



WOODBIDGE HIGH SCHOOL

KS3 Assessment Framework Year 8

2023-2024

Kindness

Respect

Inclusion

Excellence

Year 8 Assessment Framework: Art

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
|---|---|---|--|
| <p>Practical Skills: I can build upon core skills in year 7 and apply the formal elements with some success</p> <p>I can use clay with some success and skill</p> <p>I can follow print making sequences with some success.</p> <p>Contextual knowledge and analysis: I can identify basic visual clues to support my opinions about Art work.</p> <p>I can make basic comparisons between contemporary and traditional artworks</p> <p>I can use basic subject language in discussion work, evaluative tasks and extended written work.</p> <p>I can identify the basic elements that characterise a particular artist, culture, genre or style of art and use them to influence my work.</p> <p>Independence outside the classroom: I can select my own source materials in preparation for lessons</p> <p>I can find out minimal information when researching an artist, art genre or culture.</p> <p>I can summarize information in bullet points with some presentation skills</p> <p>Developing Ideas: I can use my own and provided source materials to develop ideas with some creativity</p> <p>I can bring elements together with a basic understanding of composition and design</p> <p>Outcomes: I can produce project outcomes that reflect some understanding of the topic I have been learning about</p> <p>I show a basic level of skill in my outcomes</p> <p>Presentation: Loose work is stuck in my sketchbook. I use my sketchbook pages fully, without wasting any space and take some pride in my work.</p> | <p>Practical Skills: I can build upon core skills in year 7 and apply the formal elements with reasonable success</p> <p>I can use clay with reasonable success and skill</p> <p>I can follow print making sequences with reasonable success.</p> <p>Contextual knowledge and analysis: I can identify some visual clues to support my opinions about Art work.</p> <p>I can make reasonable comparisons between contemporary and traditional artworks</p> <p>I can use a range of subject language in discussion work, evaluative tasks and extended written work.</p> <p>I can identify some elements that characterise a particular artist, culture, genre or style of art and use them to influence my work.</p> <p>Independence outside the classroom: I can select a range of my own source materials in preparation for lessons</p> <p>I can find out some information when researching an artist, art genre or culture</p> <p>I can summarize information in sentences with reasonable presentation skills</p> <p>Developing Ideas: I can use my own and provided source materials to develop ideas with creativity and some refinement</p> <p>I can bring elements together with a reasonable understanding of composition and design</p> <p>Outcomes: I can produce project outcomes that reflect a reasonable level of understanding of the topic I have been learning about</p> <p>My outcome is supported by a sequence of development work</p> <p>I show a reasonable level of skill in my outcomes</p> <p>Presentation: Loose work is stuck in my sketchbook neatly. I use my sketchbook pages fully, without wasting any space and take reasonable pride in my work</p> | <p>Practical Skills: I can build upon core skills in year 7 and apply the formal elements with a secure level of success</p> <p>I can use clay with a secure level of success and skill</p> <p>I can follow print making sequences with secured success</p> <p>Contextual knowledge and analysis: I can confidently identify a range of visual clues to support my opinions about Art work and speculate upon deeper messages within the work.</p> <p>I can make secure comparisons between contemporary and traditional artworks</p> <p>I can use a wide range of subject language with confidence in discussion work, evaluative tasks and extended written work.</p> <p>I can confidently identify elements that characterise a particular artist, culture, genres or style of art and use them creatively to influence my own work</p> <p>Independence outside the classroom: I can select a wide range of my own source materials in preparation for lessons</p> <p>I can find out a range of information when researching an artist, art genre or culture</p> <p>I can summarize information clearly in paragraphs with excellent presentation skills</p> <p>Developing Ideas: I consistently use my own and provided source materials to develop ideas with creativity and refinement</p> <p>I can bring elements together with a secure understanding of composition and design</p> <p>Outcomes: I can produce project outcomes that reflect a secure level of understanding of the topic I have been learning about</p> <p>My outcome is supported by a sequence of development work that realise my original intentions</p> <p>I show a secure level of skill and refinement in my outcomes</p> <p>Presentation: My sketchbook presentation is consistently good quality and shows a strong sense of pride in my work</p> | <p>Practical Skills: I can build upon core skills in year 7 and apply the formal elements with a high level of success</p> <p>I can use clay with a strong level of success and skill</p> <p>I can confidently follow print making sequences with accomplished success</p> <p>Contextual knowledge and analysis: I can confidently identify a wide range of visual clues to support my opinions about Art work and speculate upon deeper messages within the work.</p> <p>I can make strong comparisons between contemporary and traditional artworks</p> <p>I can use a wide range of subject language with increasing confidence in discussion work, evaluative tasks and extended written work.</p> <p>I can confidently identify elements that characterise a particular artist, culture, genres or style of art and use them creatively and innovatively to influence my own work</p> <p>Independence outside the classroom: I can select a wide range of my own source materials in preparation for lessons</p> <p>I can find out a wide range of information when researching an artist, art genre or culture</p> <p>I can summarize information clearly and concisely in paragraphs with high quality presentation skills</p> <p>Developing Ideas: I consistently use my own and provided source materials to develop creative, innovative and highly refined ideas.</p> <p>I can bring elements together with a strong understanding of composition and design</p> <p>Outcomes: I can produce project outcomes that reflect a strong level of understanding of the topic I have been learning about.</p> <p>My outcome is supported by a sequence of development work that clearly realise my original intentions</p> <p>I show a strong level of skill and refinement in my outcomes</p> <p>Presentation: My sketchbook presentation is consistently high quality and shows a strong sense of pride in my work</p> |

Year 8 Assessment Framework: Computing

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
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| <p>I can show an understanding of the basics of the binary number system. I can show that I can do basic conversions between binary and denary and basic binary addition sums. You've also shown an understanding of how images and sound are represented in binary.</p> <p>I can show a limited number of ways to combat cyber abuse. I can use a traditional way of sharing the facts with the audience, but the design is basic.</p> <p>I understand that breaking down a significant problem can become simpler to solve (decomposition). I can spot where sections of a problem are repeated (pattern recognition)</p> <p>I can abstract data and understand why it is important to ignore irrelevant information.</p> <p>I can describe the logic of a simple flow chart.</p> <p>I can sequence instructions in a non-coding way. I can show some understanding of the concepts of inputs, outputs, and variables and can help.</p> <p>I can use a simple 'If' statement to decide on your code. I can add a basic comment to the code with help to show understanding of the code. Some of your game elements work effectively, and the Graphics I can create are all of basic quality. The gameplay could have been made harder to make the game more interesting.</p> <p>Your Coding is inefficient, or you had help from your teacher in your game creation.</p> | <p>I can relate to a good understanding of the binary number system. I can show that I can do conversions between binary and denary and complete binary addition sums. You've also understood how images and sound are represented in binary.</p> <p>I can include some ways to combat cyber abuse. I can use a traditional way of sharing the facts with the audience.</p> <p>I can write simple pseudocode, including input and output. I can go through algorithms to work out what they do.</p> <p>I can break down a problem into manageable sections.</p> <p>I can write instructions which reduce repetition unnecessarily.</p> <p>I can write instructions that achieve the desired effect if followed in a given order.</p> <p>I can sequence instructions in a coding way. I can show an understanding of the concepts of inputs, outputs, variables and simple functions and can implement them with little help.</p> <p>I can add basic iteration using while and/or for loops to your code. You sometimes use suitable variable names in your programs.</p> <p>I can comment on your code to show a basic understanding of what the code will do. The game elements work effectively, and the Graphics I can create are all of good quality.</p> <p>The Gameplay of your game is satisfactory. The gameplay could have been made to be more complex; this would have made the game more enjoyable to play.</p> <p>Your Coding is efficient, but you need help from others for it to work.</p> | <p>I can show a good understanding of the binary number system. I can show that I can do conversions between binary and denary and back again</p> <p>I can also show that I understand how to complete, including overflows and binary addition sums. You've also understood how images and sound are represented in binary.</p> <p>I can include a range of ways to combat cyber abuse.</p> <p>I can use an effective way of sharing the facts with the audience.</p> <p>I can draw flow charts using the correct symbols for Start/Stop, Input/Output, Process and Decisions.</p> <p>I can write pseudocode which includes IF...THEN...ELSE and understand why some lines are indented.</p> <p>I can write pseudocode which includes FOR, REPEAT and WHILE correctly.</p> <p>I can assess whether a solution meets the specification. I can break down a problem and find alternative solutions for small sections of the overall problem.</p> <p>I can sequence instructions in python with independence. I can show an understanding of the concepts of inputs, outputs, variables and simple functions and can implement them independently.</p> <p>I can add iteration using while and for loops to your code. You consistently use proper variable names in your programs.</p> <p>Your comments show an understanding of the code, and the level of comments allows other programmers to understand your code.</p> <p>Most of your game elements work effectively, and the Graphics I can create are all of excellent quality.</p> <p>Your Coding is efficient and works correctly to keep the game from crashing. Coding allows for the game to expand.</p> | <p>I can show an excellent understanding of the binary number system. I can show that I can do conversions between binary and denary with little to no help. I can also show that I understand how to complete, including overflows and binary addition sums. I can also explain how images and sound are represented in binary.</p> <p>I can include all seven ways to combat cyber abuse. I can use an imaginative and innovative way of sharing the seven facts with the audience.</p> <p>I can transfer ideas and solutions from one problem to another.</p> <p>I can create algorithms that give reasonable solutions.</p> <p>I can create a flow chart which includes selection allowing for different routes to be taken.</p> <p>I can write pseudocode that includes nested statements and iteration.</p> <p>I can write multiple possible solutions to the same problem.</p> <p>I can find solutions to problems within algorithms.</p> <p>I can show that I can sequence instructions in python and use selection and iteration independently, even when applying them to solve more complex problems.</p> <p>I can correctly add Nested iteration (while and for loops) in your code. You consistently use suitable variable naming standers in your programs. Your comments show an understanding of the code, and the level of comments allow other (not just programmers) to understand your code. All of your game elements work effectively, and the Graphics I can create are all of professional quality.</p> <p>The Gameplay of your game is excellent. It is a game that allows the player to be tested while entraining. Your Coding is highly efficient, and your game works without any problems. Coding allows for the game to expand.</p> |

Year 8 Assessment Framework: Design & Technology (Food Technology, Product Design and Graphics)

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
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| <p>Knowing and Choosing I can describe and carefully present useful research linked to my classwork. I can list ingredients that will mostly work for my product/meal.</p> <p>Design Communication I can label/annotate some features and materials of my design I can list some requirements for a product to be successful with guidance and give basic reasons. I can use 2D and attempt 3D drawing when designing. I can describe CAD. I can identify a user. I can recognise famous design movements/ companies. I can describe some sustainability issues.</p> <p>Making and Realising I can use basic numeracy when weighing/measuring with guidance. I can use basic tools/utensils/ machinery and processes safely with guidance.</p> <p>Analysing and Evaluating I can analyse a product with support and write basic observations using my opinions. I can write an evaluation with my opinions on overall success.</p> | <p>Knowing and Choosing I can identify and explain key findings from my research. I can identify and describe suitable ingredients/materials/processes.</p> <p>Design Communication I can identify key features of my design using annotation. I can state the requirements needed for a product to be successful. I can use basic 2D and Oblique drawing when designing. I can use CAD with support. I can identify basic needs, wants and values of a user. I can state key features of famous design movements/design companies. I can demonstrate an awareness of sustainability issues in my designs/cooking.</p> <p>Making and Realising I can use numeracy with confidence when weighing/measuring. I can use tools/utensils/machinery and processes safely with confidence.</p> <p>Analysing and Evaluating I can analyse a product and write basic observations using defined criteria. I can write an evaluation with my opinions on overall success including improvements.</p> | <p>Knowing and Choosing I can summarise my research in my own words. I can Justify my ingredient/materials choices based on nutrition/properties/processes.</p> <p>Design Communication I can explain key features of my design using annotation. I can justify my specification criteria I can draw designs that look mostly accurate with a few proportional errors in Isometric. I can use basic CAD tools independently. I can explain the needs wants and values of a user. I can make connections between my own design and the design movements/ companies I have been studying. I can describe the use of materials/ ingredients in the context of sustainability</p> <p>Making and Realising I can use numeracy effectively when weighing/measuring. I can use tools/utensils/machinery and processes safely with some skill and independence.</p> <p>Analysing and Evaluating I can analyse a product using a defined set of criteria adding some justification. I can evaluate my outcome and how I made it using criteria including user/peer feedback to support my judgements.</p> | <p>Knowing and Choosing I can discuss findings of my research and form conclusions. I can I can suggest and explain alternative, appropriate ingredients/materials/ processes.</p> <p>Design Communication I can justify design ideas using detailed annotation. I can use my research to support justified specification criteria. I can draw designs that look highly accurate in Isometric and that are in proportion. I can use a greater range of CAD tools confidently. I can analyse how the needs wants and values of my user are met by my design I can explain the way the works of others have influenced my design. I can analyse the use of materials/ ingredients in the context of sustainability.</p> <p>Making and Realising I can use numeracy and rectify mistakes as I cook/make. I can use tools/utensils/machinery and processes safely with accuracy and full independence.</p> <p>Analysing and Evaluating I can critically analyse a product giving clear, justified advantages and disadvantages with conclusions. I can evaluate/test my outcome in detail and how I made it using appropriate criteria, I can include user feedback and suggest improvements.</p> |

Year 8 Assessment Framework: Drama

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
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| <p>Classroom skills</p> <p>I can occasionally come up with my own ideas and interpret the ideas of others in response to a variety of stimuli which could include political events, fiction and literature.</p> <p>I consistently follow teachers’ instructions and can work within a group cooperatively to develop my learning.</p> <p>I can discuss the ideas of others and work with these as well my own.</p> <p>Rehearsal</p> <p>I can work cooperatively with others and am mostly focussed when working independently. I am developing my conflict resolution skills.</p> <p>Performance Skills</p> <p>I can present and perform alongside my peers delivering outcomes based on a brief and selection of drama techniques & skills such as audience awareness and scripted dialogue. I am able to apply to stylistic traits detailed in the scheme to some success.</p> <p>I am competent in reflecting on my progress and work delivered by peers, acknowledging their strengths and weaknesses.</p> | <p>Classroom Skills</p> <p>I can develop my own ideas in response to a variety of stimuli which could include political events, fiction and literature and communicate this to my peers.</p> <p>I can differentiate between different styles of theatre. (grotesque/political)</p> <p>I can identify features of different theatre practitioners.</p> <p>I follow teachers’ instructions with enthusiasm and can work within a group cooperatively and creatively to develop my learning.</p> <p>I can develop and support the ideas of others and work with these as well my own.</p> <p>Rehearsal skills</p> <p>I can work cooperatively with others and am consistently focussed when working independently. I am competent at conflict resolution.</p> <p>Performance Skills</p> <p>I can present and perform alongside my peers delivering outcomes with a robust structure and clear link to the brief and selection of drama techniques & skills. These could be vocal projection and direct address.</p> <p>I am able to reflect on my progress and the work delivered by my peers, discussing their strengths and weaknesses and implementing my targets. I successfully complete my tracker.</p> <p>I can identify a variety of stage configurations.</p> <p>I have engage without historical theatrical skills.</p> <p>I have engaged with theatrical design elements to produced a costume/groundplan/lighting or sound design.</p> <p>I am able to indentify skills that need improvement and development in my tracker.</p> | <p>Classroom Skills</p> <p>I can think of creative and original ideas in response to a variety of stimuli which could include political events, fiction and literature.</p> <p>I utilise teachers’ instructions to determine my vision and develop my learning.</p> <p>I can work with others ideas in collaboration with my own.</p> <p>Rehearsal Skills</p> <p>I am consistently working independently from the teacher & cooperatively with others.</p> <p>I am competent in dealing with conflict whilst working with peers and have the confidence to communicate effectively with a range of people.</p> <p>I am sensitive to others capabilities and utilise the strengths of others to produce good outcomes.</p> <p>Performance Skills</p> <p>I take ownership and pride of my learning by producing good outcomes; incorporating various drama skills and techniques and reflect on my progress. Techniques and skills could be eye contact, stylised movement and canon & unison.</p> <p>I am able to embody historic styles of theatre such as Commedia Dell Arte.</p> <p>I am able to learn lines effectively and reproduce this in assesement.</p> <p>I can identify a variety of stage configurations.</p> <p>I have engaged with theatrical design elements to produced a costume/groundplan/lighting or sound design.</p> <p>I can assess my own learning to identify areas of strength and weakness.</p> <p>Outside of lessons, I use home learning and research to develop my own knowledge.</p> <p>I can assess my peers and offer constructive feedback.</p> | <p>Classroom Skills</p> <p>I can think of innovative and original ideas in response to a variety of stimuli.</p> <p>I utilise teachers’ instructions and my own creative vision to develop my learning.</p> <p>I can utilise the ideas of others in conjunction of with my own to create a collaborative concept.</p> <p>Rehearsal Skills</p> <p>I am proactive when working independently from the teacher & cooperatively with others demonstrating collaboration and support.</p> <p>I am proficient in dealing with conflict whilst working with peers and have the confidence to communicate effectively with a range of people.</p> <p>I am sensitive to others capabilities and utilise the strengths of others to produce outstanding outcomes.</p> <p>Performance Skills</p> <p>I take ownership and pride of my learning by producing outstanding outcomes; incorporating various drama skills and techniques and reflect on my progress. Techniques and skills could be multi role, physical theatre and the use of pitch, pace and tone.</p> <p>I am able to embody historic styles of theatre such as Commedia Dell Arte.</p> <p>I am able to learn lines effectively and reproduce this in assesement.</p> <p>I can identify a variety of stage configurations.</p> <p>I have engaged with theatrical design elements to produced a costume/groundplan/lighting or sound design.</p> <p>I can assess my own learning to identify areas of strength and weakness.</p> <p>Outside of lessons, I use home learning and research to develop my own knowledge.</p> <p>I can assess my peers and offer constructive feedback.</p> <p>I can assess my own learning to identify areas of strength and weakness and respond to my targets actioned in my tracker.</p> |

Year 8 Assessment Framework: English Language & Literature

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
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| <p>Reading I can understand main ideas, themes and characters.</p> <p>I can sometimes infer and deduce meanings from the texts that I read.</p> <p>I can select a range references to texts to support my views.</p> <p>I can understand how texts reflect the time and culture in which they were written.</p> <p>Writing My writing is clear in a range of forms and can be lively and thoughtful.</p> <p>I use an increasing range of vocabulary choices and I do occasionally use words for effect.</p> <p>I am increasing my use of sentences including using complex sentences and I am breaking my work up into paragraphs accurately.</p> <p>I am generally able to spell simple words accurately and I use a range of punctuation including commas. There may be some control of tenses.</p> <p>Speaking & Listening I have an ability to listen in a range of different situations, often asking good questions and making thoughtful comments.</p> <p>When I speak, I am beginning to think about my audience and make sure that what I'm saying is interesting and relevant.</p> <p>I take a role in speaking and listening activities showing some confidence and taking an increasingly active part.</p> <p>I use gestures and tone to attempt to suit my audience.</p> | <p>Reading I am developing my understanding a range of texts and can select the essential points from them.</p> <p>I am able to deduce and infer information and meaning from a range of texts consistently and independently.</p> <p>I can independently select sentences, phrases and relevant information to analyse and support my views. I am beginning to use subject terminology.</p> <p>I understand that texts fit into historical and literary traditions.</p> <p>Writing My writing is developing so it is both varied and interesting. I vary my writing so that it suits purpose and audience.</p> <p>I can use a more formal style where appropriate. I can use a range of imaginative vocabulary accurately.</p> <p>My sentences are varied and I show a knowledge of how and when to use paragraphs correctly.</p> <p>I am generally able to spell words with complicated spelling correctly and use a range of punctuation including commas, question marks and colons. Tenses generally agree.</p> <p>Speaking & Listening I am developing my listening across a range of different situations, including some formal situations. I ask a number of questions to develop ideas.</p> <p>I demonstrate a range of vocabulary and I think carefully about whom I am speaking to in order to make sure what I am saying is suitable.</p> <p>I take an active part in discussions and consider others carefully in group tasks.</p> <p>When I speak, I am able to consider gesture and tone in order to suit the audience and task.</p> | <p>Reading I can read and analyse with a coherent and engaged response to a wide range of complex texts.</p> <p>I show a coherent understanding of layers of meaning and comment on their significance and effect.</p> <p>I show a clear understanding of aspects of language, structure and themes and use a range of well-chosen references to support my responses. I am confident with subject terminology.</p> <p>I show an understanding of connections between texts from different times and cultures.</p> <p>Writing My writing is coherent and engaging with developing ideas. I am developing my selection of devices to suit my audience and purpose.</p> <p>My range of vocabulary is chosen to purposely engage my reader for purpose and effect.</p> <p>My writing is well-structured and coherent with an increasing variation of sentences and paragraphs for effect.</p> <p>Grammatical features, including spelling and punctuation is coherent with only occasional errors. Tenses are controlled and agree.</p> <p>Speaking & Listening As a listener, I use engaging questions to show I am considering the ideas of others.</p> <p>I use a coherent range of strategies to adjust my speech. I am developing my range of grammar and vocabulary to show good engagement with the task.</p> <p>I am engaging in discussion through taking an active role. I am considering the participation of others.</p> <p>I use a range of engaging dramatic and vocal approaches to ensure my speech is increasingly appropriate in a range of tasks.</p> | <p>Reading I can read and analyse with a confident and convincing response to a wide range of complex texts.</p> <p>I identify layers of meaning and comment convincingly and confidently on their significance and effect in detail.</p> <p>I am confident in my analysis of aspects of language, structure and themes and provide apt and consistent analysis. I use accurate subject terminology.</p> <p>I can make confident and thoughtful connections between texts from different times and cultures in order to develop my arguments.</p> <p>Writing My writing is confident with well-judged often with imaginative ideas. I am confident and thoughtful in my selection of devices to suit my audience and purpose.</p> <p>My range of vocabulary is precise and increasingly ambitious and is purposely chosen to convey meaning.</p> <p>My writing is clearly and confidently organised with a coherent structure shown through thoughtful and well-selected variation of both sentences and paragraphs.</p> <p>Grammatical features, including spelling and punctuation is generally accurate and demonstrates an increasing level of ambition and sophistication. Control of tenses is secure.</p> <p>Speaking & Listening I am a confident listener who consistently demonstrates a good understanding of others' ideas and show this through thoughtfully chosen questions.</p> <p>I show confidence in a range of challenging tasks through carefully chosen strategies to adjust my speech and I am secure in my choices of grammar and vocabulary to meet the situation.</p> <p>I increasingly shape and develop discussions, often considering the participation of others' contributions and sometimes help develop other's contributions.</p> <p>I am confident in my range of dramatic and vocal approaches to ensure my speech is appropriate in a range of complex situations.</p> |

Year 8 Assessment Framework: Geography

| 8 [E] Exploring–Taking Off | [D] Developing– Gaining Height | [M] Mastering– Reaching the Skies | [EX] Exceeding– Flying High |
|---|---|--|---|
| <ul style="list-style-type: none"> • I can show good knowledge of the topic in my written/verbal responses • I can frequently use subject specific vocabulary in my written/verbal responses answers. • Knowledge of processes • I can explain human and physical processes in my written/verbal responses • To categorise geography using scale • I can explain how people can both improve and damage the environment • To attempt appropriate graphs and maps to present data such as • To understand number, area and scales. • I can apply knowledge to collect and interpret data reaching a conclusion a geographical enquiry • To apply knowledge to a geographical issue • I can demonstrate basic spelling, punctuation and grammar | <ul style="list-style-type: none"> • I can show excellent knowledge and case studies using facts and figures in my written/verbal responses. • I always use subject specific vocabulary accurately in my written/verbal responses answers. • I can link human and physical processes and explain the interrelationships in my written/verbal responses • To identify processes and places at a range of scales. • I investigate how people try to manage environments sustainably and use my own views in my answer • To complete a variety of appropriate graphs and maps to present data • To demonstrate an understanding of number, area and scales. • I can apply knowledge to collect, present, analyse and evaluate a geographical enquiry. • To apply synoptic knowledge to a geographical issue • I can demonstrate good spelling, punctuation and grammar | <ul style="list-style-type: none"> • I can use case studies at contrasting levels of wealth (LIC/HIC/NEE) to demonstrate how effects and responses vary. • I can demonstrate accurate subject specific vocabulary and link to SCEEPS/ SPICES ST in my written/verbal responses answers. • I can link human and physical processes synoptically (across topics) and explain the interrelationships in my written/verbal responses • To explain case studies at a range of scales. • I can examine the different demands on the environment and compare different approaches to manage it • To complete a variety of appropriate graphs and maps to present data and extract information. • To demonstrate an understanding of number, area and scales, and calculate percentages and measures of central tendency • I can apply knowledge and understanding to interpret, analyse and evaluate information and issues related to geographical enquiry • To apply synoptic knowledge and geographical skills to a geographical issue. • I can demonstrate considerable accuracy in spelling, punctuation and grammar | <ul style="list-style-type: none"> • I can use a wide range of case studies and place examples in my written work, found through independent research • I can link the concept of sustainability to subject specific content in my written/verbal responses. • To evaluate case studies at a range of scales. • I can explain a range of human and physical processes and how they interact to create environments and how these change temporally in my written/verbal responses. • To evaluate case studies at a range of scales. • I can examine the different demands on the environment and compare different approaches to manage it at different scales. • To complete a variety of appropriate graphs and maps to present data and interpret and extract information. • To draw informed conclusions from numerical data • I can undertake a geographical enquiry and identify the limitations of data collection and suggest other data that might be useful • To apply synoptic knowledge, geographical skills, across KS3 and a range of scales to a geographical issue. • I can demonstrate consistent accuracy in spelling, punctuation and grammar |

Year 8 Assessment Framework: History

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
|--|--|--|---|
| <p>Subject Knowledge Has a basic understanding and can provide simple descriptions of the following:</p> <ul style="list-style-type: none"> The experiences of the enslaved African people in the Americas The abolition of the slave trade The reasons for the agricultural and industrial revolutions The experience of British people in the Industrial Revolution The causes of WW1 The experiences on the battlefield and on the home front Was WW1 a white man's war? What impact did the Treaty of Versailles have? Why did nationalism grow in Ireland and why did the Troubles occur? What part have women played and why are they missing from the main narrative? <p>Answers at this level do not use key historical terms unless prompted. Answers describe the events but lack analysis such as explaining impact. Students at this level can provide inaccurate accounts or mix up the chronology of events.</p> <p>Chronology: Has a basic grasp of key dates and of key features of the time period being studied. A basic understanding of the time period and what links the events together.</p> <p>Change and Continuity: Can identify periods of change and/or continuity.</p> <p>Cause and Consequence: Can begin to recognise links between events to see how one led to another.</p> <p>Significance : Can identify individuals and events as significant.</p> <p>Diversity: Can identify those individuals of the past experienced events in different ways.</p> <p>Interpretations: Can understand that historians have different views about the past.</p> <p>Evidential Thinking: Is aware there are a wide variety of sources for historians to use.</p> | <p>Subject Knowledge Can describe and regularly is able to explain the following:</p> <ul style="list-style-type: none"> The experiences of the enslaved African people in the Americas The abolition of the slave trade The reasons for the agricultural and industrial revolutions The experience of British people in the Industrial Revolution The causes of WW1 The experiences on the battlefield and on the home front Was WW1 a white man's war? What impact did the Treaty of Versailles have? Why did nationalism grow in Ireland and why did the Troubles occur? What part have women played and why are they missing from the main narrative? <p>Explanations at this level begin to use key historical terms, but usually only when prompted. Answers provided are supported with accurate evidence to support points, but evidence can sometimes be vague or generalised. Students will understand chronology but may make mistakes in their work from time to time. Students at this level will prioritise factors mostly when prompted but will begin to do this unsupported as the year progresses, judgements will be stated or asserted. Answers provided will be descriptive, with some examples of analysis seen towards the end of the year.</p> <p>Chronology: Can recall the key dates and key features of the time period being studied. Can recognise the more obvious links between time periods.</p> <p>Change and Continuity: Can describe periods of change and continuity.</p> <p>Cause and Consequence: Can recognise and describe how one event led to another with accurate contextual knowledge.</p> <p>Significance : Can describe basic reasons for significance.</p> <p>Diversity: Can describe the diverse experiences of people of the past.</p> <p>Interpretations: Can describe how interpretations can differ.</p> <p>Evidential Thinking: Can use sources to answer questions about the past.</p> | <p>Subject Knowledge Can confidently explain the following:</p> <ul style="list-style-type: none"> The experiences of the enslaved African people in the Americas The abolition of the slave trade The reasons for the Agricultural and Industrial revolutions in Britain The different experience of life in the Industrial Revolution The causes of WW1 The experiences on the battlefield and on the home front Why the perception that WW1 was a white man's war is incorrect The clauses and impact of the Treaty of Versailles The reasons why nationalism grew in Ireland and how this led to the Troubles in Northern Ireland What women have done any why they have largely been left out of the History books <p>Explanations at this level make use of key historical terms and are supported with accurate and specific evidence to support points. Students at this level are becoming more independent; they are able to recount events with accurate chronology and will begin to attempt to prioritise or link factors without assistance. Students at this level will however still struggle to articulate effectively why they have made their judgement and will often state or assert it. Students who are Mastering may still sometimes produce work that is more descriptive than analytical but this is less frequent.</p> <p>Chronology Uses specific dates and is able to establish a sequence of events using the context covered in lesson.</p> <p>Change and Continuity Can identify the extent of change and continuity.</p> <p>Cause and Consequence Can recognise and begin to explain how one event led to another with strong contextual knowledge.</p> <p>Significance Can explain why some individuals and events are more significant than others.</p> <p>Diversity Can explain why people experience the past in different ways.</p> <p>Interpretations Identifies the differences and begins to explain why they are different.</p> <p>Evidential Thinking Can make supported inferences.</p> | <p>Subject Knowledge Can very confidently explain the following:</p> <ul style="list-style-type: none"> The experiences of the enslaved African people in the Americas The abolition of the slave trade The reasons for the Agricultural and Industrial revolutions in Britain The different experience of life in the Industrial Revolution The causes of WW1 The experiences on the battlefield and on the home front Why the perception that WW1 was a white man's war is incorrect The clauses and impact of the Treaty of Versailles The reasons why nationalism grew in Ireland and how this led to the Troubles in Northern Ireland What women have done any why they have largely been left out of the History books <p>Explanations at this level make use of key historical terms throughout and are supported with accurate and specific evidence to support points. Students at this level are able to recount events with accurate chronology and will feel more secure in their decisions to prioritise and link factors. They will begin to explain their judgement, although this may be superficial. Students are more analytical in their work than descriptive.</p> <p>Chronology Uses precise dates to establish sequences of events in an enquiry and is able to establish a sequence of events using the context covered in lesson and wider research.</p> <p>Change and Continuity Is able to use specific details in judgement of change and continuity.</p> <p>Cause and Consequence Can recognise and confidently explain how one event led to another with accurate contextual knowledge.</p> <p>Significance Beginning to use a criteria to support a judgement on the significance of an individual or an event.</p> <p>Diversity Can apply their understanding of diversity in History to respond to a specific historical enquiry about the past.</p> <p>Interpretations Can support how and why interpretations, might be different using their understanding of the nature of interpretations given and the sources available.</p> <p>Evidential Thinking As mastering but inferences will be more sophisticated.</p> |
| <p>First Order Concepts covered in Year 8: Colonisation, Trade and Commerce, Revolution, Society, Imperialism, Militarism, Nationalism, Patriotism, Diversity, Rebellion and Peace</p> | | | |

Year 8 Assessment Framework: Maths

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
|---|--|---|--|
| <p>Working with Numbers Add and subtract negative numbers Read and write fractions and decimals Add, subtract and multiply fractions.</p> <p>Recognise square and cube numbers.</p> <p>Expressions, Equations & Formulae Read and write algebraic expressions, add, subtract and multiply expressions, substitute positive numbers into expressions.</p> <p>Solve one-step equations</p> <p>Recognise and continue linear sequences.</p> <p>Co-ordinates, Functions & Graphs Plot co-ordinates</p> <p>Handling Data Describe simple probabilities.</p> <p>Calculate the mean, median, mode and range.</p> <p>Shape & Measures Calculate interior angles in 2D shapes</p> <p>Work with angles in parallel lines</p> <p>Work out area and volume of various shapes</p> | <p>Working with Numbers Add, subtract, multiply and divide with negative numbers, fractions and decimals.</p> <p>Write a number as a product of its prime factors</p> <p>Expressions, Equations & Formulae Substitute negative numbers into expression. Set up expressions to describe a situation. Solve multi-step equations Recognise whether a sequence is linear. Find missing terms in sequences.</p> <p>Co-ordinates, Functions & Graphs Draw linear graphs by creating a table of co-ordinates.</p> <p>Handling Data Construct graphs and work with tables of data.</p> <p>Shape & Measures Calculate interior angles in 2D shapes Work with angles in parallel lines</p> <p>Work out area and volume of various shapes</p> | <p>Working with Numbers Work with negative numbers, fractions, decimals, indices and BIDMAS.</p> <p>Convert between fractions, decimals and percentages.</p> <p>Use ratio notation</p> <p>Expressions, Equations & Formulae Simplify algebraic expressions, substitute negative numbers, fractions and decimals into formulae, expand and factorise into brackets. Solve equations with unknowns on both sides. Set up and solve equations</p> <p>Co-ordinates, Functions & Graphs Plot the graphs of linear functions, Calculate the gradient of a line.</p> <p>Handling Data Describe the probability of events, use averages from to compare data, construct and interpret graphs, including scatter graphs.</p> <p>Shape & Measures Calculate interior angles in 2D shapes Work with angles in parallel lines Work out area and volume of various shapes</p> | <p>Working with Numbers Identify primes, factors and composite numbers, irrational and rational numbers.</p> <p>Calculate the result of a percentage change.</p> <p>Expressions, Equations & Formulae Add, subtract, multiply and divide with algebraic fractions.</p> <p>Expand two brackets, factorise simple expressions</p> <p>Recognise linear, quadratic, geometric and Fibonacci sequences.</p> <p>Co-ordinates, Functions & Graphs Recognise parallel and perpendicular graphs, plot and sketch linear graphs</p> <p>Handling Data Calculate averages from grouped data.</p> <p>Shape & Measures Calculate interior angles in 2D shapes</p> <p>Work with angles in parallel lines</p> <p>Work out area and volume of various shapes</p> |
| Year 8 Support Curriculum Booklet | Year 8 Core Curriculum Booklet | Year 8 Extended Curriculum | |

Booklets are available in students' books and also online at www.mathspad.co.uk (username: woodhigh, password: flyhigh)

Year 8 Assessment Framework: MFL – French

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
|--|---|---|---|
| <p>Communication I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and occasionally justify them. <i>e.g. J'aime les maths car c'est genial.</i></p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can respond spontaneously and interact naturally for parts of conversations.</p> <p>I can sometimes recognise and respond to key information in written and spoken texts.</p> <p>I am able to pronounce a small range of letters and combination of letters accurately in French but sometimes struggle to pronounce whole words accurately.</p> <p>Language Complexity & Accuracy I produce extended sentences with a small range of connectives. <i>e.g. 'et', 'mais', , aussi.</i></p> <p>I refer to present and some future or past events with some accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy. <i>E.g. key irregular verbs, 3rd person sentences, ne ... pas</i></p> | <p>Communication I often expand my answers to give extra, relevant detail.</p> <p>I give a range of detailed opinions with opinion phrases and explain them in some detail. <i>e.g. À mon avis j'aime... car</i></p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary <i>e.g. found in dictionary.</i></p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I can often recognise and respond to key information in written and spoken French and sometimes draw conclusions.</p> <p>I know how a range of different letters and combinations of letters are pronounced and can often use this knowledge to pronounce and spell French words accurately.</p> <p>Language Complexity & Accuracy I produce frequent extended sentences with a wide range of connectives and adverbs of time</p> <p>I refer to a range of present, future and past events with frequently accurate structures.</p> <p>I use a range of complex structures which are mostly accurate.</p> | <p>Communication I consistently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with 1st and 3rd person and explain those using reasons and intensifiers.</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously and interact naturally without hesitating much.</p> <p>I can frequently recognise and respond to complex information in written and spoken French and often draw justified conclusions.</p> <p>I can use my knowledge of the sound-spelling link to frequently pronounce and spell French words accurately, sometimes including previously unseen words.</p> <p>Language Complexity & Accuracy I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. –see CROATIAN</p> <p>I refer to a wide range of present, future and past events with at least 'je' and 'il/elle' with consistently accurate structures and a range of verbs and time phrases.</p> <p>I use a range of complex structures with a high level of accuracy.</p> | <p>Communication I consistently expand my answers to give extra, relevant detail.</p> <p>I give a wide range of different, detailed and original opinions which I justify fully and convincingly using a range of adjectives</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts.</p> <p>I can respond to most questions spontaneously, with a high level of accuracy, some complexity and very little hesitation.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in French to consistently pronounce and spell French words accurately, including previously unseen words.</p> <p>Language Complexity & Accuracy I produce sentences which are consistently extended and linked with a wide range of appropriate and varied connectives.</p> <p>I refer to a wide range of past, present and future events with consistently accurate structures, using a range of subjects.</p> <p>I use a wide range of complex structures with a high level of accuracy.</p> |

Year 8 Assessment Framework: MFL – German

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
|--|---|---|--|
| <p>Communication I can develop my answers to give some relevant, extra information.</p> <p>I give opinions and justify them. <i>E.g. I like (German), because it is (great).</i></p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can occasionally respond spontaneously.</p> <p>I can sometimes recognise and respond to key information in written and spoken texts and occasionally draw basic conclusions.</p> <p>I know how a range of different letters and combinations of letters are pronounced in German and can often use this knowledge to pronounce and spell German words accurately.</p> <p>Language Complexity & Accuracy I produce extended sentences with a small range of connectives <i>e.g. aber, denn, weil.</i></p> <p>I refer to present and some future events with some accurate structures.</p> <p>I use occasional examples of complex structures with variable accuracy <i>e.g. irregular verbs; FAHREN, LESEN, SEHEN</i></p> | <p>Communication I expand my answers to give extra, relevant detail.</p> <p>I often give opinions and justify them, using different connectives ('weil', 'da' - because).</p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary <i>e.g. found in dictionary.</i></p> <p>I can respond spontaneously and interact naturally for parts of conversations.</p> <p>I can often recognise and respond to key information in written and spoken texts and sometimes draw conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in German to frequently pronounce and spell German words accurately, sometimes including previously unseen words.</p> <p>Language Complexity & Accuracy I produce sentences with a range of connectives, including those that change word order <i>e.g. 'weil' (because), 'obwohl' (although).</i></p> <p>I refer to present and past events with 'ich' with increased accuracy.</p> <p>I use a range of complex structures with some accuracy.</p> | <p>Communication I frequently expand my answers with a wide range of extra, relevant details.</p> <p>I give detailed opinions with 1st and 3rd persons and explain them in detail using a range of language. <i>E.g. Mein (e) Freund (in) mag, weil...</i></p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts.</p> <p>I can respond to most questions spontaneously, with reasonable accuracy and little hesitation.</p> <p>I can frequently recognise and respond to complex information in written and spoken texts and often draw justified conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in German to consistently pronounce and spell German words accurately, including previously unseen words.</p> <p>Language Complexity & Accuracy I produce sentences which are frequently linked with a wide range of appropriate and varied connectives. –see <i>CROATIAN</i></p> <p>I refer to present, future and past events with different subjects with frequently accurate structures and a range of verbs and time phrases.</p> <p>I use a range of complex structures with frequent accuracy.</p> | <p>Communication I consistently expand my answers with a wide range of extra, relevant details and different subjects in all tenses.</p> <p>I give a range of different, detailed and original opinions with 3rd and plural subjects, which I justify fully and convincingly <i>e.g. In my opinion/I think that...</i></p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary from previous units in different contexts and new vocab I have looked up.</p> <p>I can respond to most questions spontaneously, with a high level of accuracy, some complexity and very little hesitation.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in German to consistently pronounce and spell longer German words (<i>eg. compound nouns made up of more than 2 nouns</i>) accurately, including previously unseen words.</p> <p>Language Complexity & Accuracy I produce sentences which are consistently linked with a wide range of appropriate and varied connectives, plus a range of negatives and different subjects.</p> <p>I refer to a wider range of present, future and past events with generally accurate structures with all subjects.</p> <p>I use a wider range of complex structures with generally accurate language as well as some modal verbs in the imperfect tense <i>e.g. man sollte</i></p> |

Year 8 Assessment Framework: MFL – Russian

| | [E] Exploring—Taking Off | [D] Developing– Gaining Height | [M] Mastering– Reaching the Skies | [EX] Exceeding– Flying High |
|---|--|---|--|---|
| Communication | <ul style="list-style-type: none"> I communicate basic, relevant information on topics covered. I give basic opinions but I don't justify. I use and understand a range of basic vocabulary on the relevant topic. I can take part in a simple conversation by reading out notes I can sometimes recognise and respond to key information in written and spoken texts and occasionally draw basic conclusions | <ul style="list-style-type: none"> I can develop my answers to give some relevant, extra information. I give opinions and frequently justify them. I use and understand a wide range of basic, standard vocabulary to express a range of ideas. I can take part in a simple conversation, partly from memory I can often recognise and respond to key information in written and spoken texts and sometimes draw conclusions | <ul style="list-style-type: none"> I often expand my answers to give extra, relevant detail. I give a range of detailed opinions which are fully justified I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary. I can respond to most questions spontaneously, with reasonable accuracy and little hesitation I can frequently recognise and respond to complex information in written and spoken texts and often draw justified conclusions | <ul style="list-style-type: none"> I consistently expand my answers to give extra, relevant detail. I give a wide range of different, detailed opinions which I justify convincingly. I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts. I can respond to most questions spontaneously, with a high level of accuracy, some complexity and very little hesitation I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions |
| Language Complexity & Accuracy | <ul style="list-style-type: none"> I use some basic connectives at times и, но and потому что Recognise and use the past tense with familiar verbs such as я играл/а, это было with some errors I am able to read familiar words aloud with correct pronunciation. | <ul style="list-style-type: none"> I produce extended sentences with a small range of connectives. I refer to past, present and future events with some accurate structures. I understand sound-spelling relationships and pronounce words met in class correctly | <ul style="list-style-type: none"> I produce frequent extended sentences with a wider range of connectives (хотя, также) I refer to a range of past, present and future events with frequently accurate structures I understand sound-spelling relationships and pronounce new words correctly. | <ul style="list-style-type: none"> I produce sentences which are consistently linked with a wide range of appropriate and varied connectives. I refer to a wide range of past, present and future events with consistently accurate structures. I am able to apply the past tense rules to new verbs I read aloud from writing confidently. Be able to write any new word from its pronunciation with few errors. |

Year 8 Assessment Framework: MFL – Spanish

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
|---|---|---|--|
| <p>Communication</p> <p>I communicate basic, relevant information on topics covered.</p> <p>I give opinions and occasionally justify them. e.g. <i>me gusta el deporte porque es genial.</i></p> <p>I use and understand a range of basic vocabulary on the relevant topic.</p> <p>I can occasionally respond spontaneously.</p> <p>I can sometimes recognise and respond to key information in written and spoken texts and occasionally draw basic conclusions.</p> <p>I am able to pronounce a small range of letters and combination of letters accurately in Spanish but sometimes struggle to pronounce whole words accurately.</p> <p>Language Complexity & Accuracy</p> <p>I produce simple sentences with basic connectives. e.g. ‘y’, ‘pero’ ‘también’</p> <p>I refer to present and some future or past events with ‘yo’ but make errors.</p> <p>I use basic grammatical structures with some errors such as negative <i>no juego</i> as well as irregular verbs in ‘yo’ form such as <i>soy, tengo, hago, voy</i></p> | <p>Communication</p> <p>I can develop my answers to give some relevant, extra information.</p> <p>I give a small range of detailed opinions with opinion phrases and frequently justify them. e.g <i>me encanta porque es ...</i></p> <p>I use and understand a wide range of basic, standard vocabulary to express a range of ideas.</p> <p>I can respond spontaneously and interact naturally for parts of conversations.</p> <p>I can often recognise and respond to key information in written and spoken texts and sometimes draw conclusions.</p> <p>I know how a range of different letters and combinations of letters are pronounced in Spanish and can often use this knowledge to pronounce and spell Spanish words accurately.</p> <p>Language Complexity & Accuracy</p> <p>I produce occasional extended sentences with a small range of connectives and adverbs of time e.g. ‘hoy’ ‘ayer’ ‘además’</p> <p>I refer to some present, future and past events with some accuracy in the I form structures.</p> <p>I use occasional examples of complex structures with variable accuracy. E.g. <i>Me gustan + los / las irregular verbs; TENER, SER, IR, HACER, negatives no, nada, nunca.</i></p> | <p>Communication</p> <p>I often expand my answers to give extra, relevant detail.</p> <p>I give a wide range of detailed opinions and fully justify those using reasons and intensifiers.</p> <p>I can use and understand a wide range of common vocabulary with some instances of unusual vocabulary.</p> <p>I can respond to most questions spontaneously, with reasonable accuracy and little hesitation</p> <p>I can frequently recognise and respond to complex information in written and spoken texts and often draw justified conclusions</p> <p>I can use my knowledge of the link between sounds and spelling in Spanish to frequently pronounce and spell Spanish words accurately, sometimes including previously unseen words.</p> <p>Language Complexity & Accuracy</p> <p>I produce frequent extended sentences with a wide range of connectives and adverbs of time –see CROATIAN</p> <p>I refer to some past, present and future events with frequently accurate structures. I can use a different subject with some accuracy.</p> <p>I use some complex structures which are mostly accurate. (see Developing) + comparative, Gustar , modal verbs</p> | <p>Communication</p> <p>I consistently expand my answers to give extra, relevant detail.</p> <p>I give a wide range of different, detailed and original opinions which I justify fully and convincingly using a range of adjectives</p> <p>I can use and understand a wide range of unusual vocabulary including using vocabulary in different contexts.</p> <p>I can respond to most questions spontaneously, with a high level of accuracy, some complexity and very little hesitation.</p> <p>I consistently recognise and respond to complex information in written and spoken texts and consistently draw justified conclusions.</p> <p>I can use my knowledge of the link between sounds and spelling in Spanish to consistently pronounce and spell Spanish words accurately, including previously unseen words.</p> <p>Language Complexity & Accuracy</p> <p>I produce sentences which are consistently extended and linked with a wide range of appropriate and varied connectives.</p> <p>I refer to a range of past, present and future events using different subjects with consistently accurate structures,</p> <p>I use a range of complex structures with a accuracy (see Mastering)</p> |

Year 8 Assessment Framework: Music

| [E] Exploring—Taking Off | [D] Developing— Gaining Height | [M] Mastering— Reaching the Skies | [EX] Exceeding— Flying High |
|--|--|---|---|
| <p>Unit 1—Blues I can play the Blues chords or walking bass or riff with mostly correct notes. My rhythms are not always correct. I am sometimes in time with my group.</p> <p>Targets achieved: p1,2</p> <p>Unit 2—Latin American Music I can play my own part. I am sometimes in time with the rest of my group. I have chosen an appropriate timbre for Latin American Music.</p> <p>Targets achieved: p1&2</p> <p>Unit 3—Fanfares and Anthems We have a simple melody. We have used long and short notes to create interesting rhythms for our melody. We only make a couple of slips during our performance.</p> <p>Targets achieved: c1 & I1 & p1</p> <p>Unit 4—Reggae My part is not always accurate, but I know the correct notes to play. I can sometimes play in time with my group.</p> <p>Targets achieved: p1</p> <p>Unit 5—Film Music I have chosen a few basic instrumental sounds to reflect what is happening in the scene. I am able to use to use some basic keywords related to film music.</p> <p>Targets achieved: c1 & I1 & p1</p> <p>Unit 6— Gamelan I can use the correct technique to play a basic set of notes. I am able to use some keywords to correctly describe the music I am hearing.</p> <p>Targets achieved: p1,2 & I1,2</p> | <p>Unit 1—Blues I can perform the Blues chords or walking bass or riff accurately. I am always in time with my group. Our performance has some changes of texture and I am almost always performing fluently</p> <p>Targets achieved: p3,4&5</p> <p>Unit 2—Latin American Music I can play my part(s) fluently and am always in time with my group. I have worked with my group to create a piece with at least two sections. I can use some musical vocabulary correctly.</p> <p>Targets achieved: p3,4&7</p> <p>Unit 3— Fanfares and Anthems We have chosen three of our own chords and used these to create the melody of our fanfare. Our fanfare is mostly confidently played and we have chosen a suitable timbre on the keyboard.</p> <p>Targets achieved: c2,3 & p5,6 & I2,3</p> <p>Unit 4— Reggae My part is accurate the majority of the time. I can play my part in time with the other members of my group most of the time. We have included off beat chords.</p> <p>Targets achieved: p2,3,4</p> <p>Unit 5—Film Music I have used some combinations of instruments to communicate the film scene. My performance is mostly fluent and confident. I know most film music vocabulary and can take advice on board for how to improve</p> <p>Targets achieved: c2,3 & p5,6 & I2,3</p> <p>Unit 6— Gamelan I use the muting technique to play series of notes and can play in time with my partner/group. My playing is confident and I have listened to others about how the performance should be carried out.</p> <p>Targets achieved: p3,4,5,7 & I3,4</p> | <p>Unit 1—Blues I can play more than one part from the 12 Bar Blues accurately. I am trying to improvise a part to integrate into our performance. I can lead a performance, take a solo and support my partner. I always perform fluently and can incorporate the ideas of others into our performance</p> <p>Targets achieved: p6,7,8 & 9</p> <p>Unit 2—Latin American Music I can support my group, lead my group and take a solo part. I can successfully play syncopated rhythms. My performance includes contrasting dynamics and has a sense of Latin American style. I can use all musical vocabulary correctly.</p> <p>Targets achieved: p5,6,</p> <p>Unit 3— Fanfares and Anthems Our fanfare uses a range of different pitches and rhythms. We have used three or more of our own chords in the creation of the fanfare. We have chosen a suitable timbre on our keyboard.</p> <p>Targets achieved: c4,5 & I4,5</p> <p>Unit 4— Reggae My part is always accurate and in time with the rest of my group. I can play a more complex part in the performance. We can perform the whole song. I have suggested areas for improvement in our performance and we have included some changes in texture.</p> <p>Targets achieved: p5,6,7,8,9,11</p> <p>Unit 5—Film Music Our music uses timbre, tempo and tonality to create a detailed narrative of the scene. I have suggested ideas and am able to self assess myself to identify areas for improvement. know all film music vocabulary and can use it to describe the music I hear.</p> <p>Targets achieved: c4,5 & I4,5</p> <p>Unit 6— Gamelan I can play a complex extended set of notes using the muting technique. I have used the pentatonic scale to compose a series of notes and have incorporated that into our performance. I am performing fluently and can identify what our performance needs to be successful.</p> <p>Targets achieved: p8,9 & I5</p> | <p>Unit 1—Blues I have created a fluent and stylistic Blues performance. This includes a range of suitable timbres, tempos and dynamics. I have composed my own Blues riff and added it to our arrangement. My improvisations are stylistic and fluent and I am able to identify issues with our performance in order to make adjustments</p> <p>Targets achieved: p9,10,11&12</p> <p>Unit 2—Latin American Music I have taken the lead in my group in creating an extended piece of Latin American Music, with an introduction, 2 middle sections and an ending. I have used different elements of music to create contrast. Our performance has a strong sense of Latin American style. I can use correct vocabulary to describe and evaluate music.</p> <p>Unit 3— Fanfares and Anthems The melody of our fanfare is interesting and uses different rhythms with long and short notes. We have varied the pitch of our melody. Our fanfare is of the appropriate length and we have used an interesting timbre on the keyboard.</p> <p>Targets achieved: c6,7,8 & I6</p> <p>Unit 4— Reggae I can lead or take a solo section in our performance. My part is accurate and I can swap between different parts. I have created an interesting and stylistic performance. I can confidently use key vocabulary and describe different styles of Caribbean music..</p> <p>Targets achieved: p10,12,13</p> <p>Unit 5—Film Music My piece is full of original ideas, combining different layers and instrument sounds to accurately communicate the narrative to the scene. I have taken inspiration from other film music works and can suggest how other's work might be improved.</p> <p>Targets achieved: c6,7,8 & I6</p> <p>Unit 6— Gamelan I can play a complex interlocking part which is partly my own style-appropriate composition. I am leading the performance and am able to take advice on board about how to improve a performance.</p> <p>Targets achieved: p10,11,13 & I6</p> |

Year 8 Assessment Framework: P.E

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
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| <p>Competency Students are confident in a range of fundamental movement skills and can transfer these into some sports and activities with some success.</p> <p>Knowledge This student can recall some prior learning and link it to new concepts. They can explain how more advanced techniques and skills are completed.</p> <p>Health & Fitness This student is aware of the importance of health and fitness in both a PE and non-PE setting. They are able to explain the benefits of being active and the negatives of being inactive. <i>E.G I can identify 5 muscles and bones locations</i></p> <p>Personal Development This student is developing their confidence and resilience in competitive and cooperative physical activities. They participate effectively in most lessons.</p> <p>Evaluation Students can coherently identify two strengths and two weaknesses in selected sports and activities. They can justify strengths and explain how weaknesses can be improved.</p> | <p>Competency The student is able to recall and build upon prior knowledge. They can implement new, more advanced skills into their performances or gameplay.</p> <p>Knowledge This student is able to explain a growing number of different technical aspects of the chosen sport/activity. The student retains new knowledge well. They can also explain some tactical aspects in game situations.</p> <p>Health & Fitness In developing their H&F knowledge this student is now linking elements of biology to their PE lessons. They show some understanding of the bones and muscles used in a range of sports and activities. <i>E.G I can identify 6 muscles and bones locations</i></p> <p>Personal Development This student is capable of explaining and showing some of the teaching points they have learned. They work collaboratively where planning is required.</p> <p>Evaluation This student can identify and explain the benefits of different teaching points. They can break down some more complex skills.</p> | <p>Competency More advanced techniques and skills are performed well with good consistency. Less mistakes are made and performance is good in conditioned competitive scenarios.</p> <p>Knowledge This student is capable of linking prior learning and new knowledge together with increasing confidence. They respond well to the intellectual challenge posed in different environments.</p> <p>Health & Fitness This student is starting to develop a better physiological understanding of PE and how the body functions during sport and activity. <i>E.G I can identify 8 muscles and bones locations</i></p> <p>Personal Development When in a position this student leads with confidence and enthusiasm. They reiterate teaching points with accuracy and are able to correct common misconceptions.</p> <p>Evaluation Students can link together the four above areas when assessing their own and peers' performances. Within each category they can distinguish strengths and weaknesses.</p> | <p>Competency Performance and execution of advanced skills is of a very high level. Skills are demonstrated expertly in individual & team scenarios.</p> <p>Knowledge This student communicates a deep and rich understanding of the sports and activities they are learning. There is an ability to link learned techniques between varying disciplines.</p> <p>Health & Fitness This student leads by example in their understanding and demonstration of H&F. They are active in lessons and able to exert themselves for prolonged periods. They are able to articulate why their levels of fitness are good. <i>E.G I can identify 10 muscles and bones locations</i></p> <p>Personal Development This student can manage their peers effectively in a wide variety of roles (coach, umpire, teacher). They engage other students in a positive and encouraging way.</p> <p>Evaluation These students link together the above four areas when analysing their own and peer performances in depth. They can constructively feedback to peers how they can improve in each area in a range of sports & activities.</p> |

Year 8 Assessment Framework: RE

| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
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| <p>Able to identify key beliefs and practices of Judaism and Buddhism. In order to know about and understand a range of religions.</p> <p>To be able to give their own beliefs on a number of topics and a reason for holding this belief. Giving personal responses to Ultimate Questions.</p> <p>Being able to give a single religious view on an issue, such as views on equality, discrimination or animal rights with a religious justification in order to understand religions and worldviews as ways of seeing the world.</p> <p>Being able to give religious views on issues, such as views on equality, discrimination and animal rights. In order to understand religions and worldviews as ways of seeing the world.</p> <p>Able to independently interpret the meaning of religious scripture. Building towards making reference to sources of wisdom and authority.</p> <p>To know Forms of Power which affect society and to give brief descriptions. In order to examine issues about community relations and respect for all.</p> | <p>Able to describe key beliefs of Judaism and Buddhism. In order to know about and understand a range of religions.</p> <p>To be able to give their own beliefs on a number of topics and give reasons for this opinion and an opposing belief. Giving reasoned personal responses to Ultimate Questions.</p> <p>Being able to give a two religious view on an issue, such as views on equality, discrimination or animal rights with a religious justification. In order to understand religions and worldviews as ways of seeing the world.</p> <p>Being able to describe why religious people hold certain views on issues, such as equality, discrimination and animal rights giving reasons why. In order to understand religions and worldviews as ways of seeing the world.</p> <p>Able to apply religious scripture to explain a religious belief. In order to demonstrate knowledge of beliefs and practices with reference to sources of wisdom and authority.</p> <p>To know Forms of Power which affect society and give descriptions, including real word examples. In order to examine issues about community relations and respect for all</p> | <p>Able to describe a range of beliefs and practices of Judaism and Buddhism. In order to know about and understand a range of religions.</p> <p>Being able to explain their own beliefs and the beliefs of others using examples. Giving informed and reasoned personal responses to Ultimate Questions.</p> <p>Being able to describe three religious views on an issue, such as views on equality, discrimination or animal rights with a religious justification. Beginning to construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives.</p> <p>Able to apply religious scripture and explain how a religious person should act. In order to demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.</p> <p>To know Forms of Power which affect society and give descriptions, including real word examples. Know how Systems of Government may use these Forms of Power. In order to examine issues about community relations and respect for all.</p> | <p>Able to explain differences within Judaism and Buddhism and contrast groups within these Religions. In order to know about and understand a range of religions</p> <p>Able to present two sides of an argument and reach a conclusion. Making well-informed and reasoned personal responses to Ultimate Questions.</p> <p>Being able to describe three religious views on issues, such as views on equality, discrimination or animal rights, and more than one religious justification. To construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives.</p> <p>Being able to describe why religious people hold different views on issues within the same religion, such as equality, discrimination and animal rights and use religious teachings and/or scripture to support description. In order to understand religions and worldviews as ways of seeing the world with reference of sources of wisdom and authority.</p> <p>Able to present a two-sided argument using religious scripture to support both arguments from memory. In order to demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.</p> <p>Analyse Forms of Power which affect society and give descriptions, including real word examples. Know how Systems of Government may use these Forms of Power. In order to examine and evaluate issues about community relations and respect for all.</p> |

Year 8 Assessment Framework: Science

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| (E) Exploring – Taking Off | (D) Developing – Gaining Height | (M) Mastering – Reaching the Skies | (EX) Exceeding – Flying High |
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| <p>Patterns, order and organisation To recognise the properties and uses of metals.</p> <p>To describe the difference between an atom and an element.</p> <p>Form and function To know where gas exchange happens in animals.</p> <p>To list examples of Igneous Metamorphic and Sedimentary rocks.</p> <p>Stability and change To identify some features of organisms that are inherited and those are determined by the environment.</p> <p>Scale and measurement To describe how the pitch of a sound wave can be changed.</p> <p>To recognise different examples of forces.</p> <p>Matter and energy To know the terms: attract, repel and poles.</p> <p>To recognise what energy is and its unit</p> <p>Systems To describe the composition of gases in our atmosphere.</p> <p>To relate ideas about gravitational fields to sun/earth/moon system.</p> | <p>Patterns, order and organisation Be able to identify different groups of elements from the period table and recognise patterns.</p> <p>Form and function To identify the differences between aerobic and anaerobic respiration.</p> <p>To identify where heat, pressure and erosion are key factors in the rock cycle.</p> <p>Stability and change To identify that the nucleus contains chromosomes which carry inherited genetic information?</p> <p>Scale and measurement To apply the terms frequency, wavelength and amplitude to different waveforms.</p> <p>To predict the changes caused by forces To describe the relationship work done = force × distance.</p> <p>Be able to describe moments.</p> <p>Matter and energy To describe what an electromagnet is.</p> <p>To compare the transfer of energy by thermal conduction and by radiation.</p> <p>Systems To describe the effects of global warming.</p> <p>To compare day lengths with the changes in the hemisphere.</p> | <p>Patterns, order and organisation To compare the structure of elements, compounds and mixtures.</p> <p>Form and function To explain how diffusion makes breathing possible.</p> <p>To describe how igneous, sedimentary and metamorphic rocks are formed.</p> <p>Stability and change To explain that chromosomes are made of genes containing DNA, and describe the structure of DNA.</p> <p>Scale and measurement How do sound waves travel through the ear.</p> <p>To explain the difference between mass and weight.</p> <p>Matter and energy To explain magnetism using the domain theory.</p> <p>To describe the ways in which energy is stored.</p> <p>To explain how a dynamo works.</p> <p>Be able to describe how pressure in a liquid alters with depth.</p> <p>Systems To explain the effects of smog, acid rain and damage to the ozone layer.</p> <p>To explore the concept of a gravitational field and weight.</p> | <p>Patterns, order and organisation To synthesise chemical symbol equations from given reactants.</p> <p>Form and function To evaluate how well adapted the human gas exchange system is to its function.</p> <p>To explain why crystal size will vary in igneous rocks dependent on temperature.</p> <p>Scale and measurement To understand the similarities and differences between water waves and light waves.</p> <p>To investigate the effects of applied forces on springs (Hooke's Law) and interpret data relating to proportionality on a graph.</p> <p>Matter and energy To explain the impact the Earth's magnetic field has on our planet.</p> <p>To describe combustion of fuels and recognise that different fuels transfer different amounts of energy.</p> <p>Be able to relate floating and sinking to density, displacement and up thrust.</p> <p>Systems Evaluate the benefits and limitations of recycling schemes. To explain concept of galaxies and our position within these</p> |

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