The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 ART		
Foundation	**Intermediate**	**Higher**
Drawing To be able to show some level of accuracy in observational drawing. Showing some use of line, tone, texture and proportion	**Drawing** To be able to show a good level of accuracy in observational drawing. Showing good use of line, tone, texture and proportion	**Drawing** To be able to show a high level of accuracy in observational drawing. Showing accurate use of line, tone, texture and proportion
Painting To be able to show some accuracy in observational Painting. Show some colour mixing, blending and paint application.	**Painting** To be able to show a good level of accuracy in observational Painting. Show good colour mixing, blending and paint application.	**Painting** To be able to show a high level of accuracy in observational Painting. Show accurate colour mixing, blending and paint application.
Design and presentation To be able to show some creativity in design work. Work is presented with some care.	**Design and presentation** To be able to show a good level of creativity in design work. All work is presented with care.	**Design and presentation** To be able to show a high level of creativity in sustained design work. All work is presented with great care.
Model making To be able to manipulate plasticine to create a 3D model with some skill. Some use of modelling materials and techniques.	**Model making** To be able to manipulate plasticine to create a 3D model with a good level of skill. Good use of modelling materials and techniques.	**Model making** To be able to manipulate plasticine to create a 3D model with a high level of skill. Excellent use of modelling materials and techniques.
Research A given theme/artist and be able to analyse it in some detail including their own opinions.	**Research** A given theme/artist and be able to analyse it in reasonable detail including their own opinions/views.	**Research** A given theme/artist and be able to analyse it in detail including their own opinions/views.
Literacy To be able to explain some key terms and words. To be able to use grammar and punctuation with some accuracy.	**Literacy** To be able to explain in reasonable detail key terms and words. To be able to use grammar and punctuation with reasonable accuracy.	**Literacy** To be able to explain in detail key terms and words. To be able to use grammar and punctuation accurately.
Evaluation To be able to make some comments on your own work. To be able to suggest some improvements.	**Evaluation** To be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation** To be able to critically evaluate your own work using the given mark scheme and be able to suggest detailed and informed improvements/further developments.

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 COMPUTER SCIENCE		
Foundation	**Intermediate**	**Higher**
I can describe some functions of the hardware components used in computing systems I can describe what a computer network is. With help I can demonstrate the use of logic gates to construct logic circuits. I can describe what a program is. I can use scaffolded help to use a text-based programming language to solve some computational problems. With help I can locate and sometimes correct common syntax errors. With support I can turn denary numbers into binary and binary numbers into denary With support, I can describe computer file sizes	I can describe some functions of the hardware components used in computing systems and how they work together in order to execute programs I can describe what a computer network is and how data is transmitted across a network. I can confidently explain the difference between the internet, its services and the WWW. I can describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions. I can demonstrate the use of logic gates to construct logic circuits. I can describe what algorithms and programs are and how they differ. I can use a text-based programming language to solve some of computational problems. I can locate and sometimes correct common syntax errors. I can turn denary numbers into binary and binary numbers into denary I can describe computer file sizes	I can describe the function of the hardware components used in computing systems and how they work together in order to execute programs I can confidently describe what a computer network is and how data is transmitted across a network. I can confidently explain the difference between the internet, its services and the WWW. I can confidently describe the NOT, AND, and OR logical operators, and how they are used to form logical expressions. I can demonstrate the use of logic gates to construct logic circuits, and associate these with logical operators and expressions I can make the connection that, since hardware is built out of logic circuits, data and instructions need to be represented using binary digits I can confidently describe what algorithms and programs are and how they differ. I can use a text-based programming language to solve a variety of computational problems. I can locate and correct common syntax errors. I can confidently turn denary numbers into binary and binary numbers into denary I can confidently describe computer file sizes

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 DRAMA		
Foundation	**Intermediate**	**Higher**
Devising Some knowledge and understanding of key terminology. Some use of dramatic features to create meaning. Some awareness of structure.	**Devising** Relevant knowledge, understanding and use of key terminology. Accurate use of dramatic features to create meaning. A clear awareness of structure used accurately.	**Devising** Highly relevant knowledge, understanding and use of key terminology. Accurate use of dramatic features to create meaning. A clear awareness of complex structural features and accurate use to create meaning.
Performing Some level of understanding of characters' movements and gestures and how they can create meaning. An awareness of atmosphere through set, props and (in some cases) lighting. Clear delivery of lines.	**Performing** Relevant understanding of characters' movements and gestures and how they can create meaning. Aspects of awareness of atmosphere which is created through set, props and (in some cases) lighting. Clear and accurate delivery of lines with an awareness of tone and intonation.	**Performing** Perceptive understanding of characters' movements and gestures and how they can create meaning. Perceptive understanding of atmosphere which is created and sustained through set, props and (in some cases) lighting. Clear and accurate delivery of lines using tone and intonation thoughtfully.
Interpreting Using a stimulus to produce lines that are based loosely on the source material.	**Interpreting** Using a stimulus to produce lines that are relevant to the source material. Creating relevant and appropriate characters to the source material.	**Interpreting** Using a stimulus to produce lines that are accurate to the source material. Creating relevant, appropriate and thoughtful characters that consistently remain relevant to the source material.

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 ENGLISH		
Foundation	**Intermediate**	**Higher**
Your READING answer will: Identify and describe a writer's main idea or message Identify and describe a main point in a text Refer to a text when explaining ideas Identify methods used by a writer	**Your READING answer will:** Understand a writer's main purpose and viewpoint, beginning to link to wider ideas 'Read between the lines' of a text to make inferences Select and include references from the text, including quotations, to support response to text Explain how a writer uses methods to present ideas	**Your READING answer will:** Discuss a writer's intention and link to conceptual ideas Understand and explore how a writer creates different layers of meaning, both obvious and implicit Integrate a range of precisely chosen textual evidence, including fully embedded quotations, to support a response to text Analyse the effects of methods used by a writer
Your WRITING answer will: Produce some writing in response to purpose and audience Begin to be organised into paragraphs around a main topic Be in simple sentences Use full stops and capital letters correctly	**Your WRITING answer will:** Suit purpose and audience Order writing from beginning to end using clear paragraphs with topic sentences that are developed with further detail Write in a variety of sentence types Use full stops, capital letters, commas and apostrophes accurately	**Your WRITING answer will:** Produce sustained writing to suit purpose, audience and formality Structure writing so ideas are sequenced with links between paragraphs and within Use a variety of sentence types with control and for effect Use a full range of punctuation marks correctly and for effect
Your SPEAKING AND LISTENING will: Express some straightforward ideas when speaking Listen and respond in a straightforward manner	**Your SPEAKING AND LISTENING will:** Express some complex ideas in an organised way Listen and respond in some detail	**Your SPEAKING AND LISTENING will:** Express a range of complex ideas in an organised way whilst using strategies to engage the listener Listen and respond in detail and with perception

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 FOOD		
Foundation	**Intermediate**	**Higher**
Research: a given theme and be able to analyse it using exemplar work to help you.	**Research:** a given theme and be able to analyse it in detail including some of their open opinions/views.	**Research:** a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Realising/Making: to produce a final dish safely using tools and ingredients.	**Realising/Making:** to produce a final dish safely using the appropriate tools and ingredients.	**Realising/Making:** to produce a final dish skilfully and safely using the appropriate tools and ingredients.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Knowledge of Nutrition: understand the basic principles of nutrition and health (Eatwell guide).	**Knowledge of Nutrition:** broadly understand and apply most of the principles of nutrition and health (Eatwell guide).	**Knowledge of Nutrition:** understand and apply the principles of nutrition and health (Eatwell guide).
Cook: with support, a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet	**Cook:** with some support, a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet	**Cook:** a repertoire of predominantly savoury dishes so that the students are able to feed themselves and others a healthy and varied diet
Be able to use the following tools equipment hygienically and safely: Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters	**Be able to use the following tools equipment hygienically and safely:** Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters	**Be able to use the following tools equipment hygienically and safely:** Cooker, hob, kitchen knives, tin opener, vegetable peelers, graters

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 FRENCH		
Foundation	**Intermediate**	**Higher**
Unit 1 – My Town ***Listening*** **-** Can understand 50% of spoken language. ***Reading*** **-** Can understand 50% of written language. ***Speaking and Writing*** **-** Can use some vocabulary from this topic to complete the task Can say at least one thing I usually do at the weekend using the present tense Can say at least one thing I am going to do at the weekend using the near future tense Can use at least one time phrase ***Vocabulary*** **-** Consistently scoring 50% or above on the vocab challenges	**Unit 1 – My Town** ***Listening*** **-** Can understand 70% of spoken language. ***Reading*** **-** Can understand 70% of written language. ***Speaking and Writing*** **-** Can use some variety of vocabulary from this topic to complete the task Can say what I usually do at the weekend using the present tense Can say what I am going to do at the weekend using the near future tense Can use time phrases Added opinions ***Vocabulary*** **-** Consistently scoring 70% or above on the vocab challenges	**Unit 1 – My Town** ***Listening*** **-** Can understand 80% of spoken language. ***Reading*** **-** Can understand 80% of written language. ***Speaking and Writing*** **-** Can use a wide variety of vocabulary from this topic to complete the task Can say what I usually do at the weekend using the present tense Can say what I am going to do at the weekend using the near future tense Can use time phrases Added opinions and reasons Used connectives to make my work flow ***Vocabulary*** **-** Consistently scoring 80% or above on the vocab challenges
Unit 2 – Holidays ***Listening*** **-** Can understand 50% of spoken language. ***Reading*** **-** Can understand 50% of written language. ***Speaking and Writing*** **-** Can use some vocabulary from this topic to complete the task Can say where they are on holiday using the present tense Can say at least one thing they have visited using the perfect tense Can say at least one thing they have done using the perfect tense ***Vocabulary*** **-** Consistently scoring 50% or above on the vocab challenges	**Unit 2 – Holidays** ***Listening*** **-** Can understand 70% of spoken language. ***Reading*** **-** Can understand 70% of written language. ***Speaking and Writing*** **-** Can use some variety of vocabulary from this topic to complete the task Can say where they are on holiday using the present tense and given their opinion Can say at least two things they have visited using the perfect tense Can say at least two things they have done using the perfect tense Can use a time phrase and opinions ***Vocabulary*** **-** Consistently scoring 70% or above on the vocab challenges	**Unit 2 – Holidays** ***Listening*** **-** Can understand 80% of spoken language. ***Reading*** **-** Can understand 80% of written language. ***Speaking and Writing*** **-** Can use a wide variety of vocabulary from this topic to complete the task Can say where they are on holiday using the present tense and given their opinion and said why Can say a variety of things they have visited using the perfect tense Can say a variety of things they have done using the perfect tense Can use time phrases Can use opinions and reasons Can use connectives to make work flow ***Vocabulary*** **-** Consistently scoring 80% or above on the vocab challenges

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 GEOGRAPHY		
Foundation	**Intermediate**	**Higher**
Pupils will be able to locate and name the world's continents, oceans and biomes OS Map skills Identify common OS map symbols for features such as churches, schools, and railway stations. Interpret basic maps, understanding key elements such as title, scale, and legend. Use four-figure grid references to locate specific features on a map. Recognise the importance of north and orient a map correctly using a compass Categorise and describe human and physical features of localities Use new geographical terminology. Give examples of how we can live in a sustainable way Use evidence to back up answers.	Pupils will be able to describe the location of the world's continents, oceans, biomes and some countries – the UK and beyond, using geographical language (compass points, proximity to other places, lines of latitude, hemispheres). OS Map Skills Recognise and use a wider range of OS map symbols, including those for contour lines, footpaths, and public buildings. Understand more complex map features such as relief and gradients. Accurately use six-figure grid references to pinpoint exact locations. Measure straight-line distances and approximate journey distances using the map scale. Use maps to understand the geographic layout of an area. Describe in detail – using features and adjectives - the human and physical features of a variety of places. Categorise geographic concepts into social and environmental. Analyse patterns in physical and human geography and the links between. Explain geographic concepts using 'this is because', 'this means that', 'so', 'as'. Define term sustainability and describe how we can live our lives more sustainably in a variety of ways.	OS Map Skills Also: Analyse detailed physical and human geographical features and their relationships on a map. Calculate gradients and understand relief, using contour lines to determine the terrain. Categorise geographic concepts into 'social, economic and environmental'. Explain further the link between human and physical features of places – using 'another reason', 'furthermore'. Evaluate geographic concepts – presenting evidence to show the extent to which a geographic pattern exists using 'however', 'on the other hand', 'although'. Use specific geographic detail and language to describe and explain concepts. Use the term 'sustainable' in a variety of geographic settings.

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 GRAPHICS		
Foundation	**Intermediate**	**Higher**
Research: a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	**Research:** a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	**Research:** a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	**Ideas:** generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	**Ideas:** generate a range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	**Realising/Making:** to produce a good final prototype model safely using some appropriate tools and materials.	**Realising/Making:** to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to use the following tools and equipment safely and accurately: Craft knife and paper scissors Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool)	**Be able to use the following tools and equipment safely and accurately:** Craft knife and paper scissors Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool)	**Be able to use the following tools and equipment safely and accurately:** Craft knife and paper scissors Adobe Photoshop (paint bucket, magic wand tool, lasso tool, gradient tool, text tool)

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 HISTORY		
Foundation	**Intermediate**	**Higher**
Structuring and organising knowledge Writes a descriptive narrative of events in the past which shows some organisation. Some accurate knowledge, but some irrelevance	**Structuring and organising knowledge** Writes a well-organised narrative account with some analysis linked to the conceptual focus of the question Mostly relevant knowledge used	**Structuring and organising knowledge** Writes a narrative account of the past with sound analysis linked to the conceptual focus of the question Relevant and mostly accurate knowledge used
Chronological understanding Uses chronological knowledge to know where a new period or topic fits into the history already known. Able to construct timelines which show an understanding of long and short periods of time	**Chronological understanding** Uses chronological knowledge to explain their knowledge of history Begins to understand that historians make generalisations about the past	**Chronological understanding** Uses chronological understanding to form a sound explanation of history Challenges generalisations which have been made about the past using their own knowledge
Cause and consequence Links groups of causes together to begin to form an explanation about why something happened in history. Explains simple consequences and links them to events.	**Cause and consequence** Explains why an event happened and begin to think about the most significant cause Recognises that something may have more than one or conflicting consequences	**Cause and consequence** Begins to show a line of argument to explain why one cause is more significant than another Analyses consequences of events
Change and continuity Begins to talk about the pace and extent of changes Recognises that some groups of people can see change as more or less significant than others	**Change and continuity** Describes the pace and extent of change Begins to explain why changes are significant or seen as significant depending on the timescale used or the person looking at the change	**Change and continuity** Begins to show a line of argument about change and continuity or significance
Use of sources Uses source content to make simple inferences about the past Recognises that historians use sources in different ways by asking different questions Understands that some sources are more reliable than others	**Use of sources** Uses source content to make supported inferences Some reference to provenance (nature, origin, purpose) when commenting on the utility and reliability of a source Uses general contextual knowledge to support comments Understands that an unreliable source can be useful	**Use of sources** Begins to make a judgement about the utility of sources for particular enquiries using the source content and provenance Uses sound contextual knowledge to support comments
Interpretations Explain why an interpretation was constructed with reference to purpose (eg. to entertain, to inform, to persuade)	**Interpretations** Explains why an interpretation was constructed with reference to source selection Begins to use own knowledge to think about the validity of an interpretation	**Interpretations** Uses own knowledge to make a case for or against the validity of an interpretation

The South Wolds Academy and Sixth Form

End of Year 8 Objectives

YEAR 8 MATHS		
Foundation	**Intermediate**	**Higher**
Alegbra – Term 1 Know key algebraic definitions Be able to substitute into an expression Use algebra tiles to collect like terms Expand a single bracket Be able to solve 1 step equations To be able to form an expression To be able to evaluate indices	**Alegbra – Term 1** Be able to substitute into a formula Use the cover up method to solve equations including with fractions Factorise an expression into a single bracket Be able to solve 2 step equations To be able to solve equations involving brackets To be able to form and solve an equation	**Alegbra – Term 1** To be able to use the laws of indices To be able to expand brackets, simplify and then solve the equation To be able to solve equations with unknowns on both sides Recognise identities and be able to find missing values To be able to expand with indices
Area and Volume – Term 1 To be able to find the area and perimeter of rectangles To be able to find the area of triangles To be able to find the surface area of a cuboid To be able to find the volume of a cuboid	**Area and Volume – Term 1** To be able to find the area of trapeziums To be able to find the perimeter of rectangles with algebra To be able to find the area of compound shapes To be able to find the area and circumference of a circle To be able to draw the plans and elevations of a 3d shape To be able to find the volume of a cylinder To be able to find the volume of a prism	**Area and Volume – Term 1** To be able to find the area of compound shapes with circles To be able to find the surface area of a cylinder To be able to solve reverse area problems
To be able to use percentages in the context of sale prices	**Percentages – Term 2** To be able to compare fractions, decimals and percentages To be able to express one number as a percentage of another To be able to understand percentage multipliers (calculator) To be able to use percentage multipliers to find percentages of amounts (calculator) To be able to increase and decrease by a percentage amount using a calculator To be able to find a percentage change To be able to find percentages in context questions	**Percentages – Term 2** To be able to compare sets of data using percentages To be able to use percentages in the context of tax To be able to find percentages in the context of capture recapture questions To be able to find repeated percentage change To be able to find reverse percentages

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End of Year 8 Objectives

Foundation	Intermediate	Higher
Statistics – Term 2 Understand the data cycle and identify different types of data (quantitative and qualitative) Be able to fill in and use tally charts and frequency tables Be able to fill in and understand pictograms Understand and draw different types of bar charts Be able to find the mode from a list Be able to find the mean from a list Be able to find the median from a list	**Statistics – Term 2** Be able to fill in and understand two-way tables Be able to interpret pie charts Be able to draw pie charts Answer problem solving questions with mean, median, mode and range Be able to find the mean, median, mode and range from a table with discrete data	**Statistics – Term 2** Be able to fill in frequency tables for discrete and continuous data Be able to create and interpret simple histograms Be able to draw and interpret a frequency polygon Be able to choose the most appropriate average to represent the data Be able to compare two sets of data Be able to find the mean, median, mode and range from a table with grouped data
Probability – Term 3 Use words and the probability scale to describe probabilities of events Identify and address misconceptions Calculate theoretical probabilities Understand the concept of events being mutually exclusive, and calculate the probability of something not happening Complete frequency trees and calculate probabilities from them	**Probability – Term 3** Calculate experimental probabilities and relative frequencies Calculate probabilities using a sample space diagram Complete two-way tables and calculate probabilities from them Use and/or rules to calculate probabilities Complete Venn diagrams and calculate probabilities from them	**Probability – Term 3** Use set notation when identifying regions and then calculating probabilities Complete tree diagrams for independent events and calculate probabilities Solve problems involving algebra and probabilities
Graphs – Term 3 Plot and read coordinates Plot and recognise vertical and horizontal lines Connect sequences with straight line graphs Find inputs and outputs from function machines Plot straight line graphs given an algebraic rule Read and interpret conversion graphs	**Graphs – Term 3** Calculate the gradient of a line from a diagram Identify the gradient and the intercept from the algebraic rule Use knowledge of the gradient and the intercept to compare and identify related straight lines State the equation of the line from a diagram Read and interpret real life graphs Read and interpret distance/time graphs	**Graphs – Term 3** Plot straight line graphs given the gradient and the intercept State the equation of a line given two coordinates Rearrange the equation of a line to find the gradient and intercept Plot implicit graphs

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End of Year 8 Objectives

YEAR 8 MUSIC		
Foundation	**Intermediate**	**Higher**
Performance Can sing/play basic melodies and/or chords not always in time or pitch.	**Performance** Can play/sing a melody and/or chords mostly in time and pitch.	**Performance** Can confidently play/sing a melody and/or chords with a strong sense of pitch and rhythm.
Composition Compose a basic melody and/or chord pattern with some evidence of pitch or rhythm.	**Composition** Compose a melody and/or chord pattern with a secure emphasis on pitch and rhythm.	**Composition** Can confidently compose music with a strong emphasis on pitch and rhythm as well as other elements of music.
Listening and Analysing Can identify some features of music not necessarily using musical language.	**Listening and Analysing** Can identify some features of music using terms such as pitch, rhythm and structure.	**Listening and Analysing** Can use musical language confidently when analysing music.

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End of Year 8 Objectives

YEAR 8 PHILOSOPHY AND ETHICS		
Foundation	**Intermediate**	**Higher**
To be informed and have basic knowledge about religions, worldviews, philosophical theories and approaches to ethics. To be able to recall key beliefs, people and practices Understanding of the role of religion and worldviews and how these can affect the lives and experiences of those who subscribe to such views. You can say how religion and worldviews helps people feel a 'connection'. Empathy to be able to view things from a perspective different to your own. This means you will be able to say how you think others feel and what they will be thinking about in specific situations. Justified to be able to give clear and relevant reasons to support your own personal judgements on the issues that we study in religion, philosophy and ethics. E.g. 'What is religion?', 'What does it mean to be British?', 'Why should we study beliefs we personally disagree with?', 'What is God?', 'What is Truth?', 'What makes a good leader?', 'Are the tangible and intangible equally important?', 'What is the relationship between religion and racism/sexism/homophobia?', 'Are self-driving cars ethically acceptable?', 'What makes me, me?' Mature and sensitive responses to the different views and issues that we study. You are able to listen to others and show respect. You recognise that it is ok to disagree with each other.	Specific knowledge (informed) of individual religions including Judaism, Christianity, Islam, Hinduism, Buddhism and Sikhism. Specific knowledge of non-religious worldviews including Humanism and Agnosticism. Understanding how key beliefs and practices link to ideas such as 'connection', hope, truth, justice, community and morality. Beginning to understand the reasons for diversity across religions and worldviews. Empathy to be able to view things from a perspective different to your own. Accurate knowledge will lead you to be able to make informed and sensitive judgements about what others may think/feel in certain situations. Justification of your own views giving detailed reasons and showing some thought about different interpretations/points of view. Maturity/sensitivity shown through your ability to have constructive discussions with those who you disagree with. You are careful not to misrepresent the views of others and you are able to disagree respectfully and using appropriate language.	More developed and specific knowledge of lesser known world-views e.g. Shinto, Zoroastrianism, Scientology, Neo-Paganism, Cartesian scepticism and existentialism Understanding of the similarities and difference between and within religions. A recognition of the 'fuzzy' boundaries/definitions of concepts such as God, Truth and religion. An ability to empathise with a variety of different perspectives whilst using accurate knowledge to make informed judgements about how people think/feel. You give detailed justifications for your own responses and are able to show careful evaluation based upon accurate knowledge and clear understanding. Mature responses based on clear knowledge and understanding (which allows for deeper and more informed discussion) of how important religions and worldviews are to those who subscribe to them. You are sensitive to the views of others while being careful to express your own views using appropriate language.

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End of Year 8 Objectives

YEAR 8 PHYSICAL EDUCATION		
Foundation	**Intermediate**	**Higher**
Range of Skills Demonstrate basic core skills for the activity in isolation and under competitive pressure	**Range of Skills** Demonstrate a number of core skills for the activity in isolation and under competitive pressure	**Range of Skills** Demonstrate most core skills and some advanced skills for the activity in isolation and under competitive pressure
Quality of Skills Basic core skills are performed with some accuracy, control and fluency	**Quality of Skills** Core skills are performed with some consistency, accuracy, control and fluency	**Quality of Skills** Core skills are performed with consistency, accuracy, control and fluency
Physical Attributes Demonstrate basic physical fitness and psychological control during performance	**Physical Attributes** Demonstrate sufficient physical fitness and psychological control to perform with some effectiveness	**Physical Attributes** Demonstrate good physical fitness and psychological control to perform effectively
Decision Making Attempt to select and use basic skills appropriately. Attempt to apply basic team strategies/tactics/compositional ideas. Demonstrate basic awareness of the rules/regulations of the activity during performance. Demonstrate basic awareness for the safety of themselves and others.	**Decision Making** Attempt to select and use core skills appropriately. Apply basic team strategies, tactics and compositional ideas. Demonstrate awareness of the rules and regulations of the activity during performance. Demonstrate awareness for the safety of themselves and others. Use basic communication with other performers in team activities.	**Decision Making** Often successfully selects and uses appropriate skills. Apply appropriate team strategies/tactics/compositional ideas with some success, demonstrating a good understanding of the activity. Demonstrate an awareness of the rules/regulations of the activity during performance. Demonstrate good regard for the safety of themselves and others. Demonstrate an awareness of and attempts to response to the strengths, weaknesses and actions of other player(s)/performer(s) (team activities). Communicates with other performers in team activities.

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End of Year 8 Objectives

YEAR 8 PRODUCT DESIGN		
Foundation	**Intermediate**	**Higher**
Research: a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	**Research:** a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	**Research:** a given theme/product/artist/designer and be able to analyse it in detail including their own opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation	**Ideas:** generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	**Ideas:** generate a wide range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	**Realising/Making:** produce a good final prototype model safely using some appropriate tools and materials.	**Realising/Making:** to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to select and use the following tools and equipment safely and accurately: Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)	**Be able to select and use the following tools and equipment safely and accurately:** Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)	**Be able to select and use the following tools and equipment safely and accurately:** Coping saw, tenon saw, fret saw, pillar drills, belt sander, abrasive papers, files, rasps 2D Design Tools (2D CAD) and Autodesk Inventor (3D CAD)
Be able to identify the following materials: MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard	**Be able to identify the following materials:** MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard	**Be able to identify the following materials:** MDF, Plywood, Acrylic and modelling materials such as Styrofoam and cardboard

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End of Year 8 Objectives

YEAR 8 SCIENCE		
Foundation	**Intermediate**	**Higher**
Biology – Health and lifestyle and biological processes Name some nutrients in a given diet State that food can be tested for starch, lipids, sugar and protein State that different people require different amounts of energy Name the main parts of the digestive system and label a diagram Name some enzymes used in digestion Name some recreational and medicinal drugs State one effect of a drug on health or behaviour Name an effect of tobacco smoke on health State that photosynthesis happens in leaves Recall that living things respire Name two ways that a leaf is adapted to carry out photosynthesis Define a producer Define anaerobic respiration Define aerobic respiration	**Biology – Health and lifestyle and biological processes** Describe the components of a healthy diet Describe some health issues caused by an unhealthy diet Describe the role of enzymes in digestion Describe the differences between recreational and medicinal drugs Describe the effect of alcohol on health and behaviour Describe the effect of tobacco smoke on health and pregnancy Describe the structure of a leaf Give the word equation for photosynthesis Give the word equation for anaerobic respiration in plants and microorganisms Give the word equation for anaerobic respiration in animals Give the word equation for aerobic respiration	**Biology – Health and lifestyle and biological processes** Explain the role of each nutrient in the body Interpret nutritional information on food packaging to identify healthy food Describe how to test foods for starch, lipids, sugar and protein and know the positive results Calculate the energy requirements of different people Describe the structure and function of the main parts of the digestive system Describe the process of digestion Describe the role of bacteria in digestion Describe the effect of a drug on health or behaviour Describe the effect alcohol has on conception and pregnancy Explain why food testing is important Explain the adaptations of the small intestine Explain why people take drugs and the long term effects on people Explain how gases get into and out of a leaf Describe how producers obtain the raw materials for photosynthesis Compare and contrast aerobic and anaerobic respiration Explain why the Sun is the source of energy for most living things
Biology – Ecosystems, adaptations and inheritance Describe what a quadrat is used for State that toxic chemicals can enter the food chain State that organisms rely in each other for food Identify and draw a food chain from given information Define bioaccumulation Define interdependence	**Biology – Ecosystems, adaptations and inheritance** Describe how a quadrat can be used to measure abundance of organisms Describe the process of bioaccumulation Describe how population changes in a food web can impact other organisms in the food web Combine different food chains to draw a food web	**Biology – Ecosystems, adaptations and inheritance** Calculate the mode, median, mean and range for results Explain how to carry out an investigation using a quadrat that is reliable and representative Explain the effects of bioaccumulation on the environment and population numbers of organisms

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End of Year 8 Objectives

Foundation	Intermediate	Higher
Name producers, consumers and decomposers in a food web Identify what plants and animals compete for Describe environmental and inherited variation Describe how different scientists worked together to research the structure of DNA State some resources that plants and animals compete for State what is meant by the word adaptation Name environmental changes State what is meant by extinction	Describe predator-prey relationships Describe how organisms are adapted to their environments Describe how competition and environmental changes can lead to adaptations Describe how variation in species occurs Construct a table and a graph to show the two types of variation Describe how characteristics are inherited Describe how a species has changed through natural selection Explain how organisms become extinct	Explain why competition or environmental changes can lead to evolution or extinction Evaluate the factors that held up the discovery of DNA Use your understanding of natural selection to explain how an organism has evolved Explain why gene banks are important Explain why adaptations help an organism to survive in the environment Make conclusions about predator-prey relationships from interpreting data Explain why some variation is both environmental and inherited Explain the difference between discontinuous and continuous variation Explain how characteristics are inherited through and coded for by genes Explain why natural selection leads to evolution Interpret evidence to explain why dinosaurs became extinct Explain why there are different types of gene bank
Chemistry – Periodic table and separation techniques Understand the terms monomer, polymer, composite and ceramic State the products of a reaction between metals and oxygen and metals and water State where carbon is in the reactivity series State the main components of the atmosphere Give one advantage and one disadvantage of recycling Give simple facts about how a rock can be changed from one type to another Name the layers of the Earth	**Chemistry – Periodic table and separation techniques** Rank metals in order of how vigorously they react with oxygen and use reactivity to predict reactions Compare reactions of different metals with dilute acids Use state symbols in balanced equations Predict if a given pair of substances will undergo displacement Explain why global warming happens and why the concentration of carbon dioxide in the atmosphere did not change for many years Explain how igneous, metamorphic and sedimentary rocks are formed	**Chemistry – Periodic table and separation techniques** Predict reactivity of unfamiliar metals from information about their behaviour and the importance of the reactivity series Use word and symbol equations to show what happens when metals react with different acids Explain how natural and synthetic polymers are different Use equations to explain the processes that exchange carbon dioxide to and from the atmosphere Discuss in detail the impacts of global warming, identifying primary and secondary problems Compare the different layers of the Earth in terms of their properties

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End of Year 8 Objectives

Foundation	Intermediate	Higher
Chemistry – Metals, materials and the Earth State two common properties of metals and non-metals Describe in simple terms how one property changes for the Group 1 and Group 7 elements going down the group State a chemical and physical property of Group 0 elements Define the terms mixture, solution, filtration and evaporation Label the equipment used for distillation, filtration and evaporation	**Chemistry – Metals, materials and the Earth** Compare the ways that igneous and metamorphic rocks are formed Explain how elements are classified as metals and non-metals Describe displacement reactions Describe the development of the periodic table Describe the reactivity of Group 0 elements Describe the pattern of reactivity with Group 1 and Group 7 Describe how to use distillation, filtration and evaporation to separate mixtures Explain what a saturated solution is Use data to decide if a substance is a solution or not	**Chemistry – Metals, materials and the Earth** Explain how substances are recycled Predict the properties of an element, given its position on the periodic table Use patterns to predict properties of Group 0, 1 and 7 elements Use word equations to represent displacement reactions Use patterns to predict the properties of group 0 elements Compare a mixture and a compound Explain how to separate a mixture of sand and salt Compare evaporation and distillation as separation techniques
Physics – Electricity and magnetism Describe how to charge an insulator (with static electricity) State the two types of charge and what surrounds charged objects State one difference between series and parallel circuits Identify the pattern of current in series and parallel circuits Compare simply the resistance of conductors and insulators State one difference between permanent magnets and electromagnets State the uses of electromagnets Name what flows in a circuit Name the equipment used to measure current and voltage List examples of conductors and insulators Describe the features of a magnet	**Physics – Electricity and magnetism** Explain how objects can be charged Describe how charged objects interact Describe what is meant by current and how to measure it Describe the difference between parallel and series circuits Describe what is meant by resistance Describe how magnets interact Describe the Earth's magnetic field Describe how to make an electromagnet and its uses	**Physics – Electricity and magnetism** Compare a gravitational and electric field Explain the difference between potential difference and current and why it varies in series and parallel circuits Explain why potential difference is measured in parallel Explain the causes of resistance and the factors affecting it Explain how magnets can be used Explain how an electromagnet works Describe how current and potential difference vary in a series and parallel circuit Describe how to change the strength of an electromagnet Explain why something becomes charged

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End of Year 8 Objectives

Foundation	Intermediate	Higher
State the units of potential difference, current and voltage		
Physics – Energy, motion and pressure Compare energy values of foods Describe some sources of infrared radiation Describe 1 difference between renewable and non-renewable energy sources Calculate work done State how temperature and energy are measured Describe simply what happens in conduction and convection State 1 advantage and 1 disadvantage of fossil fuels State that power, fuel used and cost are linked State how work is calculated Calculate speed from a distance-time graph Describe how atmospheric pressure changes with height Describe how liquid pressure changes with depth Calculate the moment of a force State the equation for speed Use appropriate techniques and equipment to measure times and distances Describe simply what a distance-time graph shows Use a distance-time graph to describe a journey State two things that can affect gas pressure State and describe the cause of atmospheric pressure State the equation for pressure Predict the effect of changing area and/or force on pressure	**Physics – Energy, motion and pressure** Explain data on food intake and energy requirements Explain how energy is transferred by particles Apply conservation of energy to simple machines Calculate speed using the equation Choose equipment to take measurements for time and distance for speed to be calculated Interpret distance-time graphs Plot data on a distance-time graph Describe the factors that affect gas pressure Explain why some things float and others sink using force diagrams Predict how water pressure changes in a familiar context using scientific knowledge and understanding Calculate pressure Apply ideas of pressure to different situations Describe what is meant by moments Independently identify scientific questions from results	**Physics – Energy, motion and pressure** Calculate energy requirements in different situations Account for energy dissipation during transfers Compare energy transfers to energy conservation Explain in detail the processes involved in energy transfer Compare advantages and disadvantages of energy sources Explain how a range of resources generate electricity Predict the effect on energy bills of changing power Compare work done in different scenarios by machines Calculate pressure in multistep problems Apply the concept of moments to everyday situations Use calculations to explain situations involving moments Plot distance-time graphs for a range of journeys Analyse journeys using distance-time graphs Explain gas pressure in different situations Explain why an object will float or sink in terms of forces or density

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End of Year 8 Objectives

YEAR 8 SPANISH		
Foundation	**Intermediate**	**Higher**
Unit 1 – My Family ***Listening*** **-** Can understand 50% of spoken language. ***Reading*** **-** Can understand 50% of written language. ***Speaking and Writing*** **-** Can use some vocabulary from this topic to complete the task Can give the person's age Can use colours to describe the person's hair and eyes Can use an adjective to describe their physical appearance (tall, short…) ***Vocabulary*** **-** Consistently scoring 50% or above on the vocab challenges	**Unit 1 – My Family** ***Listening*** **-** Can understand 70% of spoken language. ***Reading*** **-** Can understand 70% of written language. ***Speaking and Writing*** **-** Can use some variety of vocabulary from this topic to complete the task Can give the person's age accurately with correct verb Can use colours to describe hair and eyes, often with the correct endings Can use more than one adjective to describe their physical appearance, often with the correct endings ***Vocabulary*** **-** Consistently scoring 70% or above on the vocab challenges	**Unit 1 – My Family** ***Listening*** **-** Can understand 80% of spoken language. ***Reading*** **-** Can understand 80% of written language. ***Speaking and Writing*** **-** Can use a wide variety of vocabulary from this topic to complete the task Can give the person's age accurately with correct verb Can use colours to describe hair and eyes, mostly with the correct endings Can use more than one adjective to describe their physical appearance, mostly with the correct endings ***Vocabulary*** **-** Consistently scoring 80% or above on the vocab challenges
Unit 1 – My City ***Listening*** **-** Can understand 50% of spoken language. ***Reading*** **-** Can understand 50% of written language. ***Speaking and Writing*** **-** Can use some vocabulary from this topic to complete the task Can say what there is in their town using the present tense Can say at least one thing they can do in their town using the present tense Can say at least one thing they are going to do in their town using the near future tense ***Vocabulary*** **-** Consistently scoring 50% or above on the vocab challenges	**Unit 1 – My City** ***Listening*** **-** Can understand 70% of spoken language. ***Reading*** **-** Can understand 70% of written language. ***Speaking and Writing*** **-** Can use a variety of vocabulary from this topic to complete the task Can say what there is in their town using the present tense and give their opinion Can say at least two things they do in their town using the present tense Can say at least two things they are going to do in their town using the near future tense Can use a time phrase and add opinions ***Vocabulary*** **-** Consistently scoring 70% or above on the vocab challenges	**Unit 1 – My City** ***Listening*** **-** Can understand 80% of spoken language. ***Reading*** **-** Can understand 80% of written language. ***Speaking and Writing*** **-** Can use a wide variety of vocabulary from this topic to complete the task Can say what there is in their town using the present tense and given opinions and justifications Can say a variety of things they do in their town using the present tense Can say a variety of things they are going to do in their town using the near future tense Can use time phrases Can add opinions and reasons Can use connectives to make work flow ***Vocabulary*** **-** Consistently scoring 80% or above on the vocab challenges

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End of Year 8 Objectives

YEAR 8 TEXTILES		
Foundation	**Intermediate**	**Higher**
Research: a given theme/product/artist/designer and be able to analyse it using exemplar work to help you.	**Research:** a given theme/product/artist/designer and be able to analyse it including some of their open opinions/views.	**Research:** a given theme/product/artist/designer and be able to analyse it in detail including their open opinions/views.
Ideas: generate some ideas for a given brief using colour and simple annotation.	**Ideas:** generate a range of ideas for a given brief using some different presentation techniques including use of colour and annotation.	**Ideas:** generate a range of ideas for a given brief using a range of presentation techniques (2D and 3D as appropriate) including use of colour and annotation which includes explanation not just labels.
Development of ideas: be able to develop ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas to make a final design.	**Development of ideas:** be able to develop and refine ideas in 2D or using 3D models to make a final design.
Realising/Making: to produce a basic final prototype model safely using some appropriate tools and materials, with extra support.	**Realising/Making:** to produce a good final prototype model safely using some appropriate tools and materials.	**Realising/Making:** to produce a final prototype model skilfully and safely using the appropriate tools and materials.
Evaluation: be able to evaluate your own work using the given mark scheme.	**Evaluation:** be able to evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.	**Evaluation:** be able to critically evaluate your own work using the given mark scheme and be able to suggest improvements/further developments.
Be able to use the following tools and equipment safely and accurately: Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.	**Be able to use the following tools and equipment safely and accurately:** Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.	**Be able to use the following tools and equipment safely and accurately:** Sewing machine (threading and sewing following a line), needle and thread, fabric scissors, quick unpick.
Be able to identify the following materials: Felt, cotton, thread, polyester	**Be able to identify the following materials:** Felt, cotton, thread, polyester	**Be able to identify the following materials:** Felt, cotton, thread, polyester