Bredon Hill Academy

LEARNING TOGETHER FOR SUCCESS

Curriculum-Related Expectations

Year 8

2025-2026

Using the KS3 Baseline GL Assessment in year 7 and reviewed against performance across year 7 are placed in one of five 20 per cent bands, or quintiles, for each subject. This placement will be informed by Baseline Year 7 GL Assessment data, Key Stage 2 results and assessment recommendations from other relevant sources, where applicable.

The quintiles:

- **Quintile 5 (Q5):** pupils who face barriers and are working towards the Curriculum-Related Expectations, or who are beginning to work at the expected level
- **Quintile 4 (Q4):** pupils who are working at the Curriculum-Related Expectations but are developing confidence across all areas
- **Quintile 3 (Q3):** pupils who are confidently working at the Curriculum-Related Expectations
- **Quintile 2 (Q2):** pupils who are exceeding the Curriculum-Related Expectations
- **Quintile 1 (Q1):** pupils who are beginning to work confidently at an exceptional standard

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 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

	Q5	Q4 and 3	Q2	Q1
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.

Year 8 Curriculum Related Expectations

Computing

	Q5	Q4 and 3	Q2	Q1
Algorithms	I can use a computational abstraction that models a physical system.	I can design and use a computational abstraction that models a physical system.	I can design, use and evaluate a computational abstraction that models a physical system.	I can design, use and evaluate computational abstractions that model a range of physical systems.
Algorithms	I can identify that an algorithm is a plan for a solution to problem.	I can make decisions about which algorithms should be used for a given scenario.	I can make decisions about which algorithms should be used for a given scenario and use logical reasoning to compare alternative algorithms for the same problem.	I can make decisions about which algorithm should be used based on a range of scenarios. I can apply logical reasoning to compare the use of alternative algorithms for a range of problems.
Programming	I can use a program to solve a computational problem.	I can use two or more programming languages (textual) to solve a computational problem, using a data structure (eg list), and a procedures or function.	I can use two or more programming languages (textual) to solve a computational problem, using a data structure (eg list), and multiple procedures or functions.	I can use two or more programming languages (textual) to solve a range of computational problems, using a combination of data structures (eg lists, tables), and multiple procedures or functions.
Logic and Binary	I can identify the difference between the AND, OR and NOT logical operators.	I can understand the difference between the AND, OR and NOT logical operators, and their uses in circuits and programming.	I can understand the difference between the AND, OR and NOT logical operators, and explain with examples, their uses in circuits and programming.	I can understand the difference between the AND, OR and NOT logical operators and explain their uses in circuits and programming.
Networks	I can identify that computer systems are a combination of hardware and software.	I can identify that computer systems are a combination of hardware and software and that they communicate with one another.	I can identify that computer systems are a combination of hardware and software and how they communicate with one another.	I can identify that computer systems are a combination of hardware and software, providing examples of each and how they communicate with one another.
Hardware and Data Representatio	I can identify that data is represented digitally on a computer system.	I can understand how instructions are stored and executed within a computer system.	I can explain and demonstrate how instructions are stored and executed within a computer system.	I can explain and demonstrate how instructions are stored and executed within a computer system, in a range of examples.
Combining Applications in Projects	I can select use and combine multiple applications on a digital device to create content.	I can use and combine software on a digital device to design and create content. I can investigate a research question, identify data to be collected, collect the data, construct a visualisation, provide an analysis.	I can select, use and combine software on a digital device to design and create content. I can investigate research questions, provide a prediction, identify data to be collected, collect and clense the data, construct and analyse visualisations, provide a conclusion and recommendation.	I can select, use and combine software on a digital device to design and create a range of content. I can choose research questions to investigate, provide a prediction, identify data to be collected, collect and cleanse the data, construct and analyse visualisations, provide conclusions and recommendations.

Year 8 Curriculum Related Expectations

Create Re-Use, Revise, Artefacts.	I can re-use digital artefacts for a given audience.	I can create, re-use, and revise digital artefacts for an audience, giving consideration to their trustworthiness, design and usability.	I can create, re-use, revise and re-purpose digital artefacts for an audience, giving consideration to their trustworthiness, design and usability.	I can create, re-use, revise and re-purpose digital artefacts for a range of audiences, with attention to trustworthiness, design and usability.
Use Technology Safely	I can identify some Cyber Security threats.	I can identify some Cyber Security threats and a method of prevention for each. I can assess when more secure use of password management may be required.	I can identify some Cyber Security threats and some methods of prevention for each. I can explain how when more secure use may require more advanced password management and give some examples (eg dual-factor authentication, security questions, CAPTCHA, biometrics).	I can identify most Cyber Security threats and methods of prevention for each. I can explain how and assess when, more secure use may require more advanced password management and give examples (eg dual-factor authentication, security questions, CAPTCHA, biometrics).

Year 8 Curriculum Related Expectations

Design and Technology

	Q5	Q4 and 3	Q2	Q1
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

	Q5	Q4 and 3	Q2	Q1
Understanding Content	I can begin to make inferences and deductions from increasingly challenging texts. I can identify a writer's intention and viewpoint. I show an awareness of the relevant context.	I can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. I can explain a writer's intention and viewpoint.	I can identify themes or central ideas from a wide range of challenging texts. I can identify how the content of a text changes or develops across a whole piece of writing, I can explore a writer's intention and viewpoint, linked to the context of the text.	I can track themes or central ideas from a wide range of challenging texts. I can explore how and why the content of a text changes or develops across a whole piece of writing. I can analyse and evaluate a writer's intentions and viewpoint, exploring how context has shaped the content.
Using Evidence	I can support my ideas using relevant textual details.	I can draw upon well-chosen references from a text to support my ideas, linked to the question set.	I can draw upon well-chosen and precise references from a text to support my ideas, linked to the question set, including patterns of language.	I can use effective, precise references from a text to support my ideas and link these ideas carefully back to the question set, including patterns of language.
Analysing Technique	I can identify language and structural features and demonstrate an understanding of how they have been used to create an effect. I can make some relevant comparisons within texts.	I can clearly explain how language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I am able to make some relevant comparisons within and across texts.	I can clearly explain how patterns of language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I can find appropriate similarities and differences within and across texts.	I can clearly explore alternative interpretations of how patterns of language and structural features are used to achieve effects, including the use of vocabulary, sentence structures and other language features. I can compare within and across texts with confidence.
Structure and Coherence	I can adapt the form, tone and register of my writing according to the intended purpose and audience. I can use a range of sentence structures to achieve different effects and can paragraph accurately.	I can organise my writing with appropriate structural and grammatical features. I can construct a variety of sentence structures for effect and use a range of paragraph lengths correctly.	I can show a full range of sentence styles, grammatical features and structural techniques within and across different text types.	I can take risks to achieve sophisticated effects when using sentences, paragraphs and other structural techniques across different text types.
SPAG	I can use a range of punctuation accurately. I can spell a range of words with increasing accuracy.	I can use a wide range of punctuation accurately to achieve a range of effects. I can spell a wide range of words with increasing accuracy, including more complex vocabulary.	I can use a wide range of punctuation accurately to achieve a range of effects within and across different text types. I can spell a wide range of words with accuracy, including more complex vocabulary.	I can take risks with my punctuation to achieve a wide range of effects within and across different text types. I am a confident, ambitious speller.

Year 8 Curriculum Related Expectations

Awareness of Impact	I can use a range of planning and editing techniques to have impact. I can use a wide range of vocabulary (including synonyms) and language techniques to achieve different effects.	I can use planning and editing to develop the subtlety of my writing. I can think carefully about language choices, language techniques, tone and volume of information provided to achieve different effects.	I can make effective use of a wide range of planning and editing strategies. I think carefully about the language choices, language techniques (including themes and motifs), tone and other stylistic features used in my writing to achieve a wide range of effects within and across texts.	I can evaluate my writing through effective planning, revising, editing and rewriting phases. I can use appropriate, ambitious vocabulary and varied language techniques specific to my text type to achieve a range of sophisticated effects.
Oracy	I can choose words and techniques in my spoken and non-verbal language for effect. I listen carefully to others and can build on what they say.	I can select and utilise suitable words, techniques and non-verbal language to create an appropriate and increasingly subtle tone. I listen carefully to others and can build on what they say.	I can use a wide range of words, techniques and non-verbal language to create a range of effects, based on the purpose of my spoken language. I listen carefully to others and can develop or challenge what they say in an appropriate manner.	I can use a mature and sophisticated range of words, techniques and non-verbal language to create a range of effects, based on the purpose of my spoken language. I listen sensitively to others, using their ideas and my own to explore and evaluate.

Year 8 Curriculum Related Expectations

Food Preparation and Nutrition

	Q5	Q4 and 3	Q2	Q1
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

	Q5	Q4 and 3	Q2	Q1
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 (*aller + au , en, aux, à)* - to go to + shops (*aller au, à la, à l', aux*) -the partitive article = some + food and drinks (*du, de la, de l', des*) - to do + activities *(faire du/ de la/de l' , des)* - to play + games and sports *(jouer au/aux)*	I can understand and apply new grammar rules with accuracy: - plural of nouns - adjectival agreements - possessive adjectives - to go to + countries and cities *(aller + au , en, aux, à)* - to go to + shops *(aller au , à la, à l', aux)* -the partitive article = some + food and drinks *(du, de la, de l', des)* - to do + activities *(faire du/ de la /de l' , des)* - to play + games and sports *(jouer au/ aux)*	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 *(aller + au , en, aux, à)* - to go to + shops *(aller au , à la, à l', aux)* -the partitive article = some + food and drinks *(du , de la , de l', des)* - to do + activities *(faire du/ de la / de l' , des)* - to play + games and sports *(jouer au/ aux)*
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

	Q5	Q4 and 3	Q2	Q1
Locational knowledge	I can begin extend my locational knowledge and spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions.	I can extend my locational knowledge and spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities using taught and my own examples.	I can extend my locational knowledge and deepen my spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, making connections between polar and hot desert regions and describing the change and development of key physical and human characteristics, countries and major cities using taught and my own widening examples.	I can further extend my locational knowledge and continue to deepen my spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, describing their changing environmental regions, making connections between polar and hot desert regions and evaluating the change and development of key physical and human characteristics, countries and major cities, using a wide range of case studies.
Place knowledge	I can begin understand geographical similarities, differences and links between places through the study of a region within Africa, and of a region within Asia.	I can understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.	I can develop my understanding of geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia.	I can evaluate geographical similarities and differences between the human and physical geography of a region within Africa, and of a region within Asia, analysing these comparisons in light of wider geographical context.
Human geography	I can begin to understand the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.	I can understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.	I can understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and explore the exploitation of natural resources.	I can evaluate through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; explore the exploitation of natural resources, understanding how human activity relies on effective functioning of natural systems.
Physical geography	I can begin to understand, through the use of place-based exemplars, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate.	I can understand, through the use of place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate.	I can explain through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate. I can explain how human and physical processes interact.	I can evaluate through the use of detailed place-based exemplars at a variety of scales, the key processes in: physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate. I can explore how human and physical processes interact to influence, and change landscapes, environments and the climate.

Year 8 Curriculum Related Expectations

Geographical skills and fieldwork	I can begin to build on my knowledge of globes, maps and atlases. I can begin to interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can use Geographical Information Systems (GIS) to view and interpret places and data. I can use fieldwork to collect, analyse and begin to draw conclusions from geographical data.	I can build on my knowledge of globes, maps and atlases. I can interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can use Geographical Information Systems (GIS) to view and analyse places and data. I can use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data.	I can extend my knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field. I can interpret Ordnance Survey maps and apply and develop this knowledge in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data. I can use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.	I can further extend my knowledge of globes, maps and atlases and apply and develop this knowledge routinely and in the classroom and in the field. I can interpret Ordnance Survey maps and apply and develop this knowledge in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs. I can use Geographical Information Systems (GIS) to view, analyse and interpret places and data. I can use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.
Literacy	I can begin to write independently. My work demonstrates an ability to clearly answer questions by describing “what, where, why” principles. I can use some geographical language within my writing.	I can write in clear paragraphs, demonstrating and understanding of how topics/themes/ideas should be grouped together. I am able to show a competent grasp of the English language by using a range punctuation accurately and varied syntax within my work. I use key language accurately within my work and am developing my extended answers.	I can develop my ideas in clear paragraphs, using evidence and examples on local, regional and global scale. I can justify and explain my opinions with reference to statistical data from other sources (graphs, timelines, maps). I am beginning to use the What, How, Why strategy for writing extended answers.	I can develop my ideas in detailed paragraphs, using evidence and examples on local, regional and global scale. I can explore my own and others’ opinions with reference to statistical data from other sources (graphs, timelines, maps). I use the What, How, Why strategy to further develop extended written answers.

Year 8 Curriculum Related Expectations

History

	Q5	Q4 and 3	Q2	Q1
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.	I know what key historical vocabulary means.	I understand what key historical vocabulary means and how to use it in a sentence correctly.	I understand what key historical vocabulary means, how to use it in a sentence correctly and know that other words have a similar meaning.

Year 8 Curriculum Related Expectations

Mathematics

	Q5	Q4 and 3	Q2	Q1
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^{o} and the angle sum of a quadrilateral is 360^{o}.	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 $(x \pm a)(x \pm b)$.
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.

Year 8 Curriculum Related Expectations

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

	Q5	Q4 and 3	Q2	Q1
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.
Perf and Comp – 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.
Perf and Comp – Perf 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.
Perf and Comp – Group Perf	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.
Perf and Comp - Solo Perf	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 cleg, 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.
Perf and Comp - Comp	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.
Perf and Comp - Comp 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.
Perf and Comp – Melodic Improv	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

	Q5	Q4 and 3	Q2	Q1	Q1
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 identity 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 & D0P)	I can complete an 8-minute run. (DPMC & DP)	I can complete a 12-minute run. (DPMC & D0P)	I can complete a 15-minute run. (DPMC & D0P)	
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

	Q5	Q4 and 3	Q2	Q1
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
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.

Year 8 Curriculum Related Expectations

Religious Education

	Q5	Q4 and 3	Q2	Q1
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 word 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

	Q5	Q4 and 3	Q2	Q1
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.