

Year 8 Autumn Term
GAT Information
2022-2023

Dear parents,

Please find enclosed the GAT assessment criteria for the Autumn term for Year 8.

From this academic year, all subjects will be assessed using a primary school model. This will be reported to parents 3 times per year. We will report on their current grade and also their predicted grade for the end of Year 8. The current grade may fluctuate over the 3 reports as this is based upon topic(s) studied during that term.

Students will receive one of [three grades](#) for their subjects:

- **G**reater Depth
- Working **a**t
- Working **t**owards

Within each level, there are [3 sublevels](#). These are:

- + (indicating they are at the top of this level)
- = (indicating they are securely in that level)
- - (Indicating they are at the start of their journey through the level)

They will also receive a grade for their homework and attitude within lessons. These will be graded:

- VG (very good)
- G (good)
- F (fair)
- I (inadequate)

Each student has been allocated a target grade within the 3 levels, which is based upon KS2 data and our internal CATs testing in Year 7. Therefore some students may have a target grade of Greater Depth for all their subjects, whilst others may have a target grade of Working Towards. These targets will be shared with parents as part of the reporting cycle.

Within this PDF, you will find the GAT document for each department. This explains the levels for each subject and how students will be assessed. We hope this makes it easy for parents and students to understand why they receive a certain grade.

This document will also be available on the school website by the end of next week. This will be found in the Academic dropdown menu. Please click on

Curriculum and then go to the Assessment/GATs link.

If you have any queries about the information in this document, please do not hesitate to contact me directly.

Kind regards

Mr Winpenny

Deputy Headteacher

Contents

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2. Computer Science
3. Drama
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Year 8: Autumn 1



Topic: insects

In this unit students explore insects as a starting point. They create a range of drawings which inform a design for a sculpture. The design is then made into a sculpture made out of cardboard. They will develop skills in cutting, measuring, glueing and manipulating cardboard. They will also learn about artists who use bugs and insects as their starting point, this will be done mainly through home learning tasks. Students develop work in sketchbooks as well as producing a final outcome using cardboard and acrylic paint.

Standard of work

Working towards the expected standard

- I can draw insects to a basic standard
- I can design a simple cross breed insect sculpture
- I can cut cardboard and make a simple 3D relief sculpture using glue with some layers
- I can paint my cardboard sculpture but could be more careful with application
- I can present my sketchbook work to a limited but need to work on taking more care with my presentation

Working at the expected standard

- I can draw insects to a good standard
- I can design a good cross breed insect sculpture
- I can cut cardboard and make an effective 3D relief sculpture using glue with multiple layers
- I can paint my cardboard sculpture and apply metallic colour in an effective way
- I can present my sketchbook work to a good standard and take care with presentation

Working at greater depth

- I can draw insects confidently with detail and accuracy with neat colour and tone
- I can design an exciting and innovative cross breed insect sculpture
- I can cut cardboard and make an effective 3D relief sculpture using glue with multiple layers and interesting details
- I can paint my cardboard sculpture and apply metallic colour in an effective way to enhance my work
- I can present my sketchbook work to a high standard and take great care with presentation

Computing - BBC MicroBit - Y8

<p>Learning Objective</p>	<p>The BBC MicroBit unit of work builds upon the knowledge learnt in Year 7 Scratch Unit of Work. Students will further develop their use of block based programming to show sequence, selection and iteration and making use of functions and variables. Students will learn how to develop a program on BBC MicroBit from a scenario and look at how BBC MicroBit can incorporate arithmetic functions. This is then translated into concepts of formula in the spreadsheet unit following on.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none"> • Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. • are responsible, competent, confident and creative users of information and communication technology • create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem • understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] 	
	<p>Theory</p>	<p>Practical</p>
<p>Working at greater depth</p>	<ul style="list-style-type: none"> • Make advanced use of function • Use a range of event-driven programming effectively to create a complex project • Effectively design, implement and refine their own algorithms • Compare the effectiveness of their algorithms with those of peers • Critically analyse the limitations of their projects • Able to trace and identify areas of error • Effective and correct use of conditional statements / loops • Advanced use of variables to control their program • Nested conditional statements / loops 	<p>Using BBC MicroBit to solve a computational challenge with efficient programming techniques</p>

<p>Working at the expected standard</p>	<ul style="list-style-type: none"> ● Write their own instructions to create and use a simple list (inventory) ● Use the broadcast function in Scratch at a simple level ● ·Make good use of operators ● Mostly effective and correct use of conditional statements / loops ● Make use of iteration within a program ● Make use of variables and boolean operator ● Use of functions ● Make use of event-driven programming 	<p>Using BBC MicroBit to solve a computational challenge with some inefficient code</p>
<p>Working towards the expected standard</p>	<ul style="list-style-type: none"> ● Understand the term Algorithm ● Be able to describe Sequence, Selection & Iteration ● Understand what a variable is ● Make use of event-driven programming ● Understand simple boolean logic: AND, OR & NOT 	<p>Using BBC MicroBit to almost solve a computational challenge with some erroneous code</p>

Computing - Spreadsheet - Y8

<p>Learning Objective</p>	<p>It is a practical, skills-based unit covering the principles of creating and formatting basic spreadsheets to produce and use simple computer models. It is suitable for pupils who have a basic knowledge of spreadsheets including cell references, simple formulae and formatting, although these topics are revised in the first lesson, making it also suitable for pupils new to spreadsheets. The unit is centred around creating a financial model for a TV show. Pupils start by looking at different types of model and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers' voting. The model is then extended to include sales from merchandising, with the introduction of "what if" scenarios. Finally the pupils create a seating plan, book seats and calculate income from seat sales. Spreadsheet features covered include SUM, MAX, IF and COUNTIF functions, cell naming for absolute referencing, conditional formatting, validation, charting and simple macros.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none"> • Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems. • are responsible, competent, confident and creative users of information and communication technology • create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability • understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem • understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] • undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users <p><i>Previous Learning</i></p> <p>The tasks in this unit assume that most pupils will have some experience of creating basic spreadsheets from Key Stage 2. Pupils' knowledge and experience is assessed during the first lesson of this unit so that teachers can adapt subsequent lessons accordingly.</p>	
	<p>Theory</p>	<p>Practical</p>
<p>Working at greater depth</p>	<ul style="list-style-type: none"> • Justify the formatting they have used in a spreadsheet model • Present information from a spreadsheet model in a variety of formats • Create a macro and assign it to a button on the spreadsheet • Customise a chart to present information effectively • Evaluate the effectiveness of a computer model 	<p>Use Google Sheets to produce a variety of fully working models relating to 'The Next Big Thing' talent show. Using accurate and efficient formula.</p>

<p>Working at the expected standard</p>	<ul style="list-style-type: none"> ● Explain what is meant by a financial model ● Explain the advantages of naming cells in a spreadsheet model ● Format, construct and manipulate a simple spreadsheet model using formulae ● Use conditional functions in calculations ● Use conditional formatting ● Use a spreadsheet model to predict and test the outcomes for different scenarios 	<p>Use Google Sheets to produce a variety of fully working models relating to 'The Next Big Thing' talent show. Using mostly accurate and efficient formula with some inefficiencies</p>
<p>Working towards the expected standard</p>	<ul style="list-style-type: none"> ● Give examples of how computer models are used in the real world ● Format a simple spreadsheet model ● Use simple formulae and functions ● Name cells in a spreadsheet model ● Use a simple spreadsheet model to explore different "what if" scenarios ● Create a basic pie chart to display results 	<p>Use Google Sheets to produce a variety of fully working models relating to 'The Next Big Thing' talent show. Using some formula to enhance the spreadsheet.</p>

Working at greater depth

- I can devise dramas in various forms, based on a range of issues and themes
- I can refine and develop my own complex and clearly defined role(s)
- I make regular and important contributions
- I can participate in sound practical creation, development and refinement of ideas from stimuli to communicate meaning
- I incorporate a range of styles and techniques in my performance work

Year 8: Autumn 1



DRAMA

Topic: Devices

Assessment Focus: Creating

This unit is a creative introduction to dramatic techniques

‘Devices’ is the catch-all term used to describe any and every drama technique employed to create drama, interpret text, explore ideas and develop performance skills. They will be familiar to most students after only a very short time of learning in and through drama. These sessions are designed as both refresher and pointer towards ways of using a host of techniques in the drama studio, which will widen drama vocabulary and strengthen the student toolbox whether you are devising or performing text.

Your assessment will be based on the process of creating and rehearsal in class and by the end of the unit you will have:

- ! Developed your ‘toolbox’ of drama devices and their vocabulary
- ! Understood how devices and techniques produce dramatic effects
- ! Worked collaboratively to improve drama skills
- ! Explored a range of ideas and concepts.

Standard of work

Working towards the expected standard

- ! I can work confidently with other people
- ! I can share ideas for performance
- ! I can help to develop ideas from stimulus to performance
- ! I can explain ideas and intentions, showing that I understand some dramatic conventions
- ! I can perform devised and scripted dramas

Working at the expected standard

- ! I can share and develop a range of ideas for performance to convey meaning
- ! I can explore issues and relationships
- ! I can offer more detailed explanations of the creative intentions for performance
- ! I am engaged throughout the process of collaboration, rehearsal and refinement

Working at greater depth

- ! I can devise dramas in various forms, based on a range of issues and themes
- ! I can refine and develop my own complex and clearly defined role(s)
- ! I make regular and important contributions
- ! I can participate in sound practical creation, development and refinement of ideas from stimuli to communicate meaning
- ! I incorporate a range of styles and techniques in my performance work

English:

Year 8 Autumn 1 – Of Mice and Men

Assessment Title: How does Steinbeck present character/theme?

This unit is all about reintroducing you to the skills of **analytical writing**, that we worked on throughout year 7. For this unit, we will be using the classic, American text *Of Mice and Men* by John Steinbeck, which used to be a GCSE text. Alongside developing your analysis skills, because there are some challenging concepts in this text that we discuss and examine, this unit is also very important in developing your oracy skills, so that you can verbalise and comment on the topics sensitively and maturely. Your assessment will ask you to examine how the author presents a character or theme, looking closely at the language he uses, and what he might be trying to suggest to his readers.

Wider reading - if you would like to explore more about the topics in this book, try these:

- Roll of Thunder, Hear My Cry - Mildred D Taylor
- The Nickel Boys - Colson Whitehead
- Girls Like Us - Gail Giles
- In Dubious Battle - John Steinbeck
- Kindred - Octavia Butler
- Catcher, Teller, Crow - Ambelin Kwaymullina and Ezekiel Kwaymullina

Greater Depth	<p>Analysis:</p> <ul style="list-style-type: none"> ● My answer is fully focused on the question ● I can identify accurate methods used by the writer with correct terminology ● I can identify deliberate choices being made by the writer and explain why they make these choices ● I can use more than one quotation and embed it within my sentences ● I can make inferences (read between the lines) and deductions based on the writer's choice of words or phrases. ● I can make multiple inferences to one piece of evidence ● I have a clear understanding of the effect on the reader and can offer a detailed explanation. ● I can clear comments about the context of the writing, and how this might affect the reader ● I can begin commenting on how the modern reader might react differently to the contemporary reader 	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> ● Allusion ● Microcosm ● Futility ● Colloquial ● Cyclical Structure
Working At	<p>Analysis:</p> <ul style="list-style-type: none"> ● My answer is fully focused on the question ● I can identify accurate methods used by the writer with correct terminology ● I can make relevant points in my paragraphs ● I can identify some deliberate choices being made by the writer ● I can use a quotation and embed it within my sentences ● I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases. ● I have some understanding of the effect on the reader and can offer some explanation. 	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> ● Brutality ● Motif ● Ambiguity

	<ul style="list-style-type: none"> • I can make some comment about the context of the writing, and how this might affect the reader 	
Working Towards	<p>Analysis:</p> <ul style="list-style-type: none"> • My answer is mostly focused on the question • I can identify the writer's methods eg: simile, metaphor, noun • I can choose and use an accurate quotation from the text that fits the question • I can explain what the quotation means literally • I attempt to make some inference (read between the lines) based on the writer's choices • I can identify the overall effect the writer's choices might have on the reader • I can use simple subject terminology, (eg: writer, evidence, audience) accurately • I can make some comment about the context of the writing - this might not always be clear or specific enough 	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> • Novella • Prejudice • Prose • Narrative • Foreshadowing

ENGLISH

Year 8 Autumn 2 – Adventure Fiction writing

Assessment Title: Write the opening to an adventure fiction piece, based on genres studied in class.

This unit is all about **creative writing**! We will be producing a piece of narrative writing as part of the adventure genre. We will be reading examples of some of the best adventure stories throughout literary history as inspiration.

Your assessment will involve taking one section of your own adventure tale, and writing this out in detail, focusing on your use of vocabulary, punctuation, grammar, and structure. These are the features you will be marked on.

Wider reading - if you like these stories, you might enjoy:

- The Oathbreaker's Shadow - Amy McCulloch
- The Northern Lights - Phillip Pullman
- The Young Elites - Marie Lu
- Luka and the Fire of Life - Salman Rushdie
- Brighton Mermaid - Dorothy Koomson

<p>Great er Depth</p>	<p>Content and Organisation:</p> <ul style="list-style-type: none"> ● I can use linguistic devices such as personification and pathetic fallacy accurately ● My ideas are always linked ● I am adding interest to my construction by using flashbacks and flashforwards ● I consistently produce a range of paragraphs, with discourse markers to show how they link ● I consistently show an awareness of matching tone, style and register to purpose and audience more than once <p>Technical Accuracy:</p> <ul style="list-style-type: none"> ● I can use full stops, commas, capital letters, ellipses, and brackets accurately ● I can use higher-level punctuation such as colons and semi-colons, with accuracy ● All of my high frequency words are spelled accurately, as are many of my more complex vocabulary ● I can write in Standard English accurately ● I can use a full range of sentence forms accurately ● I am carefully editing and developing my writing through proofreading and changes ● I can vary my vocabulary choices to consistently be more interesting and precise (eg: using 'crimson' instead of 'red') 	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> ● Cyclical ● Foreshadowing ● Climax ● Tone ● Pace
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Working At	<p>Content and Organisation:</p> <ul style="list-style-type: none"> • I can use linguistic devices such as similes and metaphors accurately • I can use more complex linguistic devices such as personification although these might not always be accurate or best used • My ideas are linked • I can produce paragraphs, with some clear order to show how they link • I show awareness of matching tone, style and register to purpose and audience more than once <p>Technical Accuracy:</p> <ul style="list-style-type: none"> • I can use full stops, commas and capital letters accurately at all times • I can use some higher-level punctuation with some accuracy • All of my high frequency words are spelled accurately • I can write in Standard English accurately • I can use simple, complex and compound sentences • I can use fragmented and minor sentences, although they are not always effective • I can vary some of my adjective choices to be more interesting (eg: 'bad' = 'awful') • I can select appropriate verbs (eg: saying 'marching' instead of 'walking angrily') 	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> • Protagonist • Antagonist • Character name • Tension
Working Towards	<p>Content and Organisation:</p> <ul style="list-style-type: none"> • I can use some linguistic devices such as similes or metaphors, although these might not always be accurate or interesting • My ideas are partially linked • I can produce paragraphs, although their structure might not always be accurate • I can use some structural features • I show some awareness of matching tone, style and register to purpose and audience at least once <p>Technical Accuracy:</p> <ul style="list-style-type: none"> • I can use full stops and capital letters accurately at all times • I can use commas, with some accuracy • Most of my high frequency words are spelled accurately • I can write in Standard English mostly accurately • I can use simple and compound sentences, and am starting to use complex sentences • I can use adverbs to make my writing more interesting (eg: by describing someone as 'moving quickly') 	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none"> • conventions • Industrialisation • Escapism • Discovery

Year 8 Design and Technology Assessment criteria - Food.

Year 8 Knowledge and Understanding: Food Focus: Food science.		Literacy Below are for Student and Teacher
<p>Working at a greater Depth (Expert Chef)</p>	<p>Show a highly developed ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a high level of detail, plus sensory analysis and evaluate my dishes with 13 points of reference or more. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a high level as noticeably improved from the start to end of the rotation. (75% or higher in the end of rotation test). <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a high standard. (6 different safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a wide variety of hand skills and techniques in food preparation and nutrition, plus evaluating my own dishes. An excellent understanding of the science of how sauces thicken and how bread rises. Produce 4 excellent practical dishes. 	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p> <p>Completed analysis and evaluation on most homework set</p>
<p>Working at the expected standard (Sous-chef)</p>	<p>Show a consistent ability to meet the listed requirements. A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with a good level of detail, plus sensory analysis and evaluate my dishes with 10 or more points of reference. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills to a good level and improve from the start to end of the rotation. (55% or higher in the end of rotation test). <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work independently and safely in the food room to a very good standard. (5 different safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a good variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. A good understanding of the science of how sauces thicken and how bread rises. Produce 3 excellent practical dishes). 	<p>I have expressed myself well, giving reasoned explanations. I have used subject specific vocabulary.</p> <p>I have written definitions of required vocabulary</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p> <p>Completed analysis and evaluation on most homework set</p>
<p>Working towards the expected standard (Novice Chef)</p>	<p>Show some ability to meet the listed requirements.</p> <p>A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> I can create my own recipe sheets with some detail, plus sensory analysis and evaluate my dishes with 8 or more points of reference. <p>A02: Improvement over time</p> <ul style="list-style-type: none"> I can clearly show use of knowledge and skills and make some improvement from the start to end of the rotation. (40% or higher in the end of rotation test). <p>A03: Safety</p> <ul style="list-style-type: none"> I can be trusted to work safely in the food room possibly with supervision. (3 or more safety skills). <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> I can demonstrate a variety of cooking skills and techniques in food preparation and nutrition, plus evaluating my own dishes. An understanding of the science of how sauces thicken and how bread rises. Produce 2 or more excellent practical dishes). 	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> <p>Completed some evaluation on some homework set</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Year 8 French Learning Journey - Autumn Term Assessment criteria

	Communication (Content / Key message / Spontaneity) 	Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 	
<p>EN VILLE ET LES PROJETS DU FUTUR</p> <p>To be able to understand & give descriptions of my area, what you can do in your area as well as a future trip abroad and New Year's resolutions through two tenses.</p> <p><i>(Present & future tenses)</i></p> <p>Assessed piece: Listening, Reading & Writing Assessment</p> 	<p>(G) WORKING AT GREATER DEPTH</p>	<ul style="list-style-type: none"> - I can confidently understand and talk about my area, where we go at the weekend and what I am going to do on a future trip or a special weekend - I can give more detailed descriptions of where I live, what you can and cannot do in my area as well as extended descriptions of a future trip abroad & New Year's resolutions 	<ul style="list-style-type: none"> - I can use positive and negative structures to describe my area (<i>il y a / il n'y a pas / on peut / on ne peut pas</i>) - I can confidently adapt sentences to describe my area and what you can do there - I can use my sentence builder or my vocabulary list to create longer phrases independently - I can use verbs in the present and future tense successfully to describe my area and where I am going to do on a future trip or a special weekend as well as New Year's resolutions
	<p>(A) WORKING AT THE EXPECTED STANDARD</p>	<ul style="list-style-type: none"> - I can understand and say what is in my area as well as what I am going to do on a future trip or special weekend with some success - I can give some descriptions of what my area is like as well as some descriptions on a future trip abroad and New Year's resolutions 	<ul style="list-style-type: none"> - I can use say what is and what is not in my area - I can adapt some sentences to describe my area with some success - I can use my sentence builder or my vocabulary list to create my own descriptions of my area or a future trip - I can use some verbs in the present and future tenses to talk about my area as well as a future trip or New Year's resolutions
	<p>(T) WORKING TOWARDS THE EXPECTED STANDARD</p>	<ul style="list-style-type: none"> - I can understand and give simple descriptions of my area and what is in and not in my area - I can give simple descriptions of what I am going to do on a future trip, on a special weekend or for New Year resolutions 	<ul style="list-style-type: none"> - I can use simple present tense structures to describe my area - I can adapt simple sentences to describe my own town or village - I can use my sentence builder or my vocabulary list to create my own simple descriptions of where I live as well as a future trip abroad or on a special weekend - I can successfully copy simple words and simple phrases from my sentence builder



Year 8 Geography Autumn Term- Assessment criteria- Ecosystems



Knowledge and Understanding

Geographical Skills (literacy and numeracy)

<p>Working at Greater Depth</p>	<ul style="list-style-type: none"> You can explain in detail what makes an ecosystem or a biome and what makes ecosystems unique. You know how to construct a food chain and food web and you can evaluate the differences between them You are able to explain the role of decomposers, producers and consumers in an ecosystem You understand endangered species, the threats they face and how these link to food webs. You have an excellent understanding of the structure of a tropical rainforest and how the biome operates. You can give a detailed description of a desert, savannah, mediterranean and polar biome and you can explain how plants and animals have adapted to their biome. You can outline and explain the challenges faced by those who inhabit these biomes. You often go above and beyond with classwork or homework 	<ul style="list-style-type: none"> Evidence of the use of appropriate secondary sources gained from independent learning. Use of a wide range of specialised terms to enhance explanations. Clear understanding shown through the application of knowledge to different ecosystems and biomes. Ideas expressed clearly, logically and fluently with accurate use of SPaG. Location skills and terminology are precise. Use of an atlas is accurate
<p>Working at the Expected standard</p>	<ul style="list-style-type: none"> You can explain what makes an ecosystem or a biome and what makes ecosystems unique. You can construct a food chain and you can explain the differences between a food chain and a food web. You are able to describe the role of decomposers, producers and consumers in an ecosystem You understand endangered species, some of the threats they face and how these might link to food webs. You have a good understanding of the structure of a tropical rainforest and how the biome operates. You can give a description of a desert, savannah, mediterranean and polar biome and you can describe how plants and animals have adapted to their biome. You can outline the challenges faced by those who inhabit these biomes. You usually complete your classwork to a good standard. 	<ul style="list-style-type: none"> Evidence of independent learning to research and discuss an ecosystem or biome. Appropriate specialised terms have been used correctly. Ideas expressed clearly, logically and fluently with a good use of SPaG . Location skills and descriptions are useful. Use of an atlas is good
<p>Working towards the expected standard</p>	<ul style="list-style-type: none"> You can define an ecosystem and a biome. You can recognise a food chain and construct a simple food chain. You are able to name the decomposers, producers and consumers in an ecosystem You can name endangered species, some of the threats they face and with support link these to food chains. You have a simple understanding of the structure of a tropical rainforest and how the biome operates. You can give a basic description of a desert, savannah, mediterranean and polar biome and you can describe how plants or animals have adapted to their biome. You can name a challenge faced by those who inhabit these biomes. Your work is often incomplete. 	<ul style="list-style-type: none"> Some researching of information about an ecosystem or biome using independent learning. Application of Information is correct about the place. Simplistic geographical terminology is used. Some accuracy in the use of spelling, punctuation and grammar but there are many errors. Use of an atlas is basic

HISTORY

Year 8 assessment Autumn Term 1: Henry VIII and the Break with Rome KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Henry VIII and the Church in England</u></p> <ul style="list-style-type: none"> ● Henry's marriage to Catherine of Aragon and his need for a son ● The role of Anne Boleyn ● The role of the Pope ● The events that led to the Break with Rome - laws passed in Parliament by Henry. 	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>Webpage covering events of break with Rome</p> <p>BBC bitesize overview of Break with Rome including a clip about the key events.</p> <p>TV timelines clip which covers the main events in the Break with Rome</p> <p>Cartoon strip summarising the story of the Break with Rome.</p>	<p>How will write a narrative account of the events leading to the Break with Rome and will be assessed on your ability to:</p> <ul style="list-style-type: none"> -produce a narrative account that is correct chronologically -show precise and accurate knowledge of the events -show how events in the sequence are linked. <p>-Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> -<i>Working towards expected standard</i> -<i>working at expected standard</i> -<i>greater depth.</i>

Year Eight History Autumn term 1 GAT (Break with Rome narrative account)

Topic: Making of the United Kingdom	Learning Objective: produce a narrative account; demonstrate precise historical knowledge; describe linked sequence of events.
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Question: Write a *narrative account* of the events leading to the Break with Rome. You may use the following in your answer:

-Henry's marriage to Catherine of Aragon -the Break with Rome. **You must also use information of your own.**

	Key skills and assessment criteria	Suggested content/examples (<i>other relevant content will be credited</i>)
Greater depth	<ul style="list-style-type: none"> - The narrative is given, showing good organisation of material into a sequence of events leading to an outcome. -The account shows some analysis of the links between events, but some passages may lack coherence/organisation. -Accurate and relevant information is included, showing precise and accurate knowledge and understanding of the key features or characteristics of the events. -the account goes beyond the 2 suggested stimulus points 	<p>The narrative is a clear sequence: Henry's marriage - role of Anne Boleyn - role of the Pope - Break with Rome</p> <p>Shows some links: Henry's failure to have a son with Catherine links to Anne Boleyn's role as she was younger and more likely to have a male heir.</p> <p>Precise knowledge: Henry thought he could not have a son as his marriage was cursed by God because he had married his brother's widow- this was against the teachings of the church.</p>

<p>Working at expected standard</p>	<p>-A narrative is given, showing some organisation of material into a sequence of events leading to an outcome.</p> <p>-some accurate and relevant information is added, showing some knowledge and understanding of the events.</p> <p>-the account goes beyond the 2 suggested stimulus points</p>	<p>Some organisation into a sequence: e.g. Henry wanted to divorce Catherine - to do this he had to break with Rome as he could not get a divorce</p> <p>Some relevant knowledge: Henry wanted a son to be his heir and Catherine could not have one so he needed to get a new wife.</p> <p>Goes beyond stimulus points: mentions other key events such as the role of Anne Boleyn and the Pope.</p>
<p>Working towards expected standard</p>	<p>-simple or generalised narrative is provided</p> <p>-the account shows limited analysis and organisation of the events</p> <p>-Some limited knowledge and understanding of the events is shown but does not go beyond the stimulus points.</p>	<p>Generalised narrative with limited analysis and knowledge: Henry needed to have a son/wanted to divorce Catherine. This is what caused the Break with Rome.</p> <p>May be inaccuracies in their knowledge.</p>

MATHS GAT - YEAR 8 - AUTUMN TERM

	Working at greater depth	Working at the expected standard	Working towards the expected standard
Ratio and Scale	<p>I can:</p> <ul style="list-style-type: none"> Express ratios in the form 1:n. Understand gradient of a line as a ratio. Understand pi as the ratio between diameter and circumference. 	<p>I can:</p> <ul style="list-style-type: none"> Solve problems involving ratios of the form 1:n or n:1. Solve proportional problems involving the ratio m:n. Divide a value into a given ratio. Compare ratios and related fractions. 	<p>I can:</p> <ul style="list-style-type: none"> Understand the meaning and representation of ratio. Understand and use ratio notation. Express ratios in their simplest integer form
Multiplicative change	<p>I can:</p> <ul style="list-style-type: none"> Explore direct proportion graphs. Explore relationships between similar shapes 	<p>I can:</p> <ul style="list-style-type: none"> Solve problems involving direct proportion. Convert between currencies. Understand scale factors as multiplicative relationships. 	<p>I can:</p> <ul style="list-style-type: none"> Explore conversion graphs. Draw and interpret scale diagrams.

<p>Multiplying and dividing fractions</p>	<p>I can:</p> <ul style="list-style-type: none"> • Multiply and divide improper and mixed fractions. • Multiply and divide algebraic fractions 	<p>I can:</p> <ul style="list-style-type: none"> • Multiply a fraction by an integer • Find the product of a pair of unit fractions • Find the product of a pair of any fractions • Divide an integer by a fraction • Divide a fraction by a unit fraction • Understand and use the reciprocal • Divide any pair of fractions 	<p>I can:</p> <ul style="list-style-type: none"> • Interpret maps using scale factors and ratio • Represent multiplication of fractions
<p>Working in the cartesian plane</p>	<p>I can:</p> <ul style="list-style-type: none"> • Explore the gradient of the line $y=kx$. • Explore non-linear graphs. • Find the midpoint of a line segment 	<p>I can:</p> <ul style="list-style-type: none"> • Link $y=kx$ to direct proportion problems. Recognise and use lines of the form $y=x+a$ • Explore graphs with negative gradients ($y=-kx$, $y=a-x$, $x+y=a$) • Link graphs to linear sequences • Plot graphs of the form $y=mx+c$ 	<p>I can:</p> <ul style="list-style-type: none"> • Work with coordinates in all four quadrants • Identify and draw lines that are parallel to the axes • Recognise and use the line $y=x$. Recognise and use lines of the form $y=kx$

Representing data	<p>I can:</p> <ul style="list-style-type: none"> • Identify non-linear relationships. • Represent continuous data grouped into equal classes 	<p>I can:</p> <ul style="list-style-type: none"> • Draw and use a line of best fit. • Read and interpret ungrouped frequency tables. • Read and interpret grouped frequency tables. • Represent grouped discrete data. • Represent data in two-way tables 	<p>I can:</p> <ul style="list-style-type: none"> • Draw and interpret scatter graphs. • Understand and describe linear correlation. • Identify different types of data. • Identify non-linear relationships
Tables and probability	<p>I can:</p> <ul style="list-style-type: none"> • Use the product rule for finding the total number of possible outcomes. • Find probabilities from Venn diagrams 	<p>I can:</p> <ul style="list-style-type: none"> • Find probabilities from two-way tables 	<p>I can:</p> <ul style="list-style-type: none"> • Construct sample spaces for 1 or more events. • Find probabilities from sample space diagrams

Brackets, equations and inequalities	<p>I can:</p> <ul style="list-style-type: none"> Expand a pair of binomials. Solve equations and inequalities with unknowns on both sides. Form and solve equations and inequalities with unknowns on both sides 	<p>I can:</p> <ul style="list-style-type: none"> Multiply out a single bracket. Factorise into a single bracket. Expand multiple single brackets and simplify. Solve equations, including those with brackets. Form and solve equations with brackets. Form and solve inequalities. Identify and use formulae, expressions, identities and equations 	<p>I can:</p> <ul style="list-style-type: none"> Form algebraic expressions. Use directed numbers with algebra. Understand and solve simple inequalities
Sequences	<p>I can:</p> <ul style="list-style-type: none"> Find the rule for the nth term of a linear sequence 	<p>I can:</p> <ul style="list-style-type: none"> Generate sequences given a simple algebraic rule. Generate sequences given a complex algebraic rule 	<p>I can:</p> <ul style="list-style-type: none"> Generate sequences given a rule in words
Indices	<p>I can:</p> <ul style="list-style-type: none"> Explore powers of powers 	<p>I can:</p> <ul style="list-style-type: none"> Use the addition law for indices Use the addition and subtraction laws for indices 	<p>I can:</p> <ul style="list-style-type: none"> Add and subtract expressions with indices Simplify algebraic expressions by multiplying indices Simplify algebraic expressions by dividing indices

Year 8: Autumn 1



MUSIC

Topic: Blues & Jazz

This unit is all about you becoming a jazz musician!

You will learn about the history, origin and development of the **Blues (and jazz)** and its characteristic **12-bar Blues** structure. You will explore how a **walking bass** line is developed from the 12 bar blues and **7th chords** and develop your keyboard skills. You will also learn how to **improvise** like a pro jazz musician with the **Blues scale** and '**swung**' **rhythms** performing as an ensemble with your class or on your own. Most of this will be on the keyboard (and ukulele/guitar) but if you play another instrument let your teacher know and they can adapt the work so you can perform on that instrument as well.

Your assessment will be at the end of the topic on how well you can perform the 12 bar blues (and blues scale) in a jazz performance to a jazzy backing track (either on your own or in a pair). This will be recorded and uploaded onto Google classroom.

Key vocabulary for this topic is in **bold** above.

Standard of work

Working towards the expected standard	<ul style="list-style-type: none"> ● I can find the notes of the blues scale on the keyboard using the pattern given to me ● I understand that the blues scale can be used to improvise ● I can find the triads of C, F & G on my keyboard using the diagrams provided ● I can move between these triads ● I can keep hear the pulse of the music and can hear where my triads or blues scale should fit with the accompaniment ● I am practising moving between my triads to get them into the correct order
Working at the expected standard	<ul style="list-style-type: none"> ● I can play the blues scale on the keyboard using some of the notes to improvise over an accompaniment ● I can play in time with the accompaniment and understand swung rhythms ● I can play the triads of C, F and G and play them in the correct order for the 12 Bar Blues ● I can perform the blues scale and 12 bar blues separately to the rest of the class as part of my end of topic assessment
Working at greater depth	<ul style="list-style-type: none"> ● I can improvise fluently using the blues scale in multiple octaves keeping in time with the accompaniment ● I will be able to use a variety of rhythms including swung rhythms ● I can play the 12 bar blues chord sequence fluently using 7th chords ● I may be able to play with two hands together with the 12 bar blues in the left hand and the blues scale in the right hand ● I may also have played and practised other jazz and blues pieces and have an awareness of different styles of jazz

Year 8: Autumn 2



MUSIC

Topic: space

This unit is all about understanding how music can sound like space!

You will listen to some famous pieces of music written about space (*Also Sprach Zarathustra* by Strauss and Holst's *The Planets*) to get ideas for your own space themed composition. You will use these ideas (including the musical devices of a **drone** and an **ostinato**) to create your own space composition using keyboards or Garageband. You will also learn how to use **dynamics** effectively.

Your assessment will be at the end of the topic and you and your partner will perform your space composition to the rest of the class and it will be recorded.

Key vocabulary for this topic is in **bold** above.

Standard of work

Working towards the expected standard

- ! I understand what a **drone** is
- ! I understand what an **ostinato** is
- ! I can use some **Key Elements** to describe music I'm listening to
- ! I can perform a composition with my partner

Working at the expected standard	<ul style="list-style-type: none">! I can perform a drone! I can perform ostinati patterns and understand why composers use this to create the mood of space! I can compose my own ostinati patterns and put them with a drone to create a space composition! I can perform my space composition with my partner to the rest of the class
Working at greater depth	<ul style="list-style-type: none">! I can perform a drone and understand why composers use this to create the mood of space! I will have listened to more space themed music outside of the pieces listened to in the classroom! I will be able to compose an effective space themed piece using a drone and multiple ostinati patterns that develop! I will introduce further creative ideas into my space composition and probably take a leading role in the performance and rehearsal process

PE YEAR 8 AUTUMN TERM

	Athletics	Gymnastics	Dance	Team / Invasion Games	Net / Striking	Health & Fitness	Outdoor & Adventurous Activities
Grade 9+	<p>Their techniques are refined and remain accurately replicated on each attempt. Scores are maximised through correct application and high levels of physical fitness. Their skills are imaginatively applied across a range of activities. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p>	<p>Each discipline is executed with high levels of precision and with perfect techniques on each attempt. Skills are appropriately and accurately applied to maximise their performance. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p>	<p>Multiple styles can be replicated and produced with high levels of precision and with perfect technique. Can perform to a faultlessly in all performances standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>All techniques for a variety of roles and positions are produced to a perfect standard with high levels of precision. Influence within the game situation is high consistently and can respond to adaptations. Will outwit opponents with ease and regularity Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.</p>	<p>All strokes and techniques are highly accurate and performed with perfect technique and application of fitness. High level game play showing precise control and accuracy throughout winning games with ease. Has the ability to be an influence within a game and can respond to change effectively. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness..</p>	<p>Full range of components of fitness are displayed with maximum efficiency throughout tasks and tests. Scores are "EXCELLENT in comparison to the National Average for Ks3 scores. Faultless knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others.</p>	<p>Can complete all tasks with ease using high levels of skill, communication and teamwork regardless of challenge or time pressure. Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>
Grade 8	<p>They perform with confidence and style. Their techniques are refined and remain consistent under pressure. Their skills are imaginatively applied across a range of activities. Decision-making is constantly changing situations. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p>	<p>Able to select and combine a range of techniques, skills and apply them appropriately and accurately. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p>	<p>Mastered a range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a very high standard in group and individuals elements of the dance routine with accuracy, style and emotion .Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p>	<p>Can perform and replicate strokes to a high level showing control and accuracy throughout. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p>	<p>Can work and maintain maximum level for of duration of ALL fitness activities Very high levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others. Can analyse the relationship between their own fitness and performance levels in other sports</p>	<p>Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>
Grade 7-	<p>Able to replicate techniques to a high level and confidently compete in a wide range of events Show a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance.</p>	<p>Able to select and combine a range of techniques, skills and apply them appropriately with a good degree of accuracy. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</p>	<p>Able to perform an outstanding range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a high standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can apply these to suit both defensive and attacking situations. .Can analyse their opponent's play using sound technical knowledge, and plan ways to improve team/ individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.</p>	<p>Can use and replicate an excellent range of shots to outwit an opponent. An advanced level of skills/shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out</p>	<p>Can work at maximum level for the most of the duration of ALL fitness activities High levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can apply the principles of training to an action plan. Can perform in activities showing high levels of fitness and determination. Plan and carry out warm up and cool down activities with support. Can explain in detail the relationship between their own fitness and performance levels in other sports</p>	<p>Confidently replicate techniques in a wide range of events whilst demonstrating a solid understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>
Excellent	<p>Replicate techniques in a wide range of events They demonstrate a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>	<p>Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</p>	<p>Able to perform a wide range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a good standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise help with health and fitness and can suggest ways of warming up and cooling down.</p>	<p>Good shot selection and shows very accurate replication within game situations. Is influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise helps with health and fitness and can suggest ways of warming up and cooling down.</p>	<p>Can work at maximum level for the duration of MOST fitness activities .Good levels of knowledge when planning an action plan, using key concepts and some key words consistently and correctly. Can analyse fitness test results and create an action plan for improvement. Can perform in activities showing above average levels of fitness. Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. Can make good links between their fitness levels and other sports</p>	<p>Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.</p>
Excellent	<p>Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.</p>	<p>Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Able to perform an excellent range of choreographed movements smoothly and accurately with a good knowledge of rhythm and timing with little or no help. Able to experiment and plan group sequences and help others with their work. Can perform in a group or in individual elements of the dance routine with some levels of accuracy, style or emotion. Can identify good performances and suggest ways to improve dance routines. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Control is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Can select and accurately replicate a good range of skills to outwit an opponent. Control of the shots are consistent and performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Can work at maximum level for the duration of SOME fitness activities Basic levels of knowledge when planning an action plan, using key concepts and some key words correctly. Undertake fitness tests and explain which component is being assessed. Can make basic links between components of fitness, their fitness levels and other sports. Can show responsibility for personal warm up programme</p>	<p>Demonstrates clear replication of all techniques and can explain the different demands of various skills. Can identify, adapt and refine team tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.</p>

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E x p e c t e d p r o g r e s s -	<p>Good replication of skills across throws, jumps and runs and applies a reasonable knowledge of the principles related to athletics.</p> <p>Can describe parts of their performances which are effective and explain what they can improve with practice.</p> <p>Can describe the effects of athletic exercise on their body. Applies basic safety principles.</p> <p>Can explain how athletics improves overall fitness levels.</p>	<p>Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve. Applies basic safety principles. Can explain how gymnastics improves overall fitness level.</p>	<p>Able to perform dance movements with good timing and has choreographed some movements to the set music. Sometimes requires support, showing increased fluency of movement and rhythm and able to link 6 to 7 various movements together with reasonable precision. Demonstrates creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve. Can explain how dance improves overall fitness levels.</p>	<p>Can use skills and techniques together with accuracy to outwit an opponent.</p> <p>Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking.</p> <p>Maintain skills and techniques in conditioned/modified games. Able to compare their own and others work and see the differences so that they can improve their own performance.</p> <p>Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise.</p>	<p>Can use skills and techniques together with accuracy to outwit an opponent and maintains a controlled rally. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance to badminton</p>	<p>Can work at maximum level for part of the duration of SOME fitness activities. Can explain key terms linked to components of fitness consistently and accurately. Can explain why it is important to lead a balanced activity healthy lifestyle. Able to link different components of fitness to a variety of sports/athletes. Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates.</p>	<p>Good replication of skills and applies a reasonable knowledge of the underpinning principles related to outdoor education. Display improving teamwork and leadership skills. Can describe the effects of exercise on their body. Applies basic safety principles. Can explain how OAA can improve individual interpersonal skills.</p>
T o w a r d s p r o g r e s s +	<p>Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases</p> <p>Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.</p>	<p>Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.</p>	<p>Able to perform a number of movements with reasonable control and timing within a group sequence. Requires support, showing some fluency of movement and rhythm and able to link a 4 to 5 various movements together with some precision. Tries to improve own performance after seeing others and can suggest ways they may improve. Often follows others lead offering little creativity. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.</p>	<p>Can use basic techniques in a small sided game and can replicate skills with good accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent.</p> <p>Uses basic game strategy effectively.</p> <p>Is able to try tactics and think of ways to improve performance.</p> <p>Understand why activity is good for health.</p>	<p>Can use basic techniques in a small sided game and can replicate shots with reasonable accuracy and can maintain a rally with few mistakes.</p> <p>Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.</p>	<p>Can work at moderate level the duration of SOME fitness activities. Can describe key terms linked to components of fitness with some support needed. Can briefly explain why taking part in exercise is good for you. Able to make a basic link to different components of fitness to a variety of sports/athletes. Demonstrate all round safe practice, including handling of equipment, safety of self and others. Can describe changes in body temperature, HR and breathing.</p>	<p>Can accurately replicate map reading techniques. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.</p>
T o w a r d s p r o g r e s s	<p>Can replicate basic techniques of for running, jumping and throwing with occasional success</p> <p>Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language.</p> <p>Interpret a range of information about performance to draw simple conclusions. Safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance.</p>	<p>Able to perform a number of agility rolls and balances with reasonable control and can use these to make up a simple sequence. Can hold basic balances and some low level partner balances. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics. Understands need to warm up and the importance of making health lifestyle options.</p>	<p>Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing moderate fluency of movement and rhythm and able to link 2 or 3 movements together with moderate precision. Tries to improve own performance after seeing others and needs help to recognise good technique. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.</p>	<p>Can use basic techniques in a small sided game and can pass and shoot with some accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent.</p> <p>Can verbally explain rules and concepts of the game. Can see the differences between their performances and others.</p> <p>Understands need to warm up and the importance of making health lifestyle options.</p>	<p>Can use basic techniques in a small sided games and can replicate shots with some accuracy but makes mistakes with more complicated shots.</p> <p>Can demonstrate techniques usually applied with some co-ordination and control to gain an advance over an opponent.</p> <p>Can verbally explain basic tactics and rules</p> <p>Uses basic game strategy occasionally.</p> <p>Understand why activity is good for health.</p>	<p>Can work at moderate level the duration of a FEW fitness activities. Can describe basic key terms linked to components of fitness with support needed. Can briefly describe why taking part in exercise is good for you. Can link a component of fitness to a single example of an athlete/ sport/ performer. Demonstrate safe practice, including handling of equipment, safety of self and others Recognise changes in body temperature, HR and breathing.</p>	<p>Can map read with some degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.</p>
T o w a r d s p r o g r e s s -	<p>Can occasionally replicate basic techniques of for running, jumping and throwing with limited success. Demonstrate some knowledge and understanding of some factors affecting performance using everyday language.</p> <p>Interpret a simple range of information about performance to draw some conclusions on event</p> <p>Safely apply basic techniques, strategies and/or compositional ideas demonstrating limited control in their performance.</p>	<p>Able to perform a few basic number of agilities rolls and balances with limited control and requiring support, and can use these to make up a simple sequence. Balances need support to complete them Tries to improve own performance after feedback and can suggest basic ways others may improve. Can suggest how to warm up before gymnastics. Understands the basic need to warm up and the importance of making health lifestyle options.</p>	<p>Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing limited fluency of movement and rhythm and able to link 1 or 2 movements together with limited precision. Limited attempt to improve own performance after seeing others and needs lots of help to recognise good technique. Can suggest how to warm up before dance and understands the importance of making health lifestyle options.</p>	<p>Can use basic techniques in a small sided game and can pass and shoot with little accuracy. Can demonstrate a few techniques usually applied with limited co-ordination and control to use against an opponent.</p> <p>Can verbally explain basic rules and concepts of the game. Can see the differences between their performances and correct technique.</p> <p>Understands the basic need to warm up and the importance of making health lifestyle options.</p>	<p>Can use some basic techniques in a small sided games and can replicate shots with limited accuracy and makes mistakes with some basic shots. Can demonstrate limited techniques usually applied with moderate co-ordination and control to hit the shuttle.</p> <p>Can verbally state basic tactics and rules</p> <p>Uses basic game strategy rarely.</p> <p>Can state in basic terms why activity is good for health.</p>	<p>Can work at low level for the duration of a FEW fitness activities. Can state basic key terms linked to components of fitness with support needed. Can state why taking part in exercise is good for you.. Can link a component of fitness to a single example of an athlete/ sport/ performer with support</p> <p>Demonstrate safe practice, including handling of equipment, safety of self and others</p>	<p>Can map read with limited degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills with support and guidance. Can warm up safely with guidance. Can comment on some of the basic factors which make an effective performance.</p>

Philosophy, Religion, Ethics

Year 8 assessment Autumn Term 1: Ancient Greek

Philosophy KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Arguments for God</u></p> <ul style="list-style-type: none">• Keywords used in lessons• Different philosophers and their arguments, in as much detail as possible• Strengths and weaknesses of each argument	<p><u>The best place to start your revision is with your exercise book. You might also find the following of use:</u></p> <ul style="list-style-type: none">• Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments)	<p>You will complete 10 multiple choice questions (MCQs), as well as explaining in detail some of the ideas of a philosopher, as well as an evaluative essay on whose ideas are most convincing</p> <p>Use the advice from the revision lesson you have with your PRE teacher – you can look at the PowerPoint again at home which has all the key guidance and examples, as well as the lessons we have covered.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none">-Working towards expected standard-working at expected standard-greater depth.

Year Seven Philosophy, Religion, Ethics Autumn term 1 GAT (Ancient Greek Philosophy Assessment)

Topic: Ancient Greek Philosophy	Learning Objective: to explain abstract philosophical arguments regarding truth; to compare arguments between philosophers on their merits; to identify and evaluate strengths and weaknesses; to accurately explain philosophical arguments; to precisely use keywords
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Questions 1-10 Assessing student knowledge and understanding of key ideas and abstract concepts

Question 11 Assessing student understanding and ability to explain abstract arguments

Question 12 Assessing student understanding and ability to compare arguments and evaluate their merits to reach a justified conclusion

	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content is credited)</i>
Grade 10	<ul style="list-style-type: none"> -Makes a sound judgement on whether an argument is successful with justified reasoning -Evaluates the strengths and weaknesses of arguments -Makes comparisons between other arguments for the nature of truth and knowledge confidently and accurately -Confidently and accurately explains the argument in question and how it reaches its conclusion -Uses keywords where possible and accurately 	<p>Developed reasoning leading to justified conclusions <i>When looking at the arguments, we can see that because of...</i></p> <p>Considered evaluation of strengths and weaknesses and comparisons <i>Argument X has a strong argument because... However the criticism of Y challenges this because...</i></p> <p>Accurate and detailed explanations of arguments <i>The Philosopher X was trying to show that... They use the argument of... For example, one step of the argument is...</i></p> <p>Relevant interpretations and inferences <i>Personally, I think that X is convincing because...</i></p>
Working at expected standard	<ul style="list-style-type: none"> -Attempts a conclusive judgement on whether an argument is successful with some reasoning, although not always justified -Identifies some strengths and/or weaknesses, but doesn't critically evaluate these themselves -May reference another idea or argument, but does not fully integrate or compare. -May describe a general idea of the argument without making specific arguments, premises or conclusions -Attempts to use keywords with some precision 	<p>Some justified reasoning leading to a conclusion <i>Because of my argument, I think that...</i></p> <p>Descriptions of strengths and weaknesses <i>This argument isn't the best because of X... which is...</i></p> <p>Attempted descriptions of arguments <i>Some people think that...</i></p> <p>Some use of interpretation <i>This is a good/bad argument because...</i></p>

Working towards expected standard	<ul style="list-style-type: none">-May give their opinion on the essay question, but does not utilise sound judgement, evaluation or relevant arguments from lessons-May list some strengths or weakness but provides no further detail or reasoning-Describes some general ideas behind the argument without explaining the reasoning-Attempts to use keywords, although not always accurate	<p>May make simple descriptions of arguments made in lessons <i>The argument basically says that...</i></p> <p>Simple and unjustified conclusions and inferences <i>I think...</i></p>
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Year 8 Design and Technology Assessment criteria.

	Knowledge and Understanding: 3D Design Focus – Tangram Puzzle and Box..	Literacy
Working at a greater Depth	<p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can investigate Tangram Puzzle and produce three or more purposeful pieces of research e.g. a mood board. • I can explain my choice of research and give my opinions on the research, both positive and negative. • I can use my research to clearly develop my Tangram Puzzle design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create four or more different Tangram Puzzle design ideas. • I can review my Tangram Puzzle designs, explaining my choices in detail. • I can further refine my chosen my Tangram Puzzle design several times to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work to a high level. Including, colour, shading and annotation where required. • I can reflect on my decisions and articulate them clearly using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish my Tangram Puzzle practical to a high standard . • Demonstrate a wide variety of skills and techniques using the laser cutter and various hand and machine tools. • Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. 	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
Working at the expected standard	<p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can investigate my Tangram Puzzle theme and produce at least two pieces of purposeful research e.g. a mood board. • I can explain my choice for my Tangram Puzzle research. • I can use my research to develop my Tangram Puzzle design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create three different Tangram Puzzle design ideas. • I can review my Tangram Puzzle designs, explaining my choices. • I can further refine my chosen my Tangram Puzzle design to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work to a good level. Including, colour and annotation where required. • I can reflect on my decisions and explain them using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish my Tangram Puzzle practical to a good standard with a painted finish. • Demonstrate a variety of skills and techniques using hand and machine tools. • Explain and evaluate the outcome in sentences and using appropriate vocabulary. 	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

Year 8 Assessment criteria continued.....

	Knowledge and Understanding: 3D Design Focus – Tangram Puzzle and Box..	Literacy
<p>Working towards the expected standard</p>	<p>Show some ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can produce a piece of research linked to my Tangram Puzzle e.g. a mood board. • I can explain my research. • I can use my research to produce my Tangram Puzzle design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create two Tangram Puzzle design ideas. • I can label my Tangram Puzzle ideas. • I can choose a final my Tangram Puzzle design. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work neatly and use colour and some annotation. • I can briefly explain my ideas. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish my Tangram Puzzle practical using a painted finish. • Demonstrate some techniques using hand tools. • Explain if you have met the requirements for my Tangram Puzzle design. 	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

Year 8 Science - Biology

**Autumn
Term**

**Organisms
2**

**8.3
Breathing**

Working at
greater
depth

All of 'as expected', plus:

I can explain how the adaptations of the parts of the gas exchange system help them perform their function.

I can explain the similarities and differences between the bell jar and the breathing system.

I can explain in detail how to measure lung volumes and can use appropriately calibrated apparatus to obtain an accurate lung volume, evaluating the precision of instruments involved.

I can explain how recreational drugs can have a negative effect on people's lifestyles.

I can explain in detail how alcohol affects health and behaviour, detailing its effect on life processes.

I can explain the importance of providing information about drinking to the general public, not just pregnant women.

I can explain how smoking causes disease.

I can record data in a well-organised table (with headings and units) and plot an appropriate

graph to present results, and evaluate the quality of the data.

I can interpret and present secondary data in an appropriate manner. I can then draw conclusions, extrapolate data from trends shown and suggest ways to improve the experiment.

<p>Working at the expected standard</p>	<p>All of 'working towards', plus:</p> <p>I can describe how the parts of the gas exchange system are adapted to their function.</p> <p>I can interpret data given to compare the difference in the composition of inhaled and exhaled air.</p> <p>I can describe the processes of inhaling and exhaling air and can describe how a bell jar can be used to model what happens during breathing.</p> <p>I can describe the difference between recreational and medicinal drugs.</p> <p>I can describe the effects of drugs, alcohol and tobacco smoke on health and behaviour.</p> <p>I can describe the effect alcohol and tobacco smoke has on conception and pregnancy.</p> <p>I can interpret experimental observations and secondary data to draw simple conclusions.</p> <p>I can collect and record experimental data in a suitable results table and plot subsequent experimental data on an appropriate graph.</p>
<p>Working towards the expected standard</p>	<p>I can name the parts of the gas exchange system.</p> <p>I can state what happens to the ribcage and diaphragm during inhaling and exhaling.</p> <p>I can name some recreational and medicinal drugs.</p> <p>I can state one effect of a drug, alcohol and tobacco smoke on health or behaviour.</p> <p>I can state whether alcohol and tobacco smoke affects conception, pregnancy and development of a foetus.</p> <p>I can make observations during an experiment.</p> <p>I can collect and record experimental data in a given table and plot a graph of results obtained.</p>

Year 8 Science - Biology

Autumn Term
Organisms 2
8.4 Digestion

Working at greater depth

All of 'as expected', plus:

I can use appropriate techniques to carry out a full range of food tests safely. I can interpret the findings and relate them to everyday situations.

I can explain how an unhealthy diet causes health issues.

I can explain that different people require different amounts of energy. I can use energy calculations and data to support explanations.

I can explain why food needs to be digested and how each part of the digestive system works in sequence, including how the small intestine is adapted for its function, how enzymes affect the rate of digestion and how some bacteria improve health.

I can record data in a well-organised table (with headings and units) and plot an appropriate graph to present results, and evaluate the quality of the data.

I can interpret and present secondary data in an appropriate manner. I can then draw conclusions, extrapolate data from trends shown and suggest ways to improve the experiment.

<p>Working at the expected standard</p>	<p>All of 'working towards', plus:</p> <p>I can describe the components of a healthy diet and some health issues caused by an unhealthy diet.</p> <p>I can explain the role of each nutrient in the body.</p> <p>I can describe the positive result for each food test.</p> <p>I can calculate the energy requirements of different people.</p> <p>I can describe the structure and function of the main parts of the digestive system. I can describe the process of digestion, including the role of enzymes and bacteria.</p> <p>I can interpret experimental observations and secondary data to draw simple conclusions.</p> <p>I can collect and record experimental data in a suitable results table and plot subsequent experimental data on an appropriate graph.</p>
<p>Working towards the expected standard</p>	<p>I can name nutrients required by the human body and can state one potential problem for someone with an unhealthy diet.</p> <p>I can extract nutritional information from food packaging.</p> <p>I can name and perform the appropriate food tests for starch, lipids, sugar and protein safely.</p> <p>I can state what is meant by digestion and can name the main parts of the digestive system.</p> <p>I can name some enzymes used in digestion and where bacteria are found in the digestive system.</p> <p>I can make observations during an experiment.</p> <p>I can collect and record experimental data in a given table and plot a graph of results obtained.</p>

<p>Autumn Term</p> <p>Genes (Variation and Reproduction)</p>	<p>Working at greater depth</p>	<p>I can explain how variation gives rise to different species.</p> <p>I can critique a claim that a particular characteristic is inherited or environmental.</p> <p>I can explain the causes of continuous and discontinuous variation.</p> <p>I can record results in a table, and identify and plot an appropriate graph to show variation within a species.</p> <p>I can explain how organisms are adapted to seasonal changes.</p> <p>I can explain the role variation plays in a species' success.</p> <p>I can predict the implications of a change in the environment on a population.</p> <p>I can explain the difference between adolescence and puberty.</p> <p>I can explain how different parts of the male and female reproductive systems work together and are adapted to achieve certain functions.</p> <p>I can discuss some causes of infertility and how these may be treated.</p> <p>I can explain the sequence of fertilisation, implantation and gestation.</p> <p>I can explain in detail how contractions bring about birth.</p> <p>I can predict the effect of cigarettes, alcohol, or drugs on the developing fetus.</p> <p>I can explain why pregnancy is more or less likely at certain stages of the menstrual cycle.</p>
	<p>Working at the expected standard</p>	<p>I can describe how variation in species occurs.</p> <p>I can describe the difference between continuous and discontinuous variation and can use this knowledge to explain whether characteristics are inherited, environmental, or both.</p> <p>I can plot appropriate graphs to show discontinuous or continuous variation data.</p> <p>I can explain how organisms are adapted to their environments.</p> <p>I can explain how variation helps a particular species in a changing environment.</p> <p>I can state the difference between adolescence and puberty.</p> <p>I can categorise and explain physical and emotional changes during adolescence.</p> <p>I can describe the function of the main structures in the male and female reproductive systems.</p> <p>I can describe some causes of infertility.</p> <p>I can describe the process of fertilisation and where it occurs in the body.</p> <p>I can use a diagram to show the main steps that take place from the production of sex cells to the formation of an embryo.</p>

		<p>I can describe what happens during gestation and birth.</p> <p>I can explain whether substances are passed from the mother to the fetus or not.</p> <p>I can identify key events on a diagram of the menstrual cycle.</p>
	<p>Working towards the expected standard</p>	<p>I can state what is meant by the term variation.</p> <p>I can state that variation is caused by the environment or inheritance.</p> <p>I can state that there are two types of variation and can record results in a table and plot a graph on axes provided.</p> <p>I can name an environmental change.</p> <p>I can give a possible reason for adaptation or extinction.</p> <p>I can state the definitions for adolescence and puberty, and the relevant changes that happen to the bodies of boys and girls during puberty.</p> <p>I can name and label diagrams of the main structures of the male and female reproductive systems, including gametes.</p> <p>I can state a function of the main structures of the male and female reproductive systems.</p> <p>I can state what is meant by fertilisation and what is meant by a person being infertile.</p> <p>I can state the definition of gestation.</p> <p>I can state the length of and the main stages in the menstrual cycle.</p>

Year 8 Science - Chemistry

**Autumn
Term

Matter 2**

Working at
**greater
depth**

All of 'as expected', plus:

- I can use particle diagrams to help to explain why a compound has different properties to the elements whose atoms it contains.
- I can deduce a pattern in the formula of similar compounds and use it to suggest formulae for unfamiliar ones.
- I can find the element whose atoms contribute the greatest mass to the compound, given relative masses of atoms.
- I can compare properties of different polymers.

Working at
the
expected
standard

- I can correctly write down the chemical symbols of 16 elements and, given chemical symbols, write down their names.
- I can represent atoms and elements using particle diagrams.
- I can compare the properties of an atom of an element to the properties of many atoms.
- I can represent elements, mixtures, and compounds using particle diagrams.
- I can name compounds using their chemical formulae.
- I can name the elements present and their relative proportions, given chemical formulae.
- I can explain how polymer properties make them suitable for their uses.

	Working towards the expected standard	<p>I can state what an element is.</p> <p>I can state the chemical symbols of 16 elements.</p> <p>I can state what an atom is.</p> <p>I can state that every element has its own type of atom.</p> <p>I can state what a compound is.</p> <p>I can use particle diagrams to classify a substance as an element, mixture, or compound.</p> <p>I can name simple compounds.</p> <p>I can use particle diagrams to classify a substance as an element or compound.</p> <p>I can represent simple compounds using models.</p> <p>I can state what a polymer is.</p> <p>I can state some uses of polymers.</p> <p>I can describe the structure of a polymer.</p>
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Year 8 Science - Chemistry		
Autumn Term Matter 2 5.4 The Periodic Table	Working at greater depth	All of 'as expected', plus: I can use data about the properties of elements to identify similarities, patterns, and anomalies. I can explain how to predict missing data values using trends in properties. I can choose elements for different uses from their position in the Periodic Table. I can predict the position of an element in the Periodic Table based on information about its chemical properties.
	Working at the expected standard	All of 'working towards', plus: I can use data to describe a trend in physical properties. I can use data showing a pattern in physical properties to predict the missing value for an element. I can identify control measures when working with Group 7 elements. I can describe the reactions of Group 0 elements.
	Working towards the expected standard	I can state that the horizontal rows of the Periodic Table are called periods, and the vertical columns are called groups. I can state that as you go down a group and across a period the elements show patterns in physical properties. I can state that the elements in Group 1 all react in a similar way and show a pattern in reactivity. I can make and record observations of chemical reactions in a table. I can state that the elements in Group 7 all react in a similar way and show a pattern in reactivity. I can identify hazards of working with Group 7 elements.

		I can state that the elements in Group 0 are unreactive.
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Year 8 Science - Physics

Autumn Term	Working at greater depth	<p>I can explain the effect of drag forces and friction in terms of forces.</p> <p>I can explain why drag forces and friction slow things down in terms of forces.</p> <p>I can interpret the motion of objects subject to drag forces and friction.</p> <p>I can plan and carry out an experiment, stating the independent, dependent, and control variables.</p> <p>I can explain how forces deform objects in a range of situations.</p> <p>I can explain how solid surfaces provide a support force, using scientific terminology and bonding.</p> <p>I can apply Hooke's Law to make quantitative predictions with unfamiliar materials.</p> <p>I can present data in a graph and recognise quantitative patterns and errors.</p> <p>I can apply the concept of moments to everyday situations.</p> <p>I can use calculations to explain situations involving moments.</p> <p>I can suggest relevant, testable questions.</p> <p>I can explain a range of observations in terms of fluid pressure.</p> <p>I can calculate fluid pressure in a range of situations.</p> <p>I can predict the changes to the effects of atmospheric pressure at different altitudes or temperature.</p> <p>I can explain why liquid pressure changes with depth.</p> <p>I can explain why an object will float or sink in terms of forces or density.</p> <p>I can use the equation for calculating fluid pressure to explain how hydraulic machines work.</p> <p>I can calculate stress in multistep problems.</p> <p>I can compare stress in different situations, explaining the differences in pressure using scientific knowledge.</p> <p>I can predict quantitatively the effect of changing area and/or force on stress in a range of situations.</p>
Forces 2 Contact Forces and Pressure		

	Working at the expected standard	<p>I can describe the effect of drag forces and friction.</p> <p>I can explain why drag forces and friction arise.</p> <p>I can describe what happens to a moving object when the resultant force acting on it is zero.</p> <p>I can plan and carry out an experiment to investigate friction, selecting suitable equipment.</p> <p>I can describe how forces deform objects.</p> <p>I can explain how solid surfaces provide a support force.</p> <p>I can use Hooke's Law to predict the extension of a spring.</p> <p>I can present data in a graph and identify a quantitative relationship in the pattern.</p> <p>I can describe what is meant by a moment.</p> <p>I can calculate the moment of a force.</p> <p>I can independently identify scientific questions from results.</p> <p>I can explain why fluids exert a pressure.</p> <p>I can calculate fluid pressure.</p> <p>I can describe how atmospheric pressure changes with height.</p> <p>I can describe how liquid pressure changes with depth.</p> <p>I can explain why some things float and some things sink, using force diagrams.</p> <p>I can use the equation for calculating fluid pressure.</p> <p>I can calculate stress.</p> <p>I can apply ideas of stress to different situations.</p> <p>I can predict qualitatively the effect of changing area and/or force on stress.</p>
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	Working towards the expected standard	<p>I can identify examples of drag forces and friction.</p> <p>I can describe how drag forces and friction arise.</p> <p>I can write down two things an object can do when the resultant force on it is zero.</p> <p>I can carry out an experiment to test a prediction of friction caused by different surfaces.</p> <p>I can state an example of a force deforming an object.</p> <p>I can recognise a support force.</p> <p>I can use Hooke's Law to identify proportional stretching.</p> <p>I can state how you know from a graph that a relationship is linear, present data in a line graph, and identify a pattern.</p> <p>I can state the law of moments.</p> <p>I can state the equation to calculate a turning force.</p> <p>I can identify questions from results with help.</p> <p>I can describe the motion of particles in a fluid.</p> <p>I can calculate fluid pressure with support.</p> <p>I can state the cause of atmospheric pressure.</p> <p>I can state simply what happens to pressure with depth.</p> <p>I can describe characteristics of some objects that float and some that sink.</p> <p>I can write down the equation for calculating fluid pressure.</p> <p>I can state the equation of stress.</p> <p>I can use ideas of stress to qualitatively describe familiar situations.</p> <p>I can predict qualitatively the effect of changing area and/or force on stress.</p>
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Year 8 Spanish Learning Journey - Autumn Term Assessment criteria

	Communication (Content / Key message / Spontaneity) 	Quality (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 	
<p>MI INSTI</p> <p>To be able to understand & give descriptions of my school, to say what I study and to describe my subjects and my teachers as well as what you can do in my school through three tenses.</p> <p><i>(Present, past & near future tenses)</i></p> <p>Assessed piece: Listening, Reading & Writing Assessment</p> 	<p>(G) WORKING AT GREATER DEPTH</p>	<ul style="list-style-type: none"> - I can confidently understand and talk about my school, including what subjects I study and school facilities in the present, the past and the near future. - I can give more detailed descriptions of my school and my subjects, what I like and dislike adding extended reasons. 	<ul style="list-style-type: none"> - I can use positive and negative structures confidently to describe my school and my school day. - I can include other people in my descriptions of the school day. - I can confidently adapt sentences to describe my school and what you can do there and give opinion. - I can use verbs in the present, past and future tense successfully to describe my school day. - I can use my sentence builder or my vocabulary list to create longer phrases independently
	<p>(A) WORKING AT THE EXPECTED STANDARD</p>	<ul style="list-style-type: none"> - I can understand and say what is in my school, including what subjects I study and school facilities in the present, past and near future with some success. - I can give some descriptions of my school and my subjects. - I can include basic negatives in my descriptions. 	<ul style="list-style-type: none"> - I can say what is and what is not in my school. - I can adapt some sentences to describe my school day with some success - I can use verbs in the present, past and near future to talk about my school with some success. - I can use my sentence builder or my vocabulary list to create my own descriptions of my school and my school day.
	<p>(T) WORKING TOWARDS THE EXPECTED STANDARD</p>	<ul style="list-style-type: none"> - I can understand and give simple descriptions of what is in my school, including what subjects I study and school facilities. - I can give simple descriptions of my school day in the present and the past or near future. 	<ul style="list-style-type: none"> - I can use simple present tense structures to describe my school. - I can adapt simple sentences to describe my school and my school day. - I can use my sentence builder or my vocabulary list to create my own simple descriptions of my school day - I can successfully copy simple words and simple phrases from my sentence builder.



Year 8 Design and Technology Assessment criteria.

Knowledge and Understanding: Textiles Focus - Environmentally themed tote bag.	Literacy
<p>Working at greater Depth-</p> <p>Show a highly developed ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can investigate a theme and produce three or more pieces of purposeful research e.g. a mood board. • I can explain my choice of research and give my opinions on the research, both positive and negative. • I can use my research to clearly develop design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create four or more different design ideas. • I can review my designs, explaining my choices in detail. • I can further refine my chosen design several times to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work to a high level. Including, colour, shading and annotation where required. • I can reflect on my decisions and articulate them clearly using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the practical work to a high standard. • Demonstrate a wide variety of skills and techniques. • Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary. 	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
<p>Working at the expected standard</p> <p>Show a consistent ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can investigate a theme and produce two pieces of purposeful research e.g. a mood board. • I can explain my choice of research. • I can use my research to develop design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create three different design ideas. • I can review my designs, explaining my choices. • I can further refine my chosen design to improve it. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work to a good level. Including, colour and annotation where required. • I can reflect on my decisions and explain them using appropriate vocabulary. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the practical work to a good standard. • Demonstrate a variety of skills and techniques. • Explain and evaluate the outcome in sentences and using appropriate vocabulary. 	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>

Year 8 Assessment criteria continued.....

Knowledge and Understanding:	Literacy
<p>Working towards the expected standard</p> <p>Show some ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> • I can produce a piece of research linked to a theme e.g. a mood board. • I can explain my research. • I can use my research to produce design ideas. <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> • I can create two design ideas. • I can label my ideas. • I can choose a final design. <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> • I can present my work neatly and use colour and some annotation. • I can briefly explain my ideas. <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> • Finish the practical work. • Demonstrate some techniques. • Explain if you have met the requirements for your design. 	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.