘what the symptoms are’, ‘how it’s caused’ and ‘how to prevent it’
 |
| Flightpath 4 | * To apply a basic understanding of hygiene and safe working practices in the kitchen
* To demonstrate basic levels of ability in the preparation and production of food
* To have a basic understanding of ‘what food poisoning is’, ‘what the symptoms are’, ‘how it’s caused’ and ‘how to prevent it’
 |

**Year 8 Geography**

|  |  |
| --- | --- |
| Flightpath 1 | * Compare the ways of measuring development
* Assess reasons why there is global inequality (social, environmental, economic, historical)
* Compare different approaches to development (top-down v bottom up)
* Compare the employment structure of the UK with countries at different levels of development (developing and emerging economies)
* Evaluate the impacts of Transnational Corporations (TNCs) on the global economy
 |
| Flightpath 2 | * Explain the ways of measuring development
* Explain reasons why there is global inequality (social, environmental, economic)
* Describe different approaches to development (top-down v bottom up)
* Describe the employment structure of the UK and a developing country
* Explain the role of Transnational Corporations (TNCs) in the global economy
 |
| Flightpath 3 | * Describe the ways of measuring development
* Describe reasons why there is global inequality (social, environmental, economic)
* Describe different approaches to development (top-down v bottom up)
* Outline the employment structure of the UK and a developing country
* Describe the role of Transnational Corporations (TNCs) in the global economy
 |
| Flightpath 4 | * Describe simply the ways of measuring development
* Identify reasons why there is global inequality (social, environmental, economic)
* Outline different approaches to development (top-down v bottom up) Case study: a region in India
* Outline the employment structure of the UK
* Describe simply the role of Transnational Corporations (TNCs) in the global economy
 |

**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 | * Perform with technical control, expression and interpretation
* Compose and develop ideas with technical control and coherence
* Demonstrate and apply musical knowledge
* Use appraising skills to evaluate and make critical judgments about music
 |
| Flightpath 2 | * Perform with technical control and expression
* Compose and develop ideas with technical control
* Demonstrate and apply musical knowledge
* Use appraising skills to evaluate music
 |
| Flightpath 3 | * Perform with technical control with dynamics
* Compose and develop ideas
* Demonstrate and apply musical knowledge
* Use appraising skills to evaluate and make critical judgments about music
 |
| Flightpath 4 | * Perform with technical control
* Compose ideas within a given style
* Demonstrate and apply musical knowledge
* Demonstrate an understanding of how a piece of music has been created and performed
 |

**Year 8 Spanish**

|  |  |
| --- | --- |
| Flightpath 1 | * Deduce meaning by identifying and responding to the overall message from a wide variety of spoken texts
* Demonstrate creative and effective verbal communication and interaction by expressing and developing thoughts and ideas with spontaneity and fluency
* Apply knowledge and skills to understand and respond to a variety of authentic written material
* Demonstrate written communication using of a wide variety of vocabulary and grammatical structures, including the use of creative and complex language to express thoughts and ideas
* Apply a wide variety of knowledge of topic based vocabulary and grammatical structures in context with reference to tenses where appropriate
 |
| Flightpath 2 | * Deduce meaning by identifying and responding to key points from a variety of spoken texts
* Demonstrate effective verbal communication and interaction by expressing and developing thoughts and ideas with spontaneity and fluency
* Apply knowledge and skills to understand and respond to a range of authentic written material
* Demonstrate written communication using of a variety of vocabulary and grammatical structures, including the use of some creative language to express thought and ideas
* Apply a variety of knowledge of topic based vocabulary and grammatical structures in context with reference to tenses where appropriate
 |
| Flightpath 3 | * Deduce meaning by identifying and responding to key points from a range of spoken texts
* Demonstrate effective verbal communication and interaction by expressing and developing thoughts and ideas with some spontaneity
* Apply knowledge and skills to understand and respond to authentic written material
* Demonstrate written communication using vocabulary and grammatical structures to express thoughts and ideas
* Apply knowledge of topic based vocabulary and grammatical structures in context with reference to tenses where appropriate
 |

**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
 |