**Year 8 English**

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

**Year 8 Maths**

|  |  |
| --- | --- |
| Higher | * Calculate the volume of right prisms * Name the different parts of a circle * Calculate the circumference * Calculate the area of a circle * Use Pythagoras’ theorem in right-angled triangles * Plot graphs and read values to solve problems * Draw and interpret distance–time graphs * Interpret real-life and curved graphs |
| Intermediate | * Design a good questionnaire and data collection sheets * Draw and Interpret simple pie charts * Drawing and interpreting two-way tables * Calculating the mean from a simple frequency table * Drawing and interpreting stem and leaf diagrams with different stem values * Finding mode, median and range from stem and leaf diagrams, and comparing them for different data sets * Draw line graphs to compare sets of data * Draw scatter graphs including the line of best fit and describing correlation * Write expressions and formulae * Change the subject of a formula * Simplify expressions involving brackets factorise expressions * Multiply out double brackets and collect like terms * Solve equations with the unknown number on both sides |
| Foundation | * Plan and collect data * Draw and Interpret pie charts * Draw bar charts for more than one set of data * Simplify expressions by collecting like terms * Find outputs and inputs of function machines * Construct functions * Solve simple equations and check the solution is correct * Understand the difference between an expression and an equation, and identify the unknown in an equation |

**Year 8 Biology**

|  |  |
| --- | --- |
| Higher | * Recognise the tests for carbohydrates, lipids and proteins * Effect of pH on amylase activity |
| Intermediate | * Recognise the tests for carbohydrates, lipids and proteins * Effect of pH on amylase activity |
| Foundation | * Recall the tests for carbohydrates, lipids and proteins * Describe the effect of pH on amylase activity |

**Year 8 Chemistry**

|  |  |
| --- | --- |
| Higher | * To be able to use balanced symbol equations to represent the reaction between a metal and water / acid |
| Intermediate | * Be able to construct the reactivity series using experimental data |
| Foundation | * To recall the reactivity series using experimental data |

**Year 8 Physics**

|  |  |
| --- | --- |
| Higher | * Explain the effect if changing the energy of a system (by heating or cooling) on the particles of that system and link this to the state of matter * Explain how the motion of particles in a gas is related to both temperature and pressure * Discuss how the motion of particles in a gas exerts a force on the container the gas is kept in and how this force changes with temperature and pressure |
| Intermediate | * Explain the effect of changing the energy of a system (by heating or cooling) and describe how this relates to state changes * Describe how the motion of particles in a gas is related to both temperature and pressure * Explain how the motion of particles in a gas exerts a force on the container the gas is kept in and how this force changes with temperature and pressure |
| Foundation | * Describe how increasing temperature of a substance can cause it to change state * Describe how the particles of a gas move and how changing temperature alters this movement * Explain how particles of air cause a balloon to inflate |

**Year 8 RE**

|  |  |
| --- | --- |
| Higher | * Give viewpoints, fully supported with evidence to show how individuals make a difference in the world * Apply religious information to formulate reasonable judgements to understand what it means to say that Jesus is the New Covenant * Show understanding of religious information and belief of the new commandment that Jesus gave * Understand and apply a good level of knowledge to the question ‘What does Jesus as New Covenant mean to me? |
| Intermediate | * Understand and retain basic knowledge of religious teaching to show how individuals make a difference in the world * Can identify some specialist language in the question to understand what it means to say that Jesus is the New Covenant * Apply religious knowledge of the new commandment that Jesus gave * Support my own point of view with evidence and explanation on ‘What does Jesus as New Covenant mean to me?’ |
| Foundation | * Understand and retain basic knowledge of religious teaching to show how individuals make a difference in the world * Can identify limited specialist language in the question to understand what it means to say that Jesus is the New Covenant * Apply religious knowledge of the new commandment that Jesus gave * State my own point of view with evidence ‘What does Jesus as New Covenant mean to me?’ |

**Year 8 Art**

|  |  |
| --- | --- |
| Higher | * Shows a confident ability to extend their practical and technical skills informed by their investigation of the descriptive and expressive qualities of line, shape, mark and texture using various materials * Shows a confident ability to confidently investigate and exploit the potential of new and unfamiliar materials * Shows a confident ability to engage in purposeful and open ended experimentation in which their ideas and purposes are clearly apparent |
| Intermediate | * Shows a confident ability to effectively use web and book based research to inform their experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions * Shows a confident ability to independently improve their practical skills or understanding of the qualities of different materials and processes as they purposefully investigate and experiment with art media and ideas * Shows a confident ability to compare, analyse and describe different ideas and approaches used by artists and designers, recognising the influence of contexts, cultures and times on their work and evaluate their own work as it progresses |
| Foundation | * Shows a moderate ability to work with determination when responding to a stimulus for design ideas and outcomes in both 2D and 3D developing creative actions to develop ideas * Shows a moderate ability to develop their making skills by exploring and investigating the qualities of a range materials and tools in two and three dimensions to create work which links to design ideas and planning * Shows a moderate ability to recognise that particular kinds of marks can be made with different materials or controlled using suitable tools |

**Year 8 DT**

|  |  |
| --- | --- |
| Higher | * Investigative work is relevant and analysed well, using appropriate technical language with confidence * Sound investigative work leads to a range of well communicated, imaginative and innovative ideas. Sustainable design ideas and social issues are carefully considered * Experimentation, modelling, testing and refinement leads to development of a demanding viable, creative solution * A high level of skill and accuracy is evident when modelling, making and finishing. It is clear how accuracy has been achieved |
| Intermediate | * Investigative work is evident with limited analysis. Independent use of technical language is developing * A range of creative design ideas are communicated with some clarity. Some key features of sustainability and social issues are considered * Modelling, testing and evaluation leads to adequate development of a creative viable design solution * A good level of skill and accuracy is evident when modelling, making and finishing |
| Foundation | * Limited research, investigation and analysis are evident. Technical language is emerging through simplistic annotation * Design ideas show some variation in approach and are communicated at a simplistic level. Little consideration of sustainable design or social issues evident * Basic modelling leads to the development of a creative design solution * A basic level of skill is evident when modelling, making and finishing. Accuracy is improving. Some aspects of making require intervention or supervision |

**Year 8 Food**

|  |  |
| --- | --- |
| Higher | * **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]** |
| Intermediate | * **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]** |
| Foundation | * **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**

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| --- | --- |
| Higher | * Explain in detail how processes form coastal landforms * Explain the impacts of coastal erosion * Evaluate the different forms of coastal management |
| Intermediate | * Explain the formation of coastal landforms * Explain the impacts of coastal erosion * Describe the different forms of coastal management |
| Foundation | * Describe the formation of coastal landforms * Describe the impacts of coastal erosion * Describe the different forms of coastal management |

**Year 8 History**

|  |  |
| --- | --- |
| Higher | * Explain relationships between causes and consequences of events * Explain the extent of continuity and change within and across time periods * Explain why an event/person is important * Explain how significance of people/events differs according to different perspectives |
| Intermediate | * Identify and begin to explain relationships between causes and consequences of events * Identify and begin to explain the extent of continuity and change within and across time periods * Begins to explain why an event/person is important * Begin to explain how significance of people/events differs according to different perspectives * Identify reasons for different interpretations of the past |
| Foundation | * Identify relationships between causes and consequences of events * Identify the extent of change and continuity within and across time periods * Begin to explain why an event/person is important * Recognises how significance of people/events differs according to different perspectives * Recognise reasons for different interpretations of the past |

**Year 8 ICT**

|  |  |
| --- | --- |
| Higher | * Analyse a given problem, and plan, and develop, code to solve that problem * Create variables of multiple types, as well as modifying values within variables at runtime * Explain why variables are used * Use an input statement to populate variables of multiple different types, explain the function of input statements, and explain why someone may use input statements * Use, evaluate, explain, and state why someone may use a boolean expression within their code |
| Intermediate | * Develop code from a given problem * Create variables of multiple types and explain why variables are used * Use an input statement to populate a variable and explain why input statements are used * Use, and evaluate, boolean expressions and explain what they are |
| Foundation | * Develop code from given pseudocode / instructions * Create a variable and state what they are, and what they are used for * Use an input statement to populate a variable. State what an input statement is * Use and evaluate boolean expressions. State what a boolean expression is |

**Year 8 Music**

|  |  |
| --- | --- |
| Higher | * Be able to compose a chord sequence including some complex chords and cadence points. * Compose a melody to fit with a chord sequence * Adapt the theme to create a set of four variations exploring rhythmic and melodic changes and including modulation and changing metre |
| Intermediate | * Be able to compose a chord sequence and create a short theme based on this * Adapt the theme to create a set of four variations exploring rhythmic and melodic changes |
| Foundation | * Be able to use a given chord sequence to create a short, simple theme * Change rhythms and add ornamentation to create two sets of variations |

**Year 8 PE Boys**

|  |  |
| --- | --- |
| Higher | * To be able to perform the skills of passing and catching using both hands successfully in a full game situation * I have a good understanding of at least three playing positions and can play them effectively * To be able to perform the different techniques of kicking (grubber / conversion) using both feet with power and accuracy in a small sided game situation * To be able to perform developed defensive skills (tackling) effectively and begin to developed team tactics in a full sided game situation * To be able to perform developed attacking skills (phases of play) effectively and begin to 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 |
| Intermediate | * To be able to perform the skills of passing and catching using both hands successfully in a full game situation * To be able to perform the skill of side stepping both to the left and right of an opponent in a full game situation * To be able to perform the different techniques of kicking (grubber / conversion) using the strongest foot with power and accuracy in a small sided game situation * I have a good understanding of at least two playing positions and can play them effectively * To be able to perform as part of a scrum in a small sided game * To be able to perform developed defensive and attacking skills (tackling and phases of play) and implement basic team tactics in a full game situation * To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision |
| Foundation | * To be able to perform the skills of passing and catching whilst on the move in an unopposed practice * To be able to perform the basic skill of passing a rugby ball using both hands whilst on the move in an unopposed practice * To be able to perform a good, safe tackle from the side and front whilst in a small sided game situation * To attempt to use running with the ball / side stepping to outwit an opponent in a modified games situation * To be able to perform developing defensive skills (defensive line tackling) in a small sided game situation * I have a basic understanding of at least one playing positions and can play that position with some success * To be able to perform the different techniques of kicking (grubber / conversion) using the strongest foot with power and accuracy in an unopposed practice * To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision |

**Year 8 PE Girls**

|  |  |
| --- | --- |
| 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 Spanish**

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| --- | --- |
| Higher | * Demonstrate an understanding of a range of passages related to the topic of 'my life' which includes detail in the form of adjectives, connectives, negatives, time expressions, intensifiers, sequencers and a range of justified opinions with reference to 3 different tenses (present, future and preterite past) in a variety of verb forms * Speak confidently and with accurate pronunciation and intonation * Take part in longer, more spontaneous conversations/presentations about the topic with detail including a range of justified opinions, time expressions, 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 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 detailed written paragraphs giving information about 'my life' 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 'my life' from English into Spanish |
| Intermediate | * Demonstrate an understanding of a range of passages related to the topic of 'my life' which includes detail in the form of adjectives, connectives, negatives, time expressions, intensifiers, sequencers and a range of simple justified opinions with reference to 3 different tenses (present, future and preterite past) 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 written paragraphs giving information about 'my life' 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 'my life' from English into Spanish |
| Foundation | * Demonstrate an understanding of a range of passages related to the topic of 'my life' 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/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 life' from Spanish into English * Produce written longer sentences/short paragraphs giving information about 'my life' using 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 life' from English into Spanish |