



Bredon Hill Academy

— LEARNING TOGETHER FOR SUCCESS —

Curriculum-Related Expectations

Year 8

2023-24

Using the KS3 Baseline GL Assessment in year 7 and reviewed against performance across year 7, pupils are given one of four target grades for each subject they study. These target grades are:

- Working Towards
- Working At
- Exceeding
- Exceptional Standard

and these are measured against Curriculum-Related Expectations.

Pupils are assessed at termly intervals against Curriculum-Related Expectations. These are challenging content and/or skills descriptors linked to the National Curriculum strands for each subject area and break down each subject area into its key components that are addressed over the year. Using these descriptors allows all of our learning community to understand strengths and areas for development across each area of our curriculum. They are written as 'I can...' statements to allow pupils to understand the steps needed to improve their learning.

Each set of Curriculum-Related Expectations is in this document. Teachers ensure that pupils' understanding of what each strand entails, based on their target grade, is clear through lessons, home learning and feedback.

Year 8 Curriculum Related Expectations

Art and Design

	Working Towards	Working At	Exceeding	Exceptional
Generating Ideas 1	I can engage in open-ended research, experimenting with drawing and other techniques to produce more expressive work.	I can engage in purposeful and open-ended research, which will allow me to develop my ideas in response to a design brief.	I can engage in purposeful and open-ended research to inform, experimentation and investigation leading to the development of ideas in the pursuit of particular creative intentions.	I can achieve proficiency in the use of drawing and design approaches (including collage, multi-media tools) to perceive, communicate and invent.
Generating Ideas 2	I can study artwork, then analyse and select characteristics which can be used in my own ideas.	I can demonstrate how the artwork I have studied informs how my own ideas develop and how my creative intentions grow.	I can demonstrate how the artwork I have studied informs how my own ideas develop, with improved accuracy, when recording ideas and how my creative intentions grow.	I can demonstrate how the artwork I have studied informs how my own ideas develop, with improved accuracy, when recording ideas and extending the depth of my creative intentions.
Making 1	I can confidently develop my technical skills by using a sketchbook and through drawing, painting and paper sculpture; realising personal ideas having explored creative approaches.	I can confidently investigate new and unfamiliar materials, engaging in purposeful and open-ended experimentation in which my ideas and purpose are clear.	I can confidently and purposefully investigate all materials, using open ended experimentation to further my understanding of possibilities and deepen my ideas.	I can confidently and purposefully investigate all materials, manipulated to communicate specific meaning, using open ended experimentation to further my understanding of possibilities and deepen my ideas.
Making 2	I can use tools in different ways to control how media is applied and the effect it creates.	I can apply the unique characteristics of the work of the artists I have studied, in order to inform my creative actions and then select processes and techniques that I want to use.	I can exploit the unique characteristics of the work of the artists I have studied, informing my creative actions, selecting processes and techniques.	I can fully exploit the unique characteristics of the work of the artists I have studied, informing my creative actions, selecting a wide range of processes and techniques to communicate meaning.
Evaluating 1	I can evaluate my own work and others' work against success criteria to identify how improvements could be made.	I can adapt the appearance of modelled and painted surfaces, applying my knowledge of colour or 3D media to express an intention	I can adapt the appearance of modelled and painted surfaces, applying my knowledge of colour or 3D media to express an intention and can explain how I refine my ideas, skills and methods, applying what I learn to my work.	I can adapt the appearance of modelled and painted surfaces, to express an intention and can explain how I refine my ideas, skills and methods, applying what I learn creating more meaningful outcomes.
Evaluating 2	I can explain how particular periods, genres, styles or aspects of art contain visual and expressive characteristics that convey meaning.	I can identify how individual experience and cultural influences affect what artists make, using this to critically inform improvements.	I can identify how individual experience and cultural influences affect what artists make, using this to critically inform and strengthen my work.	I can identify how individual experience and cultural influences affect what artists make, using this to critically inform and strengthen my work, while exploring and expressing my own opinions.
Knowledge and Understanding 1	I can select materials and tools to support creative actions in response to artworks that have been selected in line with personal taste and judgement.	I can extend my research to identify new and innovative art that challenges thinking about what art is and can be.	I can extend my research to identify new and innovative art and understand how to interpret and respond when it challenges my thinking about what art is and can be.	I can understand how to exploit the appearance of modelled and painted surface characteristics including wet, dry, or wet on wet techniques, applying knowledge of colour or 3D media techniques to express an intention.
Knowledge and Understanding 2	I can understand and explain how different types of art and design convey meaning, seeing the influence of the different historical, cultural and social contexts.	I can express my opinions through evaluations of several artists, considering how their work is a product of their culture, time or place.	I can express my opinions through evaluations of several artists, considering how their work is a product of their culture, time or place identifying emotions and subtle moods.	I can express my opinions through evaluations of several artists, considering how their work is a product of their culture, time or place identifying emotions and subtle moods and using this to inform improvements in my own work.
Knowledge and Understanding 3	I can use key vocabulary when discussing or writing about my own work and that of other artists.	I can use key vocabulary to express my thoughts using descriptive and critical language when speaking and writing.	I can use key vocabulary to express my thoughts and intentions using descriptive and critical language when speaking and writing.	I can use key vocabulary to express and justify my thoughts and intentions using descriptive and critical language when annotating, speaking, writing and presenting.

Computing

	Working Towards	Working At	Exceeding	Exceptional
Algorithms	I can identify problems that share the same characteristics and use the same algorithm to solve both of them.	I can evaluate algorithms and appreciate that some have different performance characteristics for the same task.	I recognise that some problems share the same characteristics and I can use the same algorithm to solve both.	I understand the notion of performance for algorithms and appreciate some algorithms have difference performance characteristics for the same task.
Programming and Development	I can use a range of operators and expressions e.g. Boolean, and apply them in the context of program control.	I can use nested selections statements.	I can use selected nested statements and understand the need for, and can write, custom functions, including parameters. I can use data structures and operators.	I can explain the difference between procedures and functions and I can use them correctly. I can detect and solve syntax errors.
Data and Data Representation	I can identify the relationship between resolution and colour depth and the effect upon file size.	I can identify different data used in a simple program, such as a variable and the storage structure for that data.	I can understand how numbers, images, sounds and character sets use the same bit patterns.	I can distinguish between data used in a simple program and the storage structure for that data.
Hardware and Processing	I can identify how the data is stored in the memory and the fetch execute cycle.	I can identify the basic function and operation of location addressable memory.	I can understand the von Neuman Architecture in relation to the fetch-execute cycle, including how data is stored in memory.	I can show an understanding that processors have instruction sets and that these relate to low-level instructions carried out by a computer.
Communications and Networks	I can identify that hardware is associated with networking computer systems e.g. SMTP, IMPA, POP, FTP, TCP/IP.	I can use technologies and online services securely, and know how to identify and report inappropriate conduct.	I can understand the purpose of hardware and protocols associated with networking and computer systems.	I can recognise that persistence of data on the internet requires careful protection of online identity and privacy.
Information Technology	I can use multiple digital devices and software to achieve given goals.	I can evaluate the trustworthiness of digital content and evaluate the effectiveness of digital artefacts for a given audience.	I can identify and evaluate the impact upon society. I can design criteria for users to evaluate the quality of solution, using the feedback to make improvements to refine the solution.	I can explain and justify how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues.
Theory	I can understand theoretical fundamentals.	I can apply theoretical fundamentals.	I can compare and contrast theoretical fundamentals.	I can compare, contrast, discuss, analyse and apply theoretical fundamentals.

Year 8 Curriculum Related Expectations

Design and Technology

	Working Towards	Working At	Exceeding	Exceptional
Design 1	I can develop and communicate design ideas, which include annotation and modelling.	I can develop and communicate design ideas clearly using well-presented annotated sketches, drawings, 3D sketches and modelling.	I can develop and communicate clearly a variety of design ideas, using carefully rendered and accurate drawings that are accompanied by detailed annotations and 3D sketches and modelling.	I can develop and communicate a range of design ideas clearly, using comprehensive and precise annotated and rendered sketches, detailed plans and well-presented 3D sketches and modelling.
Design 2	I can develop design specifications to guide thinking in the design and construction of products that respond to the needs of the consumer.	I can develop design specifications to guide thinking in the design and construction of functional products that responds effectively to the needs of the consumer.	I can identify and solve their own design problems and develop detailed design specifications to inform the design and construction of functional and appealing products that responds effectively to the needs of the consumer.	I can identify and solve their own design problems and develop detailed design specifications to inform the design and construction of innovative, functional, appealing products that responds effectively to the needs of the consumer.
Design 3	I can use biomimicry to generate ideas.	I can use biomimicry to generate a range of ideas.	I can use biomimicry to generate a range of ideas and avoid stereotypical responses.	I can use biomimicry to generate a range of original ideas and avoid stereotypical responses.
Design 4	I can understand what user-centred design is when designing a product	I can understand the benefits and draw backs of user-centred design when designing a product.	I can understand the benefits and draw backs of user-centred design when designing a product and be able to draw on this when designing their own product.	I can understand the benefits and draw backs of user-centred design when designing a product and be able to apply this approach effectively when designing their own product.
Make 1	I can, with support, select from and use specialist tools, techniques, equipment and machinery safely.	I can select from and use specialist tools, techniques, equipment and machinery safely and with increasing accuracy and show some confidence with familiar processes.	I can select from and use specialist tools, techniques, equipment and machinery safely and precisely and show increased confidence with new and familiar processes.	I can work independently to select from and use specialist tools, techniques, equipment and machinery safely and precisely and show confidence with new and familiar processes.
Make 2	I can, with support, use traditional and modern materials, including smart materials, and consider their properties when completing a design and make task.	I can use traditional and modern materials, including smart materials, and consider their properties when completing a design and make task.	I can select from and use a range of traditional and modern materials, including smart materials. Considering their properties. I can make choices about which to use in the products I design and make.	I can independently select and use a range of traditional and modern materials, including smart materials, and considering their properties, make informed choices about which to use in the products I design and make to achieve a successful outcome.
Evaluate 1	I can evaluate my products and ideas and consider the views of those who will use my product.	I can continuously evaluate my products and ideas, putting at the centre of my thinking the views of those who will use my products.	I can continuously evaluate my products and ideas, putting at the centre of my thinking the views of those who will use my products and use this to make improvements.	I can continuously evaluate my products and ideas, putting at the centre of my thinking the views of those who will use my products and use this to make insightful alterations and improvements.
Evaluate 2	I can look at the impact of past and contemporary designers, engineers and technologists on the wider world.	I can look at the impact of past and contemporary designers, engineers and technologists on the wider world, and start to consider my own responsibilities when developing products.	I can look at the impact of past and contemporary designers, engineers and technologists on the wider world, considering my own responsibilities when developing products and sustainability issues.	I can reflect upon the impact of past and contemporary designers, engineers and technologists on the wider world, considering my own responsibilities when developing products and the use of resources and sustainability issues.
Evaluate 3	I can look at the work of designers and design movements and to use this to inform my own design thinking.	I can investigate, in depth, the work of designers and design movements to develop their appreciation of design and to successfully inform my own design thinking.	I can investigate, and reflect upon, the work of designers and design movements to develop their appreciation of design and to successfully inform my own design thinking.	I can investigate, and reflect upon, the work of designers and design movements to develop my appreciation of design and to successfully inform my own design thinking and products.
Technical Knowledge	I can, with support, begin to understand and use more sophisticated mechanical systems including: gears, gear trains, pulleys, levers and linkages using either kits or components I manufacture myself.	I can begin to understand and use more sophisticated mechanical systems including: gears, gear trains, pulleys, levers and linkages using either kits or components I manufacture myself.	I can understand and use more sophisticated mechanical systems including: gears, gear trains, pulleys, levers and linkages using either kits or components I manufacture myself.	I can understand, and use independently, more sophisticated mechanical systems including: gears, gear trains, pulleys, levers and linkages using either kits or components I manufacture myself.

Year 8 Curriculum Related Expectations

English

	Working Towards	Working At	Exceeding	Exceptional
RO1: Reading for understanding – selecting and interpreting information, ideas and perspectives.	<p>I can identify and retrieve key details from a text.</p> <p>I can begin to make inferences and deductions.</p> <p>I can identify a writer’s intention and viewpoint.</p> <p>I can support my ideas using relevant textual reference.</p>	<p>I can confidently infer meaning from a text.</p> <p>I can explain a writer’s intention and viewpoint.</p> <p>I can draw upon well-chosen references to the text to support my ideas and explain these.</p>	<p>I can identify the theme(s) or central idea(s) of a text.</p> <p>I can explain how a theme is developed by specific details.</p> <p>I can summarise a whole text.</p> <p>I can explain how characters can have multiple or conflicting motivations.</p> <p>I can identify how characters change or develop over the course of a story.</p> <p>I can analyse the interactions of characters.</p> <p>I can explain how the characters advance the plot or develop the theme.</p>	<p>I can explore or track the theme(s) or central idea(s) of a text.</p> <p>I can explore how a theme is developed through precise details.</p> <p>I can summarise a whole text precisely.</p> <p>I can compare and contrast how characters can have multiple or conflicting motivations.</p> <p>I can explore how characters change or develop over the course of a story.</p> <p>I can evaluate the interactions of characters.</p> <p>I can evaluate the impact or role of characters.</p>
RO2: Understanding how writers use language and structure.	<p>I can identify language and structure features and demonstrate an understanding of how they have been used to create an effect to show a broad understanding.</p>	<p>I can clearly explain how language and structure features are used to achieve effects, including the use of vocabulary, sentence structures and other language features.</p>	<p>I can analyse how an author uses structure to create effects such as mystery, tension, or surprise.</p> <p>I can analyse how an author uses events to create effects, such as flashbacks.</p> <p>I can analyse how an author uses time to create effects, such as mystery, tension, or surprise.</p>	<p>I can analyse and evaluate how an author uses structure to achieve different effects.</p> <p>I can analyse and evaluate how an author uses events to create effects, such as flashbacks.</p> <p>I can analyse and evaluate how an author uses time to create different effects.</p>
RO3: Comparing across and between texts.	<p>I can make developed comparisons between two texts.</p> <p>I can make developing comments on how a text might have been influenced by another text.</p>	<p>I can make analytical comparisons between two texts using supporting evidence from the texts.</p> <p>I can explain in extended detail how a text may be influenced by another text.</p>	<p>I can read a variety of texts such as books, movies, and electronic sources on one subject and identify how they are similar and how they are different.</p> <p>I can determine important details in several accounts on the same subject.</p>	<p>I can read a variety of texts from a variety of sources on one subject, drawing together similarities and differences and giving reasons as to why these exist.</p>
RO4: The influence of different contexts.	<p>I can show an awareness of the relevant context with developed comments on the relationship between text and context using evidence.</p>	<p>I can show an understanding of the context with analytical comments on the relationship between text and context using well-selected evidence.</p>	<p>I can analyse the point of view or cultural experience in a piece of literature from within and outside the United Kingdom.</p> <p>I can recognise references to other well-known works that the author uses throughout a text.</p> <p>I can connect a specific author’s work to a prior well-known text.</p> <p>I can analyse how an author has transformed well-known texts into their own work.</p>	<p>I can independently develop and evaluate my ideas and refer in depth to linguistic, structural and presentational devices in all texts I read.</p>

Year 8 Curriculum Related Expectations

<p>WO1: Sense of audience and purpose – adapt form, tone and register for specific purposes and audiences.</p>	<p>I can write in an appropriate way showing some understanding of the intended purpose and audience of my writing.</p> <p>I can write with an appropriate tone.</p> <p>I can use a number of stylistic devices to suit the purpose of my writing.</p>	<p>I can adapt the form, tone and register of my writing according to the intended purpose and audience.</p> <p>I can use a range of stylistic devices appropriate to the purpose, audience and form of my writing.</p>	<p>I can develop my writing using enough facts, well-explained definitions and details, quotations, and examples that are appropriate to my audience’s knowledge.</p> <p>I can use a variety of appropriate transitions to link major ideas of my paper and show connections between ideas and concepts.</p> <p>I can write a narrative using techniques such as: dialogue, timing, description, reflection, and more than one plot line.</p>	<p>I can develop my writing whilst maintaining a fine balance between precision and detail, using relevant detail, judicious and apt quotations and purposeful examples.</p> <p>I can use a wide range of appropriate transitions to link major ideas of my paper and signpost my reader to important ideas and concepts.</p> <p>I can write a convincing narrative, using a wide range of relevant techniques that engage my reader.</p>
<p>WO2: Organisation, planning, sentence structures, appropriate paragraphing.</p>	<p>I can organise my writing using structural and grammatical features.</p> <p>I can develop my use of a variety of sentence structures in my writing.</p> <p>I can use paragraphs accurately.</p>	<p>I can organise my writing with appropriate structural and grammatical features.</p> <p>I can construct a variety of sentence structures, often for effect.</p> <p>I can use a range of paragraph lengths correctly.</p>	<p>I can develop and strengthen my writing by planning, revising, editing, and rewriting.</p> <p>I can identify in my writing what is most significant for a specific purpose or audience.</p> <p>I can use words, phrases, and clauses to clearly show how claims, counterclaims, reasons, and evidence fit together.</p>	<p>I can evaluate my writing through effective planning, revising, editing and rewriting phases.</p> <p>I can use a range of sentence and organisational strategies to provide coherent and cohesive writing.</p>
<p>WO3: Clarity – write clearly using a range of vocabulary and accurate spelling (WO4 Year 6), punctuation</p>	<p>I can use vocabulary that is appropriate and I am developing my range and precision.</p> <p>I can spell common words with accuracy.</p> <p>I can use a range of punctuation to demarcate my sentences accurately.</p>	<p>I can use an ambitious vocabulary.</p> <p>I can spell most words correctly.</p> <p>I can begin to use a wider variety of punctuation within my writing accurately.</p>	<p>I can use appropriate vocabulary and language that is specific to my topic to manage the difficulty of the subject.</p> <p>I can write a formal paper with an objective tone that uses the correct conventions for my subject area.</p>	<p>I can use appropriate, ambitious vocabulary specific to my topic.</p> <p>I can write a formal paper with an objective and convincing tone that uses a wide range of appropriate conventions.</p>
<p>WO4: Academic writing using evidence.</p>	<p>I am beginning to write academically when analysing other texts.</p> <p>I can use formal vocabulary.</p> <p>I can use evidence from other sources.</p> <p>I am beginning to use signposts in my writing appropriate for a formal audience.</p>	<p>I can write academically when analysing texts.</p> <p>I can use formal and technical vocabulary with confidence.</p> <p>I can select the most relevant evidence from sources to support my point.</p> <p>I can use a range of signposts in my writing.</p>	<p>I can write a formal response with an objective tone that uses the correct conventions for my subject area.</p> <p>I can write a conclusion that shows the importance of the information presented in my response.</p>	<p>I can make write an assured formal response.</p> <p>I can write convincing conclusions, drawing together a range of information effectively.</p>

Year 8 Curriculum Related Expectations

<p>SO1: Audience and purpose – register, tone, use of language: meets needs of audience Listens and responds appropriately</p>	<p>I can show that I am clear what the purpose of my talk is and who my talk is aimed at.</p> <p>I can use devices to impact the PAF during my talk,</p> <p>I can listen to and summarise the main and supporting ideas from instructions and other general forms of interaction, for example, talks and discussions.</p>	<p>I can express straightforward ideas and emotions that are clearly linked to the purpose of my talk and the audience.</p> <p>I can listen to questions and contribute responses with relevant, coherent and varied details.</p>	<p>I can participate in a variety of discussions and express my ideas clearly and persuasively.</p> <p>I can read and research multiple sources and use them in a thoughtful discussion.</p> <p>I can ask questions and make comments that move the discussion to broader themes and ideas.</p> <p>I can actively include others in the discussion.</p> <p>I can clarify, verify, or challenge ideas and conclusions presented in a discussion.</p>	<p>I can participate in a variety of discussions, using others ideas to help formulate conclusions and thought processes in a persuasive and clear manner.</p> <p>I can use a variety of sources as a basis for my discussion, and integrate these convincingly with my own ideas.</p> <p>I can ask pertinent and relevant questions.</p> <p>I can actively include other in discussions, and can perform a range of roles in discussion tasks, based on purpose and need.</p> <p>I can evaluate the ideas of others in verbal discourse.</p>
<p>SO2: Organisation and cohesion Clarity – vocabulary, grammar and fluency</p>	<p>I can show an understanding of the relevant context.</p> <p>I can make increasingly complex comments on the relationship between text and context.</p> <p>I can choose words that are appropriate to the purpose of my talk and articulate these accurately with precision and nuance.</p> <p>I can recognise and start to use paralinguistic skills in my speech.</p>	<p>I can show an awareness of the relevant context with a simple comment on the relationship between text and context.</p> <p>I can select and utilise suitable vocabulary to create an appropriate and increasingly subtle tone.</p> <p>I can recognise and use more complex paralinguistic skills in my speech.</p>	<p>I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.</p> <p>I can evaluate a speaker’s position on an issue.</p> <p>I can evaluate whether or not a speaker’s reasoning, evidence, and language is exaggerated or false.</p>	<p>I can justify and explore examples of a speaker’s reasoning, bias or exaggeration, based on technique and content.</p>

Year 8 Curriculum Related Expectations

Food Preparation and Nutrition

	Working towards	Working at	Exceeding	Exceptional
Food Safety and Hygiene	I am aware that food purchased or cooked needs to be stored in different ways.	I know that food purchased or cooked needs to be stored in different ways to keep it safe. I understand the use of date-marks and storage instructions.	I can use my knowledge of date-marks and storage instructions to independently demonstrate good food safety practices.	I can apply my knowledge of food safety information both at home and school to demonstrate excellent food safety practices.
	I can identify a wide range of ways of being hygienic and safe when using food and can give some explanations.	I can identify a wide range of food hygiene rules and know that different food and drink need to be stored in different places.	I can thoroughly explain why different coloured chopping boards are used to help demonstrate knowledge of cross contamination.	I can thoroughly demonstrate why different coloured chopping boards are used and demonstrate knowledge of cross contamination.
Food Nutrition and Health including Active Lifestyles	I can identify foods which fit into most if the different sections of The Eatwell Guide.	I can identify which food and drink fit into which section of The Eatwell Guide and identify some nutrients they provide.	I can identify which food and drink fit into which section of The Eatwell Guide and identify which nutrients they provide.	I can explain the function in the body of key nutrients and make recommendations on how to improve diet.
	I can make simple recommendation on how to improve diet.	I can make a range of recommendations on how to improve diet.	I can make a wide range of recommendations on how to improve diet.	I can suggest how to change ingredients to increase the nutritional value of a dish.
Food preparation Practical Skills including	I can identify ingredients which make food rise.	I can identify a range of raising agents.	I can identify a wide range of raising agents and which are suitable for different recipes.	I can explain the term aeration and identify a range of different methods.
	I can use a range of techniques, e.g., peeling, chopping, slicing, grating with guidance	I can independently use and identify a range of different preparation and cooking methods	I can show competence with a range of tools, equipment and cooking techniques and can use these accurately and with a high level of skill.	I can show a high level of competency with a wide range of tools, equipment and cooking techniques and can use these accurately and with a high level of skill.
Food Provenance/ Food Choice	I can give a detailed explanation of seasonal foods with a range of examples for each season in the UK	I can give a detailed explanation of seasonal foods and use them in a range of different recipes.	I can explain environmental issues associated with food including food miles, carbon footprint, food waste.	I have a secure understanding of environmental issues associated with food including food miles, carbon footprint, food waste.

Year 8 Curriculum Related Expectations

French

	Working Towards	Working At	Exceeding	Exceptional
Writing 1	I can write 2 or 3 simple, short phrases from memory and my spelling may be approximate.	I can write a short paragraph on familiar topics from memory and my spelling is understandable.	I can write paragraphs on familiar topics from memory with good spelling and some details.	I can write detailed paragraphs and create original phrases to vary my meaning and my spelling is accurate.
Writing 2	I can recognise the gender and number of nouns. (Masculine/feminine and singular/plural)	I can understand and begin to apply new grammar rules: - plural of nouns - adjectival agreements - possessive adjectives - to go to + countries and cities (<i>aller + au , en, aux, à</i>) - to go to + shops (<i>aller au , à la, à l', aux</i>) -the partitive article = some + food and drinks (<i>du, de la, de l', des</i>) - to do + activities (<i>faire du/ de la/de l', des</i>) - to play + games and sports (<i>jouer au/aux</i>)	I can understand and apply new grammar rules with accuracy: - plural of nouns - adjectival agreements - possessive adjectives - to go to + countries and cities (<i>aller + au , en, aux, à</i>) - to go to + shops (<i>aller au , à la, à l', aux</i>) -the partitive article = some + food and drinks (<i>du, de la, de l', des</i>) - to do + activities (<i>faire du/ de la /de l' , des</i>) - to play + games and sports (<i>jouer au/ aux</i>)	I can understand and apply new grammar rules with accuracy in different contexts. - plural of nouns - adjectival agreements - possessive adjectives - to go to + countries and cities (<i>aller + au , en, aux, à</i>) - to go to + shops (<i>aller au , à la, à l', aux</i>) -the partitive article = some + food and drinks (<i>du , de la , de l', des</i>) - to do + activities (<i>faire du/ de la / de l' , des</i>) - to play + games and sports (<i>jouer au/ aux</i>)
Writing 3	With the support of my book, I can add structure to my paragraph and give a sense of time by using some time phrases and adverbs.	From memory, I can add structure to my paragraph and give a sense of time by using some time phrases.	From memory, I can add structure to my paragraph and give a sense of time by using some time phrases and adverbs.	From memory, I can add structure to my paragraph and give a sense of time by using a wide range of time phrases and adverbs.
Writing 4	I can write a few short sentences in the present or future or past tenses with support, using expressions which I have already learnt.	With the support of my book, I can use key verbs in the future OR past tenses as well as the present in familiar topics.	From memory, I can use key verbs to write about the future OR the past as well as the present in familiar topics.	From memory, I can use key verbs to write about myself and others in the future and past tenses as well as the present across different topics.
Writing 5	I can express simple opinions.	I can express longer opinions, use connectives and give a simple reason.	I can express longer opinions, use connectives and give detailed reasons.	I can express complex opinions using a range of opinion verbs, connectives and intensifiers.
Speaking 1	I can engage in a short conversation: I can use key words and basic phrases to answer questions.	I can engage in short conversations with some extra details: I can speak in full sentences in the present or future / past tenses, using familiar vocabulary, phrases and basic language structures.	I can engage in longer conversations: I can speak in full sentences in the present and future / past tenses, using a wide range of vocabulary, phrases and language structures on familiar topics.	I can engage in longer and detailed conversations: I can speak in full sentences in the present, future and past tenses, using a wider range of vocabulary, phrases and language structures across different topics from my previous learning.
Speaking 2	I can recognise the different phonic patterns.	I have an understanding of French phonics and I can recognise sound patterns and silent letters. I can add expression to my speaking.	I can work out the pronunciation of new words and add expression to my speaking.	I can work out the pronunciation of new words and I can recognise exceptions to the rules. I can add expression to my speaking.

Year 8 Curriculum Related Expectations

Listening 1	I can understand a few familiar spoken words and phrases in the present or future/ past tenses, delivered slowly and clearly. I need sentences to be repeated to understand.	I can understand a range of familiar spoken phrases in the present or future/past tenses, delivered slowly and clearly with pauses between each question. I may need these to be repeated.	I can understand the main points from a short, spoken passage in the present and future/past tenses, made up of familiar language, delivered slowly, clearly and continuously.	I can understand the main points and some of the detail from a spoken passage in the present, future and past tenses, made up of familiar and unfamiliar language.
Reading 1	I can understand the main points from a short written text, in the present or future/past tenses, in clear, printed script.	I can understand the main points and some of the detail from short written texts in the present or future/past tenses, in familiar contexts.	I can understand the main points and detail from longer written texts, in the present or future/past tenses in familiar and some unfamiliar contexts.	I can understand the main points and detail from longer written texts, in the present or future/past tenses in familiar and some unfamiliar contexts.
Comprehension Skills 1	I can guess the meaning of words similar to English. (cognates) With the support of my book, I can recognise if the texts are about the present, the future OR the past.	I can guess the meaning of cognates and near-cognates and I can recognise if the texts are about the present, the future OR the past.	I can use the context to work out the meaning of unfamiliar words and I can recognise if the texts are about the future OR the past as well as the present.	I can work out greater details using inference skills and I can recognise if the texts are about the future and the past as well as the present.

Year 8 Curriculum Related Expectations

Geography

	Working Towards	Working At	Exceeding	Exceptional
Geography 1	I can identify some countries around the world and know the continents.	I can identify over 20 countries around the world and know the continents and oceans.	I can identify over 30 countries around the world (including many from the Middle East) and know the continents and oceans.	My knowledge of location and their characteristics are backed up thoroughly using key words and facts.
Geography 2	I can describe in simple terms how some processes work e.g. food chains, how tectonic plates move etc.	I am beginning to explain how processes such plate tectonics work.	I can explain in detail , using many key words and giving examples, how processes such as earthquakes work.	I can explain in depth , using all the key words, how things are created in the world and use my own research to support this.
Geography 3	I know what physical features are and can give some examples.	I can identify a range of physical features caused by glaciation or plate tectonics.	I can identify a range of physical features caused by glaciation or plate tectonics and give some simple explanations for their formation.	I can identify a wide range of physical features caused by glaciation or plate tectonics and can explain how they are formed using words and diagrams.
Geography 4	With help I can read Yr8 geography information texts	I can read and understand Yr8 geography information texts.	I can confidently read and understand Yr8 geography information texts.	When making a decision for other people, I consider the views of all groups before I explain my choice in depth. I use research beyond what is given to assist me.
Geography 5	I can find out some solutions to geographical issues.	I can create some of my own solutions to geographical issues e.g. earthquake resistant building design	I can create some of my own solutions to geographical issues giving some reasons for my choices e.g. earthquake resistant building design	I can create some of my own solutions to geographical issues giving well developed some reasons for my choices e.g. earthquake resistant building design
Geography 6	I can describe some causes or effects of human activity e.g. people destroy forests for timber.	I can begin to explain some causes and effects of human activity e.g. soil erosion.	I can explain the causes and effects of human activity and how it impacts the environment e.g. logging in the rainforest.	I can explain the causes and effects of human activity and how it impacts the environment e.g. farming in Nepal. I suggest solutions to problems.
Geography 7	I am aware that countries change through economic development.	I can describe how places change due to economic development e.g. China/Kenya	I can give some reasons to show how countries can develop their economy e.g. China	I can give some causes and effects of economic development e.g. pollution in China
Geography 8	By using helpful sources I can label blank maps and understand their importance to show the location of places.	I use some relevant maps in my work; I am starting to add more labels to them e.g. China location map.	I use a range of maps confidently; they are always set out properly, clearly labelled and chosen appropriately for the task.	I use all maps confidently ; they are always set out properly and chosen appropriately for the task. I am confident using an OS map.
Geography 9	I can follow instructions to find out about places	With guidance I can carry out a geographical enquiry. I use some diagrams, maps or facts that support my opinion or conclusions e.g. Turkish earthquake enquiry	I can carry out an enquiry with little supervision and include relevant maps, graphs and statistics. I can draw conclusions from my work	I can create my own questions for an enquiry and can find relevant information to carry out the enquiry in an organised way.

Year 8 Curriculum Related Expectations

History

	Working Towards	Working At	Exceeding	Exceptional
Cause and Consequence 1	I can describe the characteristics of past societies and time periods. I can use them to recognise some causes and consequences of main events and changes.	I can recognise, describe and suggest some of the links between causes and the links between consequences.	I can describe the characteristics of past societies and time periods. I can use them to recognise some causes and consequences of main events and changes.	I can make sound links between causes and sound links between consequences.
Change and Continuity 1	I can describe the characteristics of past societies and periods. I can use them to identify changes and things that stay the same within and across different time periods.	I can recognise and describe changes and themes within and across different time periods.	I can describe the characteristics of past societies and time periods. I can use them to identify changes and things that stay the same within and across different time periods.	I can begin to explain why things change across different time periods. I can begin to explain why things remain the same across different time periods.
Chronology 1	I can describe some main events, people and time periods in the correct time order.	I can recognise and describe events, people and some features of past societies in the correct time order.	I can describe some main events, people and time periods in the correct time order.	
Interpretation 1	I can identify and describe the different ways in which the past has been interpreted.	I can suggest reasons why the past has been interpreted differently.	I have begun to explain how and why the past has been interpreted differently.	I can explain confidently how and why the past has been interpreted differently.
Similarity and Difference	I can describe the characteristics of past societies and time periods. I can use them to identify similarities and differences across and within different time periods.	I can recognise and describe similarities and differences across and within different time periods.	I can describe the characteristics of past societies and time periods. I can use them to identify similarities and differences across and within different time periods.	I can explain why there are similarities and differences across and within different time periods.
Significance	I understand why some events or individuals are more important than others.	I have begun to recognise why some events or individuals might be judged as more historically significant than others.	I have begun to explain what makes an event, person or change significant.	I can explain confidently what makes an event, person or change significant.
Using Evidence 1	I can interpret what a historical source is telling me about the past.	I have begun to recognise bias in a historical source.	I can explain the aim and purpose of a historical source.	I can evaluate a source and begin to make judgements about usefulness and reliability.
Vocabulary 1	I know what some of the key historical vocabulary means. (Pixl)	I know what key historical vocabulary means. (Pixl)	I understand what key historical vocabulary means and how to use it in a sentence correctly. (Pixl).	I understand what key historical vocabulary means, how to use it in a sentence correctly and know that other words have a similar meaning. (Pixl)

Mathematics

	Working Towards	Working At	Exceeding	Exceptional
Number 1	I can list the multiples and factors of a pair of numbers.	I can identify the Highest Common Factor and the Lowest Common Multiple for pairs of numbers.	I can use prime factor decomposition and a Venn diagram to identify the Highest Common Factor and Lowest Common Multiple of a pair of numbers.	I can use prime factor decomposition and a Venn diagram to identify the Highest Common Factor and Lowest Common Multiple of three numbers.
Geometry 1	I know that the angle sum of a triangle is 180° and the angle sum of a quadrilateral is 360° .	I can solve missing angle problems involving triangles and quadrilaterals.	I can solve missing angle problems involving special triangles and quadrilaterals and their properties.	I can solve complex missing angle problems involving special triangles and quadrilaterals and their properties.
Probability 1	I can list all of the outcomes of an event.	I can calculate the theoretical probabilities for single events.	I can calculate the theoretical probabilities for combined events.	I can calculate theoretical probabilities using knowledge of independent and mutually exclusive events.
Ratio and Proportion 1	I understand the language and notation of ratio.	I can share a number in a given ratio.	I can express a ratio in the form 1:n.	I can understand the gradient of a line as a ratio.
Number 2	I can multiply a proper fraction by a proper fraction.	I can multiply and divide a proper fraction by a proper fraction using an efficient method.	I can multiply and divide any combination of fractions and mixed numbers.	I can multiply and divide simple algebraic fractions.
Geometry 2	I can understand that there is a relationship between the radius and circumference of a circle and know the value of pi as 3.14.	I can use the formulae for the area and circumference of circles.	I can use the formulae for the area and circumference of circles to solve compound area problems.	I can select the correct method to solve problems involving compound area using the area and circumference of circles.
Statistics 1	I can plot a scattergraph of bivariate data.	I can plot and interpret a scattergraph using the concept of correlation.	I plot a 'line of best fit' by eye and use it to estimate values.	I have an appreciation of the difference between correlation and causation.
Algebra 1	I can manipulate algebraic expressions by multiplying an integer over a bracket $a(x \pm b)$.	I can manipulate algebraic expressions by multiplying a single term over a bracket $ax(x \pm b)$.	I can manipulate algebraic expressions by finding the product of two binomials $(x + a)(x + b)$.	I can manipulate algebraic expressions by finding the product of two binomials involving negative terms $(x \pm a)(x \pm b)$.

Year 8 Curriculum Related Expectations

Algebra 2	I can solve simple two-step linear equations in one unknown, with whole number answers, algebraically.	I can solve simple two-step linear equations in one unknown, with whole number (positive and negative) and fractional answers, algebraically.	I can solve linear equations in one unknown including brackets, with whole number (positive and negative) and fractional answers, algebraically.	I can solve linear equations with unknowns on both sides.
Algebra 3	I can generate a sequence using a term-to-term rule.	I can find and use the nth term of a linear sequence.	I can determine if a value is in a sequence using the nth term.	I can find and use the nth term of a quadratic sequence.
Number 3	I can increase and decrease an amount by different percentages.	I can solve problems involving percentage change using a multiplier.	I can solve problems involving percentage change including original value problems.	I can solve more complex percentage problems by choosing the correct percentage technique to use.
Geometry 3	I can recognise alternate and corresponding angles.	I can solve missing angle problems involving alternate and corresponding angles.	I can solve missing angle problems involving alternate, corresponding and co-interior angles.	I can solve problems involving multiple missing angles using alternate, corresponding and co-interior angle facts.
Number 4	I can understand index notation.	I can use the multiplication, division and power laws of indices.	I can understand and interpret x^0 and x^1 .	I can explain the reciprocal function using negative indices.
Geometry 4	I can translate a shape using written instructions.	I can describe a translation using a 2D vector.	I can describe a translation and translate a shape using a 2D vector.	I can describe a translation and translate a shape using a 2D vector in connection with another transformation.
Algebra 4	I can plot straight lines parallel to the x and y axes.	I can plot and interpret graphs of linear functions.	I can plot and interpret graphs of linear functions using $y=mx+c$.	I can plot and interpret graphs of quadratic functions.

Year 8 Curriculum Related Expectations

Music

	Working Towards	Working At	Exceeding	Exceptional
Singing - Singing	I can identify several features of an effective vocal warm-up. I can sing as part of a group, showing accurate pitching, dynamics and awareness of others.	I can explain what makes and effective warm-up. I can sing the main melody while a harmony is added.	I can lead the class in a warm-up activity. I can sing confidently a melody or harmony part with accuracy of pitch throughout.	I can explain the importance of warming up. I can sing in a group with interweaving melodic lines.
Listening	I can identify the changes in structure of music from different styles and of periods of history.	I can describe how musical elements (tempo, tonality, texture, dynamics) affect the mood of a piece.	I can suggest musical reasons for the context or purpose of a piece of music.	I can describe how music is expressive and use musical vocabulary to support my findings.
Performing and Composing - Notation Theory	I can identify treble clef pitch names and rhythmical durations in music.	I can identify pitch between G to middle C on the bass clef.	I can decode musical pitch and durations using either the treble or bass clefs.	I can confidently identify pitch and duration in the treble and bass clefs.
Performing and Composing - Performing from Notation	I can read and play simple rhythms, pitch notation in the treble clef and three chords in tab notation.	I can read and play musical rhythm at sight, treble clef and given bass clef pitch and move accurately through a given chord progression in tab notation.	I can read and play more complex musical rhythms, two lines of musical pitch in treble clef and a sequence of four chords repeatedly in tab notation.	I can move between different rhythms and pitch without interrupting the fluency of a performance, reading from treble, bass or tab notation.
Performing and Composing - Group Performance	I can perform at least 8-bars as a group, making relevant temp and/or dynamic changes.	I can perform at least 8-bars as a group in a piece with several parts, keeping together.	I can perform my own part in a group performance, keeping together.	I can perform to an audience, adjusting my performance to fit with other parts.
Performing and Composing - Solo Performance	I can perform a simple melody (of at least 8-bars), in time to a beat and three chords on the ukulele, with only some hesitation.	I can perform rhythmically simple music using white and black notes, in time to a beat, and I can move fluently between three chords on ukulele.	I can play more rhythmically complex. wider variety of pitch music (of at least 8-bars) in treble and bass clef, with good timing. I can perform a four-chord sequence, reading from tab notation.	I can play a melody and accompaniment together, with accurate phrasing OR I can perform complex melodies with a sense of feeling. I can perform a four-chord sequence repeatedly, maintaining fluency, reading from tab notation.
Performing and Composing - Composition	I can compose my own simple rhythm/melody, of at least 4 bars, including balanced phrases.	I can compose two contrasting rhythmic/melodic sections of at least 4 bars each, including a wider variety of rhythmical patterns.	I can add appropriate dynamics to enhance my music, using the relevant musical symbols.	I can compose extended rhythmic/melodic lines shaped by lyrics and/or chord patterns.
Performing and Composing - Composition 2	I can include rhythmic variety in my composition.	I can create a repeating bassline to support melodic lines.	I can compose a bassline using the root note of primary chords.	I can harmonise melodies choosing appropriate chords.
Performing and Composing - Melodic Improvisation	I can improvise my own question and answer melody that has a sense of shape.	I can improvise a melody that is rhythmically interesting with shape and direction.	I can improvise new melodic musical lines over an accompaniment in a given key.	I can use sound and silence effectively in improvisation.

Year 8 Curriculum Related Expectations

Physical Education

	Working Towards	Working At	Exceeding	Exceptional
PE 1	I can confidently lead the CV, dynamic and skill related warm up with a partner. (DOP, DP & MC)	I can confidently lead the CV, dynamic stretches and skill related warm up in a small group. (DOP, DP & MC)	I can plan and lead a sport specific warm up for a group. (DOP, DP & MC)	I can plan and lead a sport specific warm up for the whole group. (DOP, DP & MC)
PE 2	I can confidently demonstrate and combine simple skills in more competitive situations with control and accuracy. (D&R of S)	I can confidently demonstrate, combine and perform in more competitive situations with control and accuracy. (D&R of S)	I can expertly demonstrate, combine and perform more complex skills in more competitive situations with control, accuracy and fluency. (D&R of S)	I can expertly demonstrate, combine and perform advanced skills and techniques in a range of situations with exceptional control, accuracy and fluency. (D&R of S)
PE 3	I can confidently identify strengths and areas for improvement in my own performance. (E&I)	I can confidently identify and explain strengths, and areas for improvement in my own and others performance. (E&I)	I can expertly identify and explain strengths, and areas for improvement in my own and others performance. (E&I)	I can expertly identify and explain strengths, and areas for improvement in my own and others performance in most activity areas.(E&I)
PE 4	I can complete a 4-minute run. (DP&MC & DOP)	I can complete an 8-minute run. (DPMC & DP)	I can complete a 12-minute run. (DPMC & DOP)	I can complete a 15-minute run. (DPMC & DOP)
PE 5	I can demonstrate resilience, perseverance and physical fitness in some activity areas. (DP & MC)	I can frequently demonstrate resilience, perseverance and physical fitness in a range of activities. (DP & MC)	I can consistently demonstrate resilience, perseverance and physical fitness in a range of activities. (DP&MC)	I can consistently demonstrate resilience, perseverance and physical fitness in a wide range of activities, embracing challenges and always giving 100%. (DP&MC)
PE 6	I can suggest how different tactics, strategies and ideas can be applied to different activities (OO & M&AD)	I can use tactics and strategies in competitive situations to have influential effect. (OO & M&AD)	I can use and adapt advanced tactics and strategies in competitive situations to have influential effect. (OO & M&AD)	I can use and adapt advanced tactics and strategies in competitive situations, to have an influential effect. (M&AD)
PE 7	I can take part in most lessons to the best of my ability. (DP & MC)	I can take part in every lesson to the best of my ability. (DP & MC)	I can take part in every lesson to the best of my ability and attend extra-curricular opportunities that are available to me at school. (DP & MC)	I can take part in every lesson to the best of my ability, attend and make the most of extra-curricular opportunities available at school and in the wider community. (DP & MC)
PE 8	I can officiate conditioned games in some activity areas and solve problems. (M&AD)	I can demonstrate confidence when officiating and solving problems in some activity areas. (M&AD)	I can demonstrate outstanding confidence, leadership and authority when officiating and solving problems in some activity areas. (M&AD)	I can demonstrate outstanding confidence, leadership and authority when officiating and solving problems in a range of activity areas. (PS & MAD)

Key

Outwitting Opponents = OO
 Developing Physical and Mental Capacity DP&MC
 Development & Replication of Skills D&ROS

Making and Applying Decision M&AD
 Making Informed Choices About Healthy and Active Lifestyles MICAH&AL
 Evaluating & Improving = E&I
 Development of Performance = DOP
 Problem Solving = PS

Year 8 Curriculum Related Expectations

PSHE

	Working Towards	Working At	Exceeding	Exceptional
The Wider World/ Relationships	I am beginning to understand diversity and the need for respect to others.	I can describe how to show respect to others	I can demonstrate how to show respect to others and promote equality and inclusion.	I can critically assess the importance of equality in a diverse community and demonstrate ways to promote this.
Careers/ Living in the wider world	I can identify some of my personal strengths. I am beginning to reflect on next steps.	I can reflect on personal strengths and identify areas to improve. I can identify some next steps, different pathways and careers.	I can reflect effectively on personal strengths and areas for development, and take account of feedback, in order to improve.	I can analyse my strengths and areas for development with precision and insight, critically reflecting and acting appropriately to feedback.
Careers/ The Wider World	I am beginning to reflect on next steps.	I can identify different next steps, pathways and careers.	I can explain how to make informed decisions about next steps and career choices.	I can explain how to make informed career choices and evaluate the appropriateness of different pathways leading to and from these choices.
Relationships and Sex Education	I can explain the difference between physical, sexual, mental and emotional health.	I can suggest some ways to promote physical, sexual, mental and emotional health.	I can describe ways to promote physical, sexual, mental and emotional health.	I can evaluate a range of techniques to promote physical, sexual, mental and emotional health.
Health & Wellbeing	I understand that we need to take care of our mental wellbeing. I understand that others may need help and support in their health at times.	I can name and describe emotions, the features of mental wellbeing and who to ask for help. I can suggest ways to help others to make healthy choices and support their wellbeing.	I can describe complex emotions, the features of positive mental health, warning signs of mental ill-health and identify signs that help is needed. I can explain ways to support others to make healthy choices and promote their wellbeing.	I can confidently articulate emotional wellbeing, explain the features of mental health and ill-health and evaluate different sources of support.
Relationships & Sex Education	I am beginning to understand the concept of consent. I understand the importance of contraception.	I can state what is meant by consent in simple terms and explain everyone's right to wait until they are ready to be intimate; I can identify how to recognise, ask for, give, not give and withdraw consent. I can describe some forms of contraception and say why their use should be discussed with a partner.	I can explain the concept of consent in some detail and the importance of respecting others' feelings about readiness for intimacy. I can describe how to recognise, ask for, give, not give and withdraw consent. I can explain how some different contraceptives work and factors that may affect their efficacy.	I can explain the concept of consent, demonstrating a comprehensive understanding of the concept of consent. I have a good understanding of that different forms of contraception and am beginning to assess how different forms of contraception may be appropriate in different situations

Year 8 Curriculum Related Expectations

Listening skills	I can listen for the main ideas independently but may need help in remaining focussed in my listening. I show limited demonstration of appropriate body language when listening.	I can demonstrate appropriate body language when listening and listen with a purpose. I can identify main ideas and supporting details. I can identify the speaker's point of view, purpose and tone.	I am beginning to make inferences and connections beyond the context of the lesson. I can confidently identify the speaker's point of view, purpose and tone.	I can consistently make inferences, connections and comparisons to information or experiences beyond the context of the lesson. I make others feel confident when they are speaking through using my active listening skills.
Discussion skills	I am beginning to feel more confident about working in group discussion work and am starting to add my views.	I can take account of the views of others, using their contributions to help expand my thinking.	I can respond appropriately in discussion work by clarifying and summarising points, building on ideas and summarising opinions.	I can contribute relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way throughout a discussion, supporting or justifying points with evidence and detail.

Religious Education

	Working Towards	Working At	Exceeding	Exceptional
RE 1	I can identify the key aspects of Buddhism/Christianity/Judaism as religions.	I can begin to understand the diversity within religions. (e.g. Orthodox/Reform Jews)	I can consider the challenges of belonging to a religion.	I am able to show an awareness of current events and link to my learning. (e.g. Israel and Judaism)
RE 2	I can use the correct vocabulary to describe religious actions.	I can build an expanding religious vocabulary, based on the topics studied.	I can use the continually expanding vocabulary in oral and written work.	I can apply higher level vocabulary to written tasks.
RE 3	I can describe key religious experiences/rituals within the religions we study.	I can show an understanding of how religion can shape people's lives.	I can interpret sources of information when exploring moral issues around religion.	I can independently investigate religious practices and beliefs as well as enquiring into various sources and arguments and interpreting them.
RE 4	I can make links between religious experience and feelings.	I can show an understanding of the variety of religious experiences.	I can begin to explain how people approach religious experiences in various ways. (e.g. Kashrut laws in Judaism)	I am able to evaluate arguments and questions personally and in a range of ways.
RE 5	I can ask relevant questions about religious life/experiences.	I can make links between religion and human experience.	I can explain why religion and world views matter.	I can show a developing capacity to discern the personal relevance of religious questions.
RE 6	I can link significant features of religion together (e.g. Torah, Kashrut, etc)	I can begin to understand the views and opinions of others.	I can show an understanding of religion as a spectrum from secular to orthodox.	I can begin to understand the debate about Buddhism as a belief rather than a religion.
RE 7	I can listen to the views and opinions of others.	I can listen to and share my own thoughts and opinions in class discussions.	I can listen to, share and challenge the thoughts and opinions in class discussions.	I can locate and read relevant news items about religion (links from home learning) and bring these to discussions.
RE 8	I can follow instruction to locate key passages in text. (e.g. Torah)	I can read and interpret key passages within a text. (e.g. Torah)	I can explain different interpretations of key texts. (e.g. Torah)	I can recognise my own bias and how that influences my beliefs and values.
RE 9	I can begin constructing paragraphs to answer questions about religion. (Should Christians go on pilgrimage?)	I can use paragraphs to construct an essay based on a question about religion. (Should Christians go on pilgrimage?)	I can include my own opinions with well supported arguments when constructing an essay.	I can write substantial conclusions (based on personal opinion) in written assessments, supported by relevant evidence.
RE 10	I can develop a basic understanding of the Holocaust and the impact on Jews, and society as a whole.	I can select similarities and differences between religions/beliefs in terms of moral issues. (e.g. Kosher in Judaism)	I can start to explain how people approach moral questions based on religion. (e.g. Judaism and war)	I can begin to explore complex issues from a variety of perspectives. (e.g. Jewish approaches to the Holocaust)

Year 8 Curriculum Related Expectations

Science

	Working Towards	Working At	Exceeding	Exceptional
Science 1	I can write simple compound names.	I can write more complex compound names.	I can predict the names of compound using my compound naming skills.	I can look at the reactants and work out the products of reactions.
Science 2	I can complete calculations that are provided without support, including simple word equations.	I can complete calculations without support, including word equations (and simple symbol equations).	I can complete calculations using a range of SI units and their prefixes, including starting to balance symbol equations.	I can manipulate calculations and construct calculations (including balanced symbol equations from scratch using GCSE data sheets).
Science 3	I can describe how one factor affects another.	I can compare and contrast factors using support e.g. a Venn diagram.	I can compare and contrast factors without the need of support.	I can evaluate information.
Science 4	I can briefly explain information.	I can explain information using scientific knowledge from class.	I can explain more complex information e.g. what happens during an endothermic/exothermic reaction.	I can analyse information and use this to develop the detail in my explanations.
Science 5	I can draw graphs – with some support labelling the axes.	I can draw graphs independently without the need for support.	I am starting to know what type of graph should be used.	I know which type of graph to draw, can draw a line/curve of best fit and draw graphs using multiple pieces of data.
Science 6	I can select appropriate techniques, apparatus and materials during investigations.	I can choose and use various equipment to test ideas and explain this choice.	I can apply my knowledge of scientific equipment to the real world.	I can name and use a wide variety of scientific equipment and understand that some equipment has a variety of uses.
Science 7	I can write a conclusion which uses the results to support findings.	I can draw conclusions using simple scientific evidence to explain the findings.	I can explain conclusions in some detail using scientific theory (such as the particle model to explain air resistance).	I can explain conclusions in detail using my scientific knowledge of the current topic and across topics (such as using the particle model to explain chemical reactions).
Science 8	I can describe some ways to stay safe during experiments.	I can describe many ways to stay safe and why the safety rule is important.	I can describe hazards and control methods.	I can develop a plan which describes many hazards, the risk of those hazards and control methods to minimise risks.

Year 8 Curriculum Related Expectations

Science 9	I can identify independent, dependent and control variables, without support.	I can describe the different variables and give simple reasons for keeping control variables the same.	I can describe the different variables and explain why keeping control variables the same is important.	I can evaluate experiments and consider variables that cannot be controlled and consider their impact.
Science 10	I can describe the reason for making a prediction using everyday knowledge.	I can briefly explain the reason for making a prediction using scientific knowledge.	I can explain the reason for making a prediction and use secondary sources to start supporting the prediction made.	I can use knowledge from the outside world, different scientific disciplines and secondary sources to support predictions made.
Science 11	I can describe patterns shown by data in some detail.	I can briefly explain what the data means.	I can explain what data means and describe how it links to the current topic.	I can interpret and explain what data means, including sketch graph data.
Science 12	I can use all the key words for the topic I am studying and use them consistently in my work.	I can use the key words to find information relating to the topic from secondary sources.	I can use key words across topics and show an understanding of how topics interlink.	I can link key words across scientific disciplines and use them confidently.
Science 13	I can present results on a table, record repeats and calculate a mean.	I can record results on a table, record repeats and starting to identify and discard anomalous results prior to calculating a mean.	I can describe why is important to discard anomalous results prior to calculating a mean.	I can explain why it is important to discard anomalous results.
Science 14	I can draw and label scientific diagrams accurately e.g. pyramid of numbers.	I can draw more complex fully labelled diagrams e.g. pyramid of numbers and pyramid of biomass.	I can draw various complex fully labelled diagrams without support e.g. pyramid of biomass and describe what they show	I can draw complex diagrams and explain what they show e.g. pyramid of biomass.
Science 15	I can write a method that includes some quantities to test predictions.	I can write a method that describes the dependent variable to be measured.	I can write a method that describes how to use of the equipment clearly.	I can write a method that describes and considers all variations of the independent variable and repeatability.