**Year 8 English**

|  |  |
| --- | --- |
| Higher | * Some development of analytical comment that shows awareness of the writer’s purpose
* Some evaluation of how structural choices contribute to the writer’s purpose supported by precise quotation
* Some appreciation of how the writer’s language choices contribute to overall effect supported by precise quotation
* **Assured SPaG choices to aid the construction of their overall answer**
 |
| Intermediate | * Detailed explanation of the effect on the reader with reference to the text for support
* Detailed explanation about how the writer controls the overall structure of the text
* Detailed explanation, including the use of some terminology and quotation, about the impact of language on overall meaning
* **Detailed, appropriate SPaG choices to aid the construction of their overall answer**
 |
| Foundation | * Clearly identify the purpose of the text with some limited explanation of the writer at work
* Some explanation about organisation of the text
* Features of language identified with some explanation
* **Confident SPaG choices to aid the construction of their overall answer**
 |

**Year 8 Maths**

|  |  |
| --- | --- |
| Higher | * Draw triangles accurately using a ruler and protractor
* Construct triangles using a ruler and compass
* Bisect a line and angle using a ruler and compass
* Construct perpendicular lines using a ruler and compass
* Draw a locus
* Use loci to solve problems
 |
| Intermediate | * Matching quadrilaterals to their descriptions
* Using alternate angles to find unknown angles
* Solve geometrical problems using side and angle properties of triangles and quadrilaterals
* Identify corresponding angles
* Solve problems using properties of angles in parallel and intersecting lines
* Calculate the interior and exterior angles of a polygon
* Find unknown angles by forming and solving equations
 |
| Foundation | * Calculate squares and square roots, mentally and using a calculator
* Calculate cubes and cube roots, mentally and using a calculator
* Carry out calculations involving brackets and square numbers
* Use index notation
* Find the factor pairs of any whole number
* Find the lowest common multiple (LCM) and highest common factor (HCF)
* Find the prime factor decomposition of a number less than 100
 |

**Year 8 Biology**

|  |  |
| --- | --- |
| Higher | * Recognise the structure of the respiratory system and explain the function and adaptations of the organs
* Explain the role of biological molecules (enzymes, oxygen and antibodies in the two systems)
 |
| Intermediate | * Recognise the structure of the respiratory system and describe the function of the organs
* Understand the role or movement of biological molecules (enzymes, oxygen and antibodies in the two systems)
 |
| Foundation | * Label the structure of the respiratory system
* Describe the function of each organ in each system
 |

**Year 8 Chemistry**

|  |  |
| --- | --- |
| Higher  | * Explain Trends in the reactivity of Gp1 & Gp7 in terms of electronic structure
* Be able to explain Endo & Exothermic reactions in terms of bonds breaking & forming **(KS4 - C1)**
 |
| Intermediate | * To be able to identify Endo & Exothermic reactions from experimental data **(KS4 - C1)**
* Can use the reactivity series to make predictions about the method of extracting a metal from its ore
 |
| Foundation | * State the methods used to extract Iron and Aluminium
 |

**Year 8 Physics**

|  |  |
| --- | --- |
| Higher  | * Required practical 6: Investigate the reflection and refraction of light (through a glass block and through lenses)
* Explain how we see colours by reflection and how coloured filters alter what we see
* Explain how animals can hear and why some animals hear different frequencies of sound waves
 |
| Intermediate | * Required practical 6: Investigate the reflection and refraction of light (through a glass block and through lenses)
* Explain how we see colours by reflection and how coloured filters change the colours we see
* Explain how animals can hear sounds
 |
| Foundation | * Required practical 6: Investigate the reflection and refraction of light (through a glass block and through lenses)
* Describe that white light is made of different colours and that these colours help us see different coloured objects
* Explain how animals can hear and why some animals hear different frequencies of sound waves
 |

**Year 8 RE**

|  |  |
| --- | --- |
| Higher | * Give viewpoints, fully supported with evidence on how people see and experience forgiveness in different ways
* Apply religious information to formulate reasonable judgements on how sin damages relationships & how reconciliation is possible
* Show understanding of religious information on the meaning, purpose and significance of the Sacrament of Reconciliation
* Understand and apply a good level of knowledge to the question ‘what does forgiveness mean to me?’
 |
| Intermediate | * Understand and retain basic knowledge of religious teaching on how people see and experience forgiveness in different ways
* Can identify some specialist language in the question on how sin damages relationships & how reconciliation is possible
* Apply religious knowledge the meaning, purpose and significance of the Sacrament of Reconciliation
* Support my own point of view with evidence and explanation ‘what does forgiveness mean to me?’
 |
| Foundation | * Understand and retain basic knowledge of religious teaching on how people see and experience forgiveness in different ways
* Can identify limited specialist language in the question on how sin damages relationships & how reconciliation is possible
* Apply religious knowledge the meaning, purpose and significance of the Sacrament of Reconciliation
* State my own point of view with evidence ‘what does forgiveness mean to me?’
 |

**Year 8 Art**

|  |  |
| --- | --- |
| Higher  | * Shows a confident ability to demonstrate how their study of visual, written and multimedia outcomes, inform their design development or investigations and extends their creative intentions
* Shows a confident ability to exploit the characteristics of design to review, modify, evolve and improve designs through several stages
 |
| Intermediate | * Shows a confident ability to develop their ideas and plan intentions following a sequence of design steps evidenced with e.g. thumbnail studies, annotation, multiple views, and compositions when investigating the work of artists and designers
* 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 explain ideas independently or show how their individual selection of an artist, designer or craftsperson to study, informs their personal actions to realise creative intentions
 |
| Foundation | * Shows a moderate ability to respond to the creative outcomes of others with an open mind, expressing a preference and personal interpretation of how their study of the work of artists and designers has informed their actions to improve their outcome
* Shows 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
* Shows a moderate ability to explain ideas independently or show how their individual research of an artist, designer or craftsperson to study, influences their personal actions to realise creative outcomes
 |

**Year 8 DT**

|  |  |
| --- | --- |
| Higher  | * Confident in explaining how a range of mechanisms work. Can make links between those mechanisms seen in Automata and everyday machinery
* Can skilfully use a range of tools to manipulate complex images and bitmaps to create parts for the toy
* Can develop a design idea for an automaton with pivot points using drawings and modelling in card
 |
| Intermediate | * Can correctly identify the 4 types of motion when investigating automata using speech, annotation and arrows
* Can use a range of tools to manipulate images and bitmaps to create parts for the toy
* Can develop a design idea for an automaton with pivot points using drawings and modelling in card
 |
| Foundation | * Can use arrows to suggest the 4 types of motion when studying animations of automata
* Can manipulate simple images for my toy using basic CAD tools
* Can create simplistic design ideas for a moving toy with pivot points using drawings and modelling in card
 |

**Year 8 Food**

|  |  |
| --- | --- |
| Higher  | * Demonstrate excellent levels of ability in the preparation and production of food
* Have an excellent understanding of the causes and prevention of Food Poisoning
* Apply an excellent understanding of nutrition and Government guidelines in planning a balanced diet for a range of life stages [toddlers, teenagers, etc.]
 |
| Intermediate | * Demonstrate good levels of ability in the preparation and production of food
* Have a good understanding of the causes and prevention of Food Poisoning
* Apply a good understanding of nutrition and Government guidelines to plan a balanced diet for a range of life stages [toddlers, teenagers, etc.]
 |
| Foundation | * Demonstrate basic levels of ability in the preparation and production of food
* Have a basic understanding of the causes and prevention of Food Poisoning
* 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**

|  |  |
| --- | --- |
| Higher | * Compare the ways of measuring development
* Explain reasons why there is global inequality (social, environmental, economic, historical)
* Compare different approaches to development (top-down v bottom-up). Case study: a region in Africa
 |
| Intermediate | * 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). Case study: a region in Africa
 |
| Foundation | * 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). Case study: a region in Africa
 |

**Year 8 History**

|  |  |
| --- | --- |
| Higher | * Explain relationships between causes and consequences of World War Two
* Evaluate sources to find specific and relevant evidence to show the impact the war had on the British people and reach your own conclusions about this topic
* Explain how significance of Churchill differs according to different perspectives
* Suggest reasons for different interpretations of Churchill
 |
| Intermediate | * Identify and begin to explain relationships between causes and consequences of World War Two
* Evaluate sources to find specific and relevant evidence, to show the impact the war had on the British people
* Begin to explain how significance of Churchill differs according to different perspectives
* Identify reasons for different interpretations of Churchill
 |
| Foundation | * Evaluate sources to find relevant evidence to show the impact the war had on people in Britain
* Recognises how significance of Churchill differs according to different perspectives
* Recognise reasons for different interpretations of Churchill
 |

**Year 8 ICT**

|  |  |
| --- | --- |
| Higher | * Create a basic HTML page from scratch
* Add a basic element to a HTML page
* Define each part of the element, and explain why HTML elements are structured this way
* Explain the difference between the head and body HTML elements and explain what metadata is, giving examples
* Create a heading for the website, making use of the varying heading sizes, explaining why this is useful
* Create a paragraph for the website, populating it with relevant information. Explain its purpose
* Create both a link to an external website, as well as a link to an internal webpage
* Insert a local image into a webpage
 |
| Intermediate | * Create a basic HTML page from scratch
* Add a basic element to a HTML page. Define each part of the element. i.e. Opening tag, inner HTML, closing tag
* Explain the difference between the head and body HTML elements
* Create a heading for the website and make use of the various heading sizes
* Create a paragraph for the website, populating it with relevant information
* Create a link to an external website or an internal webpage
* Insert an image from an existing website into a webpage
 |
| Foundation | * Alter a template HTML page
* Add a basic element to an existing HTML page. State what an element is
* State the difference between the head and body HTML elements
* Create a heading for the website
* Create a paragraph for the website
* Create a link to an external website
 |

**Year 8 Music**

|  |  |
| --- | --- |
| Higher | * Explain features of rock music referring to examples from *Killer Queen*
* Use a chord sequence to compose a song including intro, outro, verse, chorus and middle 8 with performance directions for piano, bass and drums
 |
| Intermediate | * Describe features of rock music referring to examples from *Killer Queen*
* Use a chord sequence to compose a song including intro, outro, verse and chorus parts for piano and drums
 |
| Foundation | * Identify key features of *Killer Queen*
* Use a chord sequence to compose a song including verse and chorus, on piano
 |

**Year 8 PE Boys - Gymnastics**

|  |  |
| --- | --- |
| Higher | * Can lead a full warm up relevant to Gymnastics
* Can perform a weight bearing balance with a partner with good body tension and control
* Can perform a group balance on the floor and on apparatus
* Can perform a forward and backward rolls with good technique and body tension and control
* Can travel round, over and on raised apparatus showing balance and control
* Can perform a sequence which contains travel and individual, paired and group balance on and over raised apparatus showing excellent control and body tension and an emphasis on high levels of presentation
* Can perform a squat on and straddle on vault on their own with good body tension and control
* Can perform a squat through or straddle over vault with some teacher support when needed showing good body tension and control
* Can perform the progression stages for a Long Arm vault with teacher support showing some body tension and control
* Can evaluate their performance over the 6 weeks making specific reference to the areas they need to improve and suggest ways that these improvements can be achieved
 |
| Intermediate | * Can lead one aspect of a warm up relevant to Gymnastics
* Understand the difference between a Counter and Contra balance
* Can perform a paired counter and contra balance with some control and body tension
* Can perform a Teddy roll and side roll with good body tension and control
* Can travel round, over and on benches showing balance and control
* Can perform a sequence which contains travel and paired balance showing good control and body tension and an emphasis on presentation
* Can jump onto and off a springboard showing a gymnastic shape in flight with good body tension and control and landing safely
* Can Perform a squat on or straddle on vault with teacher support
* Can identify 3 areas of strength and 3 areas for development in their own performance over the 6 weeks compared to the flight path and describe what they have to do in order to improve their overall performance
 |
| Foundation | * Can follow a teacher led warm up
* Understands the difference between a Point and Patch balance
* Can perform a 1,2,3,4,5 point and patch balance with some success
* Can perform a Log roll with some body tension and control
* Can travel on and around a mat using a variety of travel techniques
* Can perform a sequence which contains travel and individual balance showing good control and body tension and an emphasis on presentation
* Can perform a jump on the ground taking off from one foot and landing correctly on two
* Can jump off a low level piece of apparatus landing safely with some body tension and control
* Can describe their performance over the 6 weeks, identifying the skills that they have learnt and how they feel they have performed
 |

**Year 8 PE Boys - Trampoline**

|  |  |
| --- | --- |
| Higher | * Know and adhere to the safety rules when on and off the Trampoline
* Can bounce in the centre of the bed with good body tension and control showing straight legs and pointed toes but sometimes loses control as they gain height
* Can ‘kill the bounce’ in order to stop
* Can perform all Foundation, Intermediate and Higher moves with excellent control and body tension
* Can perform a ½ turntable
* Can perform a Cradle / Baby Cradle
* Can perform a Back Pull Over
* Can link movements to perform a 10 move routine
 |
| Intermediate | * Know and adhere to the safety rules when on and off the Trampoline
* Can bounce in the centre of the bed with good body tension and control showing straight legs and pointed toes
* Can ‘kill the bounce’ in order to stop
* Can perform all Foundation and Intermediate moves with good control and body tension
* Can perform a Front landing position
* Can perform a Back landing position
* Can perform a ½ turn to Front / Front ½ turn
* Can perform a ½ turn to Back / Back ½ turn
* Can link movements to perform a 10 move routine
 |
| Foundation | * Know and adhere to the safety rules when on and off the Trampoline
* Can bounce in the centre of the bed with some body tension and control
* Can ‘kill the bounce’ in order to stop
* Can perform all Foundation level skills with good control
* Can perform a ½ turn to seat drop / seat drop ½ turn
* Can perform Swivel Hips
* Can link movements to perform an 8 move routine
 |

**Year 8 PE Girls – Health Related Exercise**

|  |  |
| --- | --- |
| Higher | * Can lead a full class warm up and cool down without teacher support (pulse raiser, Mobility and stretching)
* Has an advanced ability to design and carry out a fitness training program
* Has an advanced understanding of the importance of exercise linked to social and personal well being
* Has an advanced understanding of how to monitor their current fitness level including the use of heart rate monitors
* Has an advanced understanding of how to perform health related and skill related fitness tests
* Can complete two different methods of training with success
* Can lead one training method with some teacher support
* Can analyse and evaluate their results and make targeted suggestions for improvement to an individual
* Has an advanced understanding of Pulse rate and the significance of resting, working and recovery heart rate
* Has an advanced understanding of health and safety when planning a training program
* Has a sound understanding of muscles and a good understanding of joints and joint actions used during exercise
 |
| Intermediate | * Can lead elements of a warm up and cool down independently (pulse raiser and stretching)
* Has a good ability to design and carry out a fitness training program
* Has a good understanding of the importance of exercise linked to social and personal well being
* Has a good understanding of how to monitor their current fitness level
* Has a good understanding of how to perform health related and skill related fitness tests
* Can complete two different methods of training with success
* Can analyse their results and make sound suggestions for improvement
* Has a good understanding of Pulse rate and the significance of resting, working and recovery heart rate
* Has a good understanding of health and safety when planning a training program
* Has a basic understanding of training thresholds (aerobic and anaerobic)
* Has a good knowledge of muscles and movements
 |
| Foundation | * Can follow a teacher led warm up and cool down
* Has a basic ability to design and carry out a fitness training program
* Has a basic understanding of the importance of exercise linked to social and personal well being
* Has a basic understanding of how to monitor their current fitness level
* Has a basic understanding of how to perform health related and skill related fitness tests
* Can complete two different methods of training with some success
* Can evaluate their results and make basic suggestions for improvement
* Has a basic understanding of Pulse rate and the significance of resting, working and recovery heart rate
* Has a basic understanding of health and safety when planning a training program
* Has a basic knowledge of muscles and movement
 |

**Year 8 Spanish**

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