**Year 8 English**

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| --- | --- |
| Higher | * **Style-** Well-judged and generally successful control of style with some originality
* **Text-** Skilfully managed text aims to position the reader
* **Paragraphs-** Varied in length and shaped with imagination for effect
* **Sentence structure-** A range of sentences are used to achieve purpose and overall impact
* **Vocabulary**- Consistently imaginative and well matched to purpose
* **SPaG**- Punctuation within sentences increasingly clarifies meaning and spelling is mostly correct even for irregular words
 |
| Intermediate | * **Style-** Convincing with some imaginative style choices to maintain the reader’s interest
* **Text-** Clear control that takes into account possible reader reaction
* **Paragraphs-** Topic sentences and links between paragraphs support purpose
* **Sentence structure-** Uses sentence types for effect – not always accurately
* **Vocabulary**- A range of interesting vocabulary used for impact
* **SPaG**- Exclamations, apostrophes, speech marks and commas for lists are usually correct; some evidence of punctuation within sentences and spelling for words with complex regular patterns is correct
 |
| Foundation | * **Style-** Clearly establishes appropriate style and engages the reader’s interest
* **Text-** Clear and consistently maintained with some adaption to purpose
* **Paragraphs-** Material is structured clearly into appropriate paragraphs
* **Sentence structure-** Attempts to use sentence types for effect
* **Vocabulary**- Consistently use vocabulary for effect
* **SPaG**- Full stops and question marks mostly correct, occasional use of other punctuation, spelling of monosyllabic and common polysyllabic words is generally correct
 |

**Year 8 Maths**

|  |  |
| --- | --- |
| Higher | * Describe and carry out enlargement, translation, reflections and rotations
* Enlarge a shape using fractional and negative scale factors
* Transform 2D shapes using a combination of reflection, rotation, enlargement and translation
* Find the perimeter and area of 2D shapes after enlargement
* Change a recurring decimal into a fraction
* Work out an original quantity before a percentage increase or decrease
* Calculate percentage change
 |
| Intermediate | * Draw and interpret two-way tables
* Calculate the mean from a simple frequency table
* Draw and interpret stem and leaf diagrams with different stem values
* Find mode, median and range from stem and leaf diagrams, and compare them for different data sets
* Draw scatter graphs including the line of best fit and describing correlation
* Round whole numbers and decimals
* Multiply decimals with up to two decimal places
* Add and subtract decimals of any size
* Use unit ratios
 |
| Foundation | * Add and subtract decimal numbers
* Multiply decimals
* Round decimals
* Order decimals
* Use a protractor to measure and draw obtuse and reflex angles
* Use vertically opposite angles
* Work out the size of unknown angles in a triangle
* Accurately draw triangles using a ruler and protractor
 |

**Year 8 Biology**

|  |  |
| --- | --- |
| Higher | * Recognise the structure of the circulatory 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 circulatory 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 circulatory system
* Describe the function of each organ in each system
 |

**Year 8 Chemistry**

|  |  |
| --- | --- |
| Higher  | * Can use the reactivity series to make correct predictions about the products formed in chemical reactions
* Can use the reactivity series to make predictions on the method of extracting a metal from its ore and explain
 |
| Intermediate | * Can use the reactivity series to make correct predictions about the products formed in chemical reactions
 |
| Foundation | * Can use the reactivity series to make correct predictions about the products formed in chemical reactions
* To be able to use the keywords Endothermic & Exothermic to describe hot and cold reactions
 |

**Year 8 Physics**

|  |  |
| --- | --- |
| Higher  | * Describe and explain the following terms about waves: longitudinal (with examples), transverse (with examples), amplitude, wavelength (W=v/f), frequency (f=v/W), velocity (v=fxW), amplitude, and period
* Required practical 5: Investigate methods for measuring the speed of sound, the speed of waves in a ripple tank, and the speed of waves in a stretched string
* Describe and explain the effects of reflection, refraction, transmission, and absorption of waves at wave boundaries
 |
| Intermediate | * Describe and explain the following terms about waves: longitudinal (with examples), transverse (with examples), amplitude, wavelength (W=v/f), frequency (f=v/W), velocity (v=fxW), amplitude, and period
* Required practical 5: Investigate methods for measuring the speed of sound, the speed of waves in a ripple tank, and the speed of waves in a stretched string
* Describe the effects of reflection, refraction, transmission, and absorption of waves at wave boundaries
 |
| Foundation | * List different types of longitudinal waves and transverse waves and recall what is meant by wavelength, frequency and amplitude of a wave
* Required practical 5: Investigate methods for measuring the speed of sound, the speed of waves in a ripple tank, and the speed of waves in a stretched string
* Recall the effects of reflection, refraction, transmission, and absorption of waves at wave boundaries
 |

**Year 8 RE**

|  |  |
| --- | --- |
| Higher | * Give viewpoints, fully supported with evidence to why people celebrate for different reasons and different ways
* Apply religious information to formulate reasonable judgements that the Eucharist is a sacrifice as well as a celebration
* Show understanding of religious information and belief on how the Easter Vigil celebrates our salvation history
* Understand and apply a good level of knowledge to what it means to live as covenant people
 |
| Intermediate | * Understand and retain basic knowledge of religious teaching on to why people celebrate for different reasons and different ways
* Can identify some specialist language in the question that the Eucharist is a sacrifice as well as a celebration
* Apply religious knowledge on how the Easter Vigil celebrates our salvation history
* Support my own point of view with evidence and explanation on what it means to live as covenant people
 |
| Foundation | * Understand and retain basic knowledge of religious teaching to why people celebrate for different reasons and different ways
* Can identify limited specialist language in in the question that the Eucharist is a sacrifice as well as a celebration
* Apply religious knowledge on how the Easter Vigil celebrates our salvation history
* State my own point of view with evidence what it means to live as covenant people
 |

**Year 8 Art**

|  |  |
| --- | --- |
| Higher  | * Show a confident ability to achieve proficiency in the use of virtual and paper based drawing and design approaches (including collage, multi- media tools) to perceive, communicate and invent
* Show 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
 |
| Intermediate | * Show a confident ability to successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions
* Show 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
* Show 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 intentions
 |
| Foundation | * Show a moderate ability to show how they can draw and design to plan and make works in a variety of scales and to develop the qualities and characteristics of different drawing painting materials
* Show a moderate ability to explain the purpose and intentions informing their work and respond to teacher’s guidance on strengths and aspects for development that will lead to improvement
* Show a moderate ability to experiment with ways in which they can express line, shape, tone, colour, texture, form, space and explore compositions when using a variety of 2D media
 |

**Year 8 DT**

|  |  |
| --- | --- |
| Higher  | * Can relate wood theory to the life cycle of a product and give specific examples, with a good use of technical language developing
* Can identify and skilfully use a wide range of tools and equipment
* Test and evaluate working prototype throughout design and development leading to accuracy and precision in the movement of the mechanism
* A high level of skill and accuracy is evident when modelling, making and finishing. It is clear how accuracy has been achieved
 |
| Intermediate | * Can explain the difference between natural timber and manufactured boards
* Can name, select and use a range of tools accurately
* Test and evaluate working prototype during design and development making improvements as required
* A good level of skill and accuracy is evident when modelling, making & finishing
 |
| Foundation | * Can provide key facts about different types of wood
* Can name, select and use tools with some accuracy
* Test and evaluate working prototype mechanism making limited suggestions for improvement
* A basic level of skill is evident when modelling, making & finishing. Accuracy is improving. Some aspects of making require intervention or supervision
 |

**Year 8 Food**

|  |  |
| --- | --- |
| Higher  | * Demonstrate excellent levels of ability in the preparation and production of food
* Be able to evaluate how the change in ingredients and cooking methods effect results [e.g. sponge cake collapses, white sauce goes lumpy, short pastry won’t roll out]
 |
| Intermediate | * Demonstrate good levels of ability in the preparation and production of food
* Be able to evaluate how the change in ingredients and cooking methods effect results [e.g. sponge cake collapses, white sauce goes lumpy, short pastry won’t roll out]
 |
| Foundation | * Demonstrate basic levels of ability in the preparation and production of food
* Be able to evaluate how the change in ingredients and cooking methods effect results [e.g. sponge cake collapses, white sauce goes lumpy, short pastry won’t roll out]
 |

**Year 8 Geography**

|  |  |
| --- | --- |
| Higher | * Describe in detail graphs of climate change from the Ice Age to the present
* Explain in detail how processes form glacial landforms
* Evaluate the impacts of human activities on a glaciated area (Lake District, UK)
 |
| Intermediate | * Describe graphs of climate change from the Ice Age to the present
* Explain the formation of glacial landforms
* Explain the impacts of human activities on a glaciated area (Lake District, UK)
 |
| Foundation | * Describe graphs of climate change from the Ice Age to the present
* Describe the formation of glacial landforms
* Describe the impacts of human activities on a glaciated area (Lake District, UK)
 |

**Year 8 History**

|  |  |
| --- | --- |
| Higher | * Explain relationships between causes and consequences of World War One
* Explain why trench warfare was significant
* Suggest reasons for different interpretations of the role of women during the war
* Link interpretations of the role of women during the war to the success of the Suffragette Movement
 |
| Intermediate | * Identify and begin to explain relationships between causes and consequences of World War One
* Begins to explain why trench warfare was significant
* Recognise reasons for different interpretations of the role of women during the First World War
 |
| Foundation | * Identify relationships between causes and consequences of World War One
* Begin to explain why trench warfare was significant
* Recognise reasons for different interpretations of the role of women during the war
 |

**Year 8 ICT**

|  |  |
| --- | --- |
| Higher | * Identify and explain input, process and output from a scenario
* Write a program that uses the print function independently
* Create multiple variables with appropriate names that stores different values independently
* Write a program that uses input to take different data types from the user independently
* Write a program that uses if/elif/else statements independently
 |
| Intermediate | * Identify and simply explain input, process and output from a scenario
* Write a program that uses the print function without support
* Create a variable with meaningful name that stores values with minimal support
* Write a program that uses input to take information from the user with minimal support
* Write a program that uses an if/else statement with minimal support
 |
| Foundation | * Identify input, process and output from a given scenario
* Write a program that uses the print function
* Create a variable that stores a value with support
* Write a program that uses input to take information from the user with support
* Write a program that uses a simple if statement with support
 |

**Year 8 Music**

|  |  |
| --- | --- |
| Higher | * Explain developments in styles of popular music
* Perform a complex part in a group performance on a chosen instrument with a sense of style
 |
| Intermediate | * Describe developments in styles of popular music
* Perform a part in a group performance on a chosen instrument
 |
| Foundation | * Identify different styles of popular music from aural examples
* Perform a simple part in a group performance on a chosen instrument
 |

**Year 8 PE Boys - Basketball**

|  |  |
| --- | --- |
| Higher | * To be able to perform the three types of pass (bounce, chest and overhead pass successfully in a full game situation)
* To be able to perform a set shot with the appropriate technique in a full game (5v5) situation
* To be able to perform a lay-up successfully in a full game situation
* To be able to perform developed defensive skills / strategies (zonal) effectively and begin to developed team tactics in a full sided game situation
* To understand and use developed techniques to perform a lay-up shot with either hand in a full 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 three types of pass (bounce, chest and overhead pass successfully in a full game situation)
* To be able to perform a set shot with the appropriate technique in a 2v2 small game situation
* To understand and use developed technique to perform a lay-up shot with strongest hand in a full game situation
* Have a good understanding of at least two offensive playing positions / strategies and can play them effectively
* Have a good understanding of at least two defensive playing positions / strategies and can play them effectively
* 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 three types of pass (bounce, chest and overhead pass whilst on the move in an unopposed practice)
* To be able to perform a set shot with the appropriate technique in an isolated practice situation
* To understand and use basic technique to perform a lay-up shot with either hand in an unopposed practice situation
* To be able to dribble the ball using both hands in an unopposed practice
* To be able to perform developing defensive skills (defensive line tackling) in a small sided game situation
* Have a basic understanding of at least one offensive position and can play that position with some success
* Have a basic understanding of at least one defensive position and can play that position with some success
* To be able to perform a developed warm up / cool down including heart raising and stretching routines without teacher supervision
 |

**Year 8 PE Girls - Gymnastics**

|  |  |
| --- | --- |
| Higher | * Can lead a full warm up relevant to Gymnastics
* Can perform 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 roll with good technique, body tension and control
* Can travel round, over and on raised apparatus showing balance and control
* Can perform a sequence which contains travel, individual, paired and group balance on and over raised apparatus showing excellent control, body tension and an emphasis on high levels of presentation
* Can perform a squat on and straddle a vault on their own with good body tension and control
* Can perform a squat through or straddle over a 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 Spanish**

|  |  |
| --- | --- |
| Higher | * Demonstrate an understanding of a range of passages related to the topic of 'food' 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 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 longer and more detailed written paragraphs giving information about 'food' 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 'food' from English into Spanish
 |
| Intermediate | * Demonstrate an understanding of a range of passages related to the topic of 'food' 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 longer and more detailed written paragraphs giving information about 'food' 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 'food' from English into Spanish
 |
| Foundation | * Demonstrate an understanding of a range of passages related to the topic of 'food' 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 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 'food' from Spanish into English
* Produce written longer sentences/short paragraphs giving information about 'food' using 3 tenses 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
 |