

# CHS South



## CURRICULUM STATEMENTS YEAR 8



# ART

## Autumn Term

- Drawing/mark making using a range of materials
- Planning, debating, empathy listening, group work
- Manipulate clay
- Work within material limitations
- Apply compositional rules to image making
- Pair colours according to the rules of the colour theory
- Apply paint with control and enjoy the lack of control

## Spring Term

- Observational drawings
- Facial features
- Portraits
- Carbon paper transfer
- Oli Pastel study

## Summer Term

- Drawing/mark making using a range of materials
- Street Art stencil work
- Personalised Graffiti messages
- Origami graffiti shirts

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject</b> .
Curriculum Statement	<ul style="list-style-type: none"> <li>• Students can recognise Tim Burton’s work and style and the drawing techniques needed to draw facial features.</li> <li>• With scaffolded guidance, students can reflect on challenging and difficult themes in specific artworks. Students may contribute occasionally to structured discussions.</li> <li>• Students are starting to remember some of the key vocabulary explored in the Year 8 curriculum and can make some connections to content learnt in Year 7. Students continue to practice drawing, mark making and colour mixing skills from Year 7.</li> <li>• Students experiment with new materials such as clay, mixed media, pencil grading or 3D.</li> <li>• They can recognise some art techniques and processes but are not yet able to use their understanding to explain their observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are beginning to think about Tim Burton’s work and style and drawing techniques needed to draw facial features.</li> <li>• Students are beginning to be reflective on challenging and difficult themes through specific artworks. Explored through supportive and structure discussions.</li> <li>• With <i>specific</i> guidance, students can recall Year 7 curriculum content. Students start to build on their drawing, mark making and colour mixing skills practiced in Year 7.</li> <li>• Students are beginning to experiment more effectively with the challenge of new materials, such as clay, mixed media, pencil grading, 3D.</li> <li>• Students at this level are developing their understanding of some of the key vocabulary in the Year 8 curriculum and can still recall some of Year 7. They can use some art terms currently. Their evidence of art techniques and processes are not always complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are beginning to understand Tim Burton’s work and style, while understanding the drawing techniques needed to draw facial features.</li> <li>• Students are reflective on challenging and difficult themes through specific artworks. Explored through carefully structured discussions.</li> <li>• With guidance, students can recall and connect Year 7 curriculum content. Students build on drawing, mark making and colour mixing secured in Year 7.</li> <li>• Students can meet the challenge of new materials, such as, mixed media, pencil grading, 3D or carbon paper transfer.</li> <li>• Students at this level have remembered and understood most of the key vocabulary in the Year 7 &amp; 8 curriculum. They can evidence this learning through a range of outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are consistently able to understand Tim Burton’s work and style, while understanding the drawing techniques needed to draw facial features.</li> <li>• Students are independently reflective on challenging and difficult themes through specific artworks. Students can start to carefully structure their own points of view and structure discussion and argument.</li> <li>• Students can recall and connect Year 7 curriculum content, adding to their confidence and application of knowledge, such as consistently applying knowledge of drawing, mark making and colour theory.</li> <li>• Students can effectively select and use appropriate new materials such as, clay, mixed media, pencil grading, 3D and sgraffito with ease.</li> <li>• Students can analyse concepts from both Year 7 and Year 8 curriculum content without prompting.</li> <li>• They can independently apply their understanding to new situations and make predictions. They can provide comprehensive reflective accounts of their progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Students innately understand the purposes and functions of drawing.</li> <li>• Independently, they can apply basic tone and line in their drawing.</li> <li>• Students can analyse colour theory and intuitively apply this to their investigations independently.</li> <li>• Students work independently and confidently, with expectational use of material.</li> <li>• Students at this level have remembered and understood all of the content, key vocabulary and concepts explored in the Year 7 curriculum.</li> <li>• Students know apply and understand all of the content above at a greater depth and can confidently apply this knowledge in both familiar and unfamiliar situations. Students explain their ideas well using complex art vocabulary.</li> </ul>



# COMPUTING

- Autumn Term**
- Account Security
  - Respectful Communication online
  - Cyberbullying
  - Presentation software and tools
  - Computer Networks
  - Network Hardware
  - Wired and Wireless Networks
  - World Wide Web and Internet Services

- Spring Term**
- Features and Tools of Word Processing
  - Licensing Images
  - Credibility of Sources
  - Effective researching
  - Document layout and formatting
  - Programming Sequencing
  - Variables
  - Input/ process/ output
  - Selection, operators, count control
  - Problem Solving

- Summer Term**
- Subroutines
  - Decomposition
  - Condition – Controlled Iteration
  - Lists
  - Columns, Rows and Cells
  - Cell referencing
  - Formatting Tools
  - Formula/Functions
  - Charts
  - Conditional Formatting

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<b>Generic Rubric</b>	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject</b> .
<b>Curriculum Statement</b>	<ul style="list-style-type: none"> <li>• Students have an <b>emerging</b> knowledge of HTML and can use basic tags to create a webpage.</li> <li>• Students have a <b>emerging</b> knowledge of how to search the world wide web for specific information.</li> <li>• Students have an <b>emerging</b> understaffing of how data is represent in a computer system.</li> <li>• Students can convert simple numbers between binary and denary.</li> <li>• Students have an <b>emerging</b> knowledge of some programming techniques to develop a mobile phone app.</li> <li>• Students have an <b>emerging</b> knowledge of computer systems.</li> <li>• Students have an <b>emerging</b> understanding of how to create shapes using specific software.</li> <li>• Students have an <b>emerging</b> understanding of some python programming techniques and can create basic programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a <b>developing</b> knowledge of HTML and can use a range of tags to create a webpage. Basic CSS is used too.</li> <li>• Students have a <b>developing</b> knowledge of effectively searching the world wide web for information.</li> <li>• Students have a <b>developing</b> knowledge and understaffing of how data is represent in a computer system.</li> <li>• Students can convert <b>some</b> binary and denary numbers.</li> <li>• Students have <b>developing</b> knowledge of some programming techniques to develop a mobile phone app.</li> <li>• Students have a <b>developing</b> knowledge of computer systems and can identify the key components.</li> <li>• Students have a <b>developing</b> knowledge of creating and manipulating shapes using specific software.</li> <li>• Students have a <b>developing</b> understanding and knowledge of some python programming techniques and can create appropriate programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a <b>secure</b> understanding of how to use HTML and create webpages using tags and CSS effectively.</li> <li>• Students have a <b>secure</b> knowledge of how to search the world wide web and can use some Boolean terms effectively.</li> <li>• Students have a <b>secure</b> understanding of how data is represented in a computer system.</li> <li>• Students can convert a range of binary and denary numbers.</li> <li>• Students have a <b>secure</b> understanding of a range of programming techniques to develop a mobile phone app.</li> <li>• Students have a <b>secure</b> knowledge of computer systems and understand how the instructions are stored and executed.</li> <li>• Students have a <b>secure</b> knowledge and understanding of creating and manipulating shapes. They can also draw and edit paths.</li> <li>• Students have a <b>secure</b> understanding of a range of python programming techniques can appropriate use them in a range of different scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a <b>deep</b> understanding of HTML tags, CSS. They can create multiple webpages linked together effectively.</li> <li>• Students have a <b>deep</b> understanding of effectively searching the world wide web and can use Boolean operators appropriate to tighten their searches.</li> <li>• Students have a <b>deep</b> understanding of how data can be represented in a computer systems and explain how messages are encoded and decoded.</li> <li>• Students can convert a range of binary and denary numbers without the needs for a place value table.</li> <li>• Students have a <b>deep</b> understanding of a range of programming techniques that they use appropriately to create a mobile phone app.</li> <li>• Students have a <b>deep</b> knowledge and understanding of computer systems and understand how the instructions are stored and executed.</li> <li>• Students have <b>deep</b> knowledge and understanding of creating and manipulating shapes on a range of different ways.</li> <li>• Students have a <b>deep</b> understanding of a range of python programming techniques can appropriate use them in a range of different scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can plan and create a website using a range of different HTML tags and CSS. The website is full functioning and suitable for the intended audience.</li> <li>• Students can independently use Boolean operators to effectively search the world wide web and can evaluate the trustworthiness.</li> <li>• Students understand data representation can encoded and decode a range of different data types independently.</li> <li>• Students can design and develop a mobile phone app independently which has a range of different programming techniques used.</li> <li>• Students can explain how computers systems store and execute instructions linking it to the hardware and software on the system.</li> <li>• Students can independently use a range of techniques to create vector graphics.</li> <li>• Students can decompose a programming task and use a range of different techniques to create a working program.</li> </ul>



# COOKING & NUTRITION

## Knowledge

- Hygiene and Safety
- Eat well Guide and Nutrition
- Fibre
- Macronutrients (Carbohydrates, proteins, fats)
- Function of Ingredients
- Sensory Analysis
- Seasonality
- Food choice

## Key Skills

- Use of equipment
- Hygiene and Safety
- Organisation
- Initiative and Independence
- Quality control
- Technical skill

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Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
Curriculum Statement	<ul style="list-style-type: none"> <li>• Students have an emerging understanding of Nutrients and Energy Needs with support can use this to improve their own health. With support they can also can apply this when adapting a recipe.</li> <li>• Students can follow instruction to prevent Food Poisoning and with direction can work safely with specialised equipment.</li> <li>• Students often display aspects of the 6 practical skills and are growing in confidence with a range of cooking techniques.</li> <li>• Students have an emerging understanding of sensory analysis and can use this in discussion.</li> <li>• Students are able to identify ingredients, that are used in dishes students manufacture. They can with support describe their function.</li> <li>• Students have an emerging understanding of where food comes from and can explain why food grows at different times of the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a developing understanding of Macronutrients, Micronutrients and Energy Needs with support can apply the principles or nutrition and health. With support they can also apply this when selecting and/or adapting a recipe.</li> <li>• Students have a developing understanding of how to prevent Food Poisoning and with direction can work safely with specialised equipment.</li> <li>• Students display aspects of all 6 practical skills and are developing confidence in a range of cooking techniques.</li> <li>• Students have a developing understanding of sensory analysis and use this to analyse dishes using fair tests.</li> <li>• Students are able to identify ingredients, specifically Carbohydrates, Fats and Raising agents that are used in dishes students manufacture. They can with support describe their function.</li> <li>• Students have a developing understanding of Food provenance and can use this to analyse ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a secure understanding of Macronutrients, Micronutrients and Energy Needs can apply the principles or nutrition and health. They can also can apply this when selecting and/or adapting a recipe.</li> <li>• Students have a secure understanding of how to prevent Food Poisoning as well as working safely with specialised equipment.</li> <li>• Students confidently display an understanding of all 6 practical skills and are competent in a range of cooking techniques.</li> <li>• Students have an understanding of sensory analysis and use this to correct dishes or to analyse dishes using fair tests.</li> <li>• Students are able to explain the function of ingredients, specifically Carbohydrates, Fats and Raising agents that are used in dishes students manufacture. They can use subject specific terminology.</li> <li>• Students have an understanding of Food provenance and use this make ethical choices when selecting ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a deep understanding of Macronutrients, Micronutrients and Energy Needs can apply the principles or nutrition and health to their own diets and to the diets of others. They can also apply this when selecting and/or adapting a recipe.</li> <li>• Students have a deep understanding of how to prevent Food Poisoning as well as working safely with specialised equipment.</li> <li>• Students showcase practical skills and are competent in a range of cooking techniques.</li> <li>• Students routinely use taste, smell and texture to correct dishes or form opinions and justify changes.</li> <li>• Students are able to identify function of ingredients and can use subject specific terminology to explain scientific processes, specifically Carbohydrates, Fats and Raising Agents.</li> <li>• Students have a deep understanding of Food provenance and use this make ethical choices when selecting ingredients for their own dishes and dishes for other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to plan meals for themselves as well as others , taking into consideration Macronutrients, Micronutrients and Energy Needs.</li> <li>• Students have a deep understanding of how to prevent Food Poisoning and can identify sources .They are able to work independently with specialised equipment.</li> <li>• Students showcase creative practical skills and show flair in a range of cooking techniques often adapting recipes to meet their tastes.</li> <li>• Students routinely use taste, smell and texture to correct dishes / form opinions and justify changes. They use this to consider the final presentation of dishes.</li> <li>• Students are able to identify function of ingredients and can use subject specific terminology to explain scientific processes, they are also able to suggest alternatives.</li> <li>• Students have an in-depth understanding of Food provenance and use this make ethical choices both when manufacturing dishes and sourcing ingredients.</li> </ul>



# DANCE

<p><b>Autumn Term</b>  <b>Develop:</b></p> <ul style="list-style-type: none"> <li>Choreography skills Understand: how to use specific themes as a basis for choreography</li> <li>Performing with sensitivity: According to the subject matter</li> </ul> <p><b>Choreography:</b></p> <ul style="list-style-type: none"> <li>Gestures and pedestrian movement will be explored in terms of choreography</li> </ul> <p><b>Understand and demonstrate:</b></p> <ul style="list-style-type: none"> <li>Gestures and pedestrian movement will be explored in terms of performance</li> </ul>	<p><b>Spring Term</b>  <b>Social skills:</b></p> <ul style="list-style-type: none"> <li>Through group-based activity</li> </ul> <p><b>Understand and physically demonstrate:</b></p> <ul style="list-style-type: none"> <li>A specific choreography linked to given stimulus</li> </ul> <p><b>Develop:</b></p> <ul style="list-style-type: none"> <li>Choreography skills</li> </ul> <p><b>Social skills:</b></p> <ul style="list-style-type: none"> <li>Through group-based activity</li> </ul> <p><b>Understand and physically demonstrate:</b></p> <ul style="list-style-type: none"> <li>A specific street dance style</li> </ul> <p><b>Develop:</b></p> <ul style="list-style-type: none"> <li>Choreography skills</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Different job roles and responsibilities</li> </ul>	<p><b>Summer Term</b>  <b>Choreography:</b></p> <ul style="list-style-type: none"> <li>Use specific themes and dance styles appropriately</li> </ul> <p><b>Knowledge and demonstration:</b></p> <ul style="list-style-type: none"> <li>Learn and perform a range of repertoire from current dance companies and make links to a range of stimuli</li> </ul> <p><b>Choreography:</b></p> <ul style="list-style-type: none"> <li>Understand and demonstrate the choreographic process with a given stimulus</li> </ul> <p><b>Understand and demonstrate:</b></p> <ul style="list-style-type: none"> <li>Motif development, choreographic devices</li> </ul>
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Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject .</b>
Curriculum Statement	Students are beginning to demonstrate key choreographic and performance skills within their practical work with teacher support and scaffolded tasks. Students at this level are starting to remember some of the key content in the Year 8 curriculum, but lack the understanding and confidence to discuss these within their learning. Students are able to perform short sequences of movement.	Students are beginning to demonstrate key choreographic and performance skills within their practical work. Students take part in peer and whole class discussions to support their learning. Students at this level have remembered and understood some of the key content in the Year 8 curriculum, supported by teacher prompts. They are developing the use of key dance vocabulary in order to discuss their practical work. Students are beginning to develop a sense of performance in the presentation of their work.	Students are able to consistently demonstrate key choreographic and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students at this level have remembered and understood most of the key content in the Year 8 curriculum. They can explain most ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through appropriate performance skills in keeping with the content of the work.	Students are able to consistently and confidently demonstrate key and sophisticated choreographic and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 8 curriculum. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through consistently high level performance skills in keeping with the content of the work.	Students are able to consistently and confidently demonstrate key and sophisticated choreographic and performance skills within their practical work with creativity and flair. Students initiate creative ideas and discussion in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 8 curriculum and consistently make links within their learning and apply recall techniques to enhance their work. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently and creatively through consistently high level performance skills in keeping with the content of the work.



# DRAMA

## Autumn Term

Sustaining a character. Exploring social media pressure and how it can control young people's lives. Looking at juxtaposition in performance to create pathos. Develop skills in naturalistic, emotive performances based on action and consequence. Show ability to participate in group discussions. To show consequence through use of dramatic techniques such as Angel/Devil. Cueing. Monologue. Flashbacks

## Spring Term

Study of Human Rights and the Holocaust using script extracts and character exploration. Focus on emotional literacy and maturity when dealing with sensitive issues, soundscape to build tension and atmosphere. Exploring stereotypes, cultural representations of class and status. Script into performance. Learning lines. Accent and character. Creating subtext and character depth. Creating caricature and naturalistic characters.

## Summer Term

Explore the Hillsborough Disaster through storytelling, scriptwriting and verbatim. Creating character, responding to scenarios. Status on stage through characters in conflict situations in Shakespeare text. Using Shakespearean language to create tension and atmosphere. To use correct vocal and physical skills and staging to create a character of high or low status

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Curriculum Statement	<ul style="list-style-type: none"> <li>They will have <b>some knowledge and an emerging understanding of key concepts</b> such as character development and storytelling, but will still need support and guidance in applying these concepts to their own work.</li> <li>In terms of performance skills, students at this level will be able to demonstrate <b>basic techniques such as using facial expressions and body language</b> to convey meaning, but will still need support and guidance to fully understand and execute more complex performance techniques.</li> <li>They will also be <b>developing their ability to work effectively in a team</b>, but will need help in understanding how to contribute to and support the group.</li> <li>In terms of evaluation, students at this level will <b>struggle to reflect on and analyse their own work</b> and the work of their peers, but will be able to identify the most basic elements of a performance.</li> </ul>	<ul style="list-style-type: none"> <li>At this level, they are <b>developing the knowledge and understanding</b> of key concepts such as character development and storytelling as outlined in the curriculum framework, but are not yet secure in these concepts or in meeting end point assessments.</li> <li>In terms of performance skills, students at this level will be able to <b>execute a range of techniques with more control and understanding</b>, and may be able to adapt their performance style to suit different characters or scenarios. They will also be able to demonstrate a <b>developing understanding of how to apply drama concepts</b> to their own work.</li> <li>They will be able to <b>work effectively in a team</b>, taking on specific roles and responsibilities and supporting their group members.</li> <li>In terms of evaluation, students at this level <b>will be able to reflect on their own work and identify some of the strengths and areas for improvement in their performances.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students at this level have a <b>strong foundation of performance skills and a clear understanding of drama concepts.</b> They are secure in the knowledge and understanding of key concepts such as character development and storytelling as outlined in the curriculum framework and are consistently meeting end point assessments.</li> <li>In terms of performance skills, students at this level are able to execute a <b>wide range of techniques with confidence and control, and are able to adapt their performance style to suit a range of characters and scenarios.</b> They are also able to demonstrate a secure understanding of how to apply drama concepts to their own work.</li> <li>They are able to <b>work effectively in a team, and has the ability to support and collaborate with others.</b></li> <li>In terms of evaluation, students at this level are able to <b>reflect on their own work and identify the strengths and areas for improvement in their performances, as well as explaining how they have addressed these areas in future work.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students at this level have a high level of skill and understanding in drama. They are <b>very secure in the knowledge and understanding of key concepts</b> such as character development and storytelling as outlined in the curriculum framework, and are demonstrating a greater depth of understanding by being able to apply and manipulate this knowledge.</li> <li>In terms of performance skills, students at this level are able to <b>execute a wide range of techniques with ease and creativity</b>, and are able to create and develop complex characters and scenarios. They are also able to demonstrate an <b>advanced understanding of how to apply drama concepts to their own work.</b></li> <li>They are able to work effectively in a team, showing <b>leadership skills and the ability to collaborate with others to create high-quality performances.</b></li> <li>In terms of evaluation, students at this level are able to <b>reflect on their own work and the work of their peers with insight and detail, identifying the strengths and areas for improvement and explaining how these could be addressed in future work.</b></li> </ul>	<ul style="list-style-type: none"> <li>Students at this level are highly skilled and talented in drama. They are excelling at a level that is <b>exceptional and are displaying excellent knowledge, application, and interplay of the key concepts and knowledge that indicates an exceptional understanding and academic flair for drama.</b></li> <li>In terms of performance skills, students at this level are able to execute a wide range of techniques with <b>exceptional control and creativity</b>, and are able to create and develop <b>highly complex characters and scenarios.</b> They are also able to demonstrate an <b>exceptional understanding of how to apply drama concepts to their own work.</b></li> <li>They are able to work effectively in a team, showing <b>exceptional leadership skills and the ability to collaborate with others to create highly sophisticated and innovative performances.</b></li> <li>In terms of evaluation, students at this level are able to reflect on their own work and the work of their peers with exceptional insight and detail, identifying the strengths and areas for improvement and explaining how these could be addressed in future work. <b>They consistently demonstrate a deep understanding and appreciation of drama and are able to apply their knowledge and skills in highly effective and creative ways.</b></li> </ul>



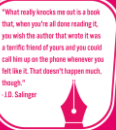


# DESIGN & TECHNOLOGY

- Knowledge**
- Design and develop ideas using isometric drawing
  - Identifying the properties of material and their origins
  - Sustainability
  - Joining methods
  - Evaluation of the practical, identifying the positives, negatives, and outcome
  - Understanding Computer Aided **Design** and Computer Aided **Manufacture** Developments

- Key Skills**
- Applying iterative **Design** strategies
  - Apply Technical **Design** and communication strategies
  - Demonstrating safe working practises in the **manufacture**
  - Be able to apply **Evaluation** techniques to a of products and prototypes for continual improvement

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<b>Generic Rubric</b>	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
<b>Curriculum Statement</b>	<ul style="list-style-type: none"> <li>• Students are able to recognise how to use isometric paper to develop design ideas.</li> <li>• With guidance Students are able to identify a limited characteristics of materials.</li> <li>• Students can identify some sustainability issue.</li> <li>• With guidance Students use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• With guidance Students can identify some areas of strength and development for design or practical work.</li> <li>• With guidance students can use the basic tools and equipment to complete a CAD CAM practical.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to use isometric paper to develop design ideas, adding some annotation and rendering to further develop their ideas.</li> <li>• Students are able to identify limited characteristics of materials.</li> <li>• Students can identify some sustainability issues surrounding the consumption of specific materials.</li> <li>• With guidance Students select and use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• Students can identify some key areas for strength and development for a design or practical piece of work.</li> <li>• Students can use the basic tools and equipment to complete a CAD CAM practical.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to use isometric paper to confidently develop design ideas, adding annotation and rendering to further develop their ideas.</li> <li>• Students are able to identify some characteristics of materials.</li> <li>• Students can identify some sustainability issues surrounding the consumption of specific materials, as well as there impact upon society and the environment.</li> <li>• Students select and use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• Students can identify key areas for improvements and key concepts demonstrated in a range of contexts to inform effective evaluation.</li> <li>• Students can show a good understanding of CAD CAM and identify some positives and negatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to draw using isometric paper to develop several detailed design ideas, adding annotation and rendering to further develop their ideas.</li> <li>• Students are able to identify and justify material selection and characteristics..</li> <li>• Students can identify and explain sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment.</li> <li>• Students confidently select and use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• Students can identify and explain areas for improvement.</li> <li>• Students can show a good understanding of CAD CAM and identify good positives and negatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to draw excellent isometric designs adding annotation and rendering to communicate design ideas.</li> <li>• Students are able to justify how the characteristics of most materials have informed design and manufacture.</li> <li>• Students can discuss with confidence sustainability issues surrounding the consumption of specific materials, as well as there impact upon society and the environment.</li> <li>• Students skilfully select and use a range of materials and equipment proficiently in a workshop during the manufacture of products.</li> <li>• Students can show an excellent understanding of CAD CAM and identify some positives and negatives.</li> </ul>



# ENGLISH (Writing)

## Autumn Term

- Knowledge of major world events including: World War 2; Pride; BLM movement and the Giving Pledge
- Understanding of social justice movements
- A range of linguistic and structural techniques used in non-fiction writing, including the rhetorical devices learned in Year 7, with a focus now on effectively blending those with descriptive devices to ensure their non-fiction writing has got a compelling impact on their audience
- How a writer's background and the time in which a novel is set can bring meaning to what is written and the role these contextual factors play in understanding a writer's intention
- Understand the conventions of different genres

## Spring Term

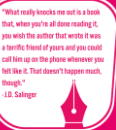
- How the concept of coming-of-age is presented across a range of different fiction and non-fiction extracts
- An understanding of life defining changes, such as starting a new school and meeting new people, to overcoming adversity and challenges
- A range of linguistic and structural techniques including how writers use surrealism to create new worlds
- To understand how poets use stimuli from the natural world in their poetry
- How we can have an impact on the world around us and how nature can be used to explore ideas about identity, growth, love, and strength
- Build on their knowledge of poetic devices learnt in Year 7 with a focus on more challenging techniques such as an extended metaphor and plosive sounds
- How a poet's background can add meaning to the messages in their poetry

## Summer Term

- Build on their knowledge of the play form
- Understand the impact modern drama has on society
- Understand the role of a critic and what reviews of modern performances look like as a piece of non-fiction writing
- An understanding of what makes a successful piece of drama
- What dramatic techniques are, such as stage directions, asides, soliloquies and adding narration
- An overview of the plot and key themes in a range of plays
- Build on their knowledge of Shakespearean times, with a focus on the role of women, patriarchal societies, and family feuds
- The plot and characters and the relationships between them
- Key themes within the play: fate, actions and consequences, hubris and love and tragedy
- The features of a successful piece of drama, including how to effectively manage the placement of characters in scene and how to use stage directions, asides, and soliloquies for effect

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
Curriculum Statement	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Make occasional links to the Y8 curriculum in their writing.</li> <li>• Make occasional references to context in their writing.</li> <li>• Communicate a simple opinion or story idea to their reader.</li> <li>• Show an awareness of how word choices help to make writing more interesting.</li> <li>• Attempt to use at least one or two language devices to make writing more interesting.</li> <li>• Attempt to write in full sentences.</li> <li>• Create a sometimes suitable tone and atmosphere.</li> <li>• Show an awareness of how to use some basic punctuation.</li> </ul>	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Draw upon some ideas linked to the Y8 curriculum.</li> <li>• Make some links or references to context.</li> <li>• Attempt to structure their piece to include a beginning, middle and end.</li> <li>• Begin to use a variety of word choices to attempt to engage the reader.</li> <li>• Include three or more language devices to add detail to the writing.</li> <li>• Begin to use a variety of sentence types with occasional variety of sentence openers.</li> <li>• Attempt to create a specific mood or tone</li> <li>• Almost always using punctuation accurately.</li> </ul>	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Start to address some challenging ideas from the Year 8 curriculum.</li> <li>• Show they can remember some contextual factors they have learnt so that characters and situations are starting to be developed and can draw upon real case studies and examples.</li> <li>• Have a clear beginning middle and end to ensure my writing is clear.</li> <li>• Start to use some sophisticated word choices to engage the reader.</li> <li>• Use a selection of language devices to present their ideas in an imaginative way.</li> <li>• Use a range of sentence types with a variety of sentence openers for effect.</li> <li>• Create a specific mood or tone.</li> <li>• Punctuate their response correctly and sometimes for effect.</li> </ul>	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Begin to show or consider some more complex themes from Y8 curriculum.</li> <li>• Build on a range of contextual factors they have learnt so that characters, their situations &amp; case studies/examples are realistic and believable.</li> <li>• Produce a piece of writing with a well-planned beginning middle and end that is sequenced skilfully for effect e.g., a hook opening, non-chronological use of time, a cyclical narrative, use of foreshadowing, zooming in and out.</li> <li>• Start to use a wide range of sophisticated word choices to engage the reader and provoke a response/emotion.</li> <li>• Use a wide range of language devices crafted for effect.</li> <li>• Consciously craft a full range of sentence types for effect with a wide variety of sentence openers.</li> <li>• Successfully create a specific mood or tone through imaginative choices.</li> <li>• Purposefully use a full range of punctuation for both effect and clarity.</li> </ul>	<p><b><u>Everything in the extending band PLUS ALL OF THIS:</u></b></p> <ul style="list-style-type: none"> <li>• Shows hints of originality.</li> <li>• Confidently use a wide range of sophisticated word choices to engage the reader and provoke a response/emotion.</li> <li>• Confident use of language and structure throughout.</li> <li>• Confidently and successfully use a wide range of language devices precisely crafted for effect.</li> <li>• Successfully and confidently create &amp; sustain a specific mood or tone through imaginative choices.</li> </ul>





# ENGLISH (Reading)

## Autumn Term

- Knowledge of major world events including: World War 2; Pride; BLM movement and the Giving Pledge
- Understanding of social justice movements
- A range of linguistic and structural techniques used in non-fiction writing, including the rhetorical devices learned in Year 7, with a focus now on effectively blending those with descriptive devices to ensure their non-fiction writing has got a compelling impact on their audience
- How a writer's background and the time in which a novel is set can bring meaning to what is written and the role these contextual factors play in understanding a writer's intention
- Understand the conventions of different genres

## Spring Term

- How the concept of coming-of-age is presented across a range of different fiction and non-fiction extracts
- An understanding of life defining changes, such as starting a new school and meeting new people, to overcoming adversity and challenges
- A range of linguistic and structural techniques including how writers use surrealism to create new worlds
- To understand how poets use stimuli from the natural world in their poetry
- How we can have an impact on the world around us and how nature can be used to explore ideas about identity, growth, love, and strength
- Build on their knowledge of poetic devices learnt in Year 7 with a focus on more challenging techniques such as an extended metaphor and plosive sounds
- How a poet's background can add meaning to the messages in their poetry

## Summer Term

- Build on their knowledge of the play form
- Understand the impact modern drama has on society
- Understand the role of a critic and what reviews of modern performances look like as a piece of non-fiction writing
- An understanding of what makes a successful piece of drama
- What dramatic techniques are, such as stage directions, asides, soliloquies and adding narration
- An overview of the plot and key themes in a range of plays
- Build on their knowledge of Shakespearean times, with a focus on the role of women, patriarchal societies, and family feuds
- The plot and characters and the relationships between them
- Key themes within the play: fate, actions and consequences, hubris and love and tragedy
- The features of a successful piece of drama, including how to effectively manage the placement of characters in scene and how to use stage directions, asides, and soliloquies for effect

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
Curriculum Statement	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Recall simple key facts about the texts studied.</li> <li>• Make a simple link to a concept that has been studied.</li> <li>• Make some simple points that sometimes show their understanding of the text and question.</li> <li>• Use simple quotes or references that occasionally match their points.</li> <li>• Identify a method the writer has used, may not always be accurate.</li> <li>• Make occasional simple comments about why the writer uses language.</li> <li>• Make simple comments about the author or period of time which may not be linked to the point made.</li> </ul>	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Show simple knowledge about some of the plot, characters and themes of the texts studied.</li> <li>• Make a simple link to a concept that has been studied.</li> <li>• Make some simple points that show their understanding of the text and question.</li> <li>• Support some of the points they make with simple quotes or references.</li> <li>• Identify a SIMPLE method the writer has used e.g. character/setting.</li> <li>• Make some simple comments about the writer's choices of language and structure.</li> <li>• Make simple comments about the author and context of the text which is sometimes linked to the point made.</li> </ul>	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Show some key knowledge about the plot, characters and themes of the texts studied.</li> <li>• Make confident links to some wider ideas and issues that have been studied.</li> <li>• Make some clear and relevant points that show their understanding of the text and question.</li> <li>• Support the points they make with relevant quotes or references.</li> <li>• Accurately identify some methods that the writer has used.</li> <li>• Make clear and relevant comments about why the writer uses language and structure such as through explaining what the writer has made them think, feel or understand at that point of the text.</li> <li>• Make clear and relevant comments about the author and context of the text which clearly has relevance to the point they have made.</li> </ul>	<p><b><u>Students should be able to demonstrate their ability to:</u></b></p> <ul style="list-style-type: none"> <li>• Show a clear understanding of the plot, characters and themes of the texts studied.</li> <li>• Make links to some challenging concepts and wider ideas that have been studied.</li> <li>• Make a range of clear and explained points that show their clear understanding of the text and the question.</li> <li>• Support all of the points they make with well-chosen quotes or references.</li> <li>• Accurately identify a number of methods (sometimes sophisticated) that the writer has used.</li> <li>• Offer layers of analysis about why the writer uses language and structure such as through making multiple inferences, zooming in on connotations of key words and/or tracking structural changes.</li> <li>• Make clearly explained comments about how the life of the author and context of the text helps to shape it in relation to the point made.</li> </ul>	<p><b><u>Everything in the extending band PLUS ALL OF THIS:</u></b></p> <ul style="list-style-type: none"> <li>• Show a precise and detailed understanding of the plot, characters and themes of the texts studied.</li> <li>• Address challenging concepts and wider ideas that have been studied.</li> <li>• Offer some insightful and perceptive points that show their full understanding of the text, its deeper meanings and the question.</li> <li>• Support all of the points they make with a wide range of carefully chosen quotes or references throughout their response.</li> <li>• Accurately identify a number of sophisticated methods that the writer has used.</li> <li>• Offers multiple layers of insightful analysis that demonstrates their perceptive understanding of why a writer has used language of structure. Embed insightful and perceptive comments about how the life of the author and context of the text shapes it in relation to the point made.</li> </ul>



**Autumn Term**  
**Autumn 1 – Judaism**  
 What are the key features of Judaism?  
 The synagogue, Key beliefs and figures, food and food rituals, Moses and Exodus, festivals and marriage

**Autumn 2 – Christianity**  
 Nature of God, Jesus and why was he so radical? importance of prayer, sacraments, influence of the Bible, Jesus as a source of authority through parables, Christian mission for equality. The Bible, Creation, Trinity. Birth of Jesus, Crucifixion

**Spring Term**  
**Spring 1 - Islam**  
 Muhammed and the foundations of Islam  
 The Five Pillars, Saudi Arabia, Muhammad (pbuh) and the night of Power, Quran , Sunni Shai Split

**Spring 2 – Existence of God**  
 Religious and philosophical arguments for the existence of God. Drawing on Aquinas, Paley and science’s God of the gaps. Can all religions have truth?

**Summer Term**  
**Summer 1 – Good and Evil**  
 The problem of evil and suffering. Moral and Natural Evil. Inconsistent triad and the problem of evil, Adam and Eve and the fall, Moral Dilemmas. The role of religion in peace and conflict

**Summer 2 – PSHE**  
 Radicalization  
 Discrimination  
 Figen Murray Visit  
 Political System and Governance  
 Voting in the UK and EU  
 Mental health and Well Being – Suicide Prevention  
 Sexting and sexuality  
 FGM  
 Marriage - arrange and forced.  
 First Aid

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<b>Generic Rubric</b>	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
<b>Curriculum Statement</b>	<ul style="list-style-type: none"> <li>Students have a basic knowledge of worldviews, belief and practices. They should be able to recall religious sources of authority, places of worship.</li> <li>They will also be able to recognise scripture.</li> <li>They know some key vocabulary which they use occasionally to show their understanding.</li> <li>They can explain a few of the key concepts covered in the curriculum and attempt to understand the importance of these concepts to people and places of worship and religious significance.</li> <li>Students need support when selecting sources of wisdom and authority and understanding the significance and importance behind them.</li> </ul>	<ul style="list-style-type: none"> <li>Students have a reasonable knowledge of worldviews, belief and practices. They can sometimes recall religious sources of authority and infer generic understanding.</li> <li>They know a range of key vocabulary which they use regularly to show their understanding.</li> <li>They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places of worship and religious significance.</li> <li>Students can often select sources of wisdom and authority. Students need support when analysing the significance and importance behind them.</li> </ul>	<ul style="list-style-type: none"> <li>Students have a secure knowledge of worldviews, belief and practices. They can recall religious sources of authority and infer understanding.</li> <li>They know a wide range of key vocabulary which they always use to show their thorough understanding.</li> <li>They can fully explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places of worship and religious significance.</li> <li>They can begin to explain the links between core concepts and areas of study.</li> <li>Students are able to select, select sources of wisdom and authority. Students need support when analysing the significance and importance behind them and begin to apply exam skill.</li> </ul>	<ul style="list-style-type: none"> <li>Students have a extensive knowledge of worldviews, belief and practices. They can confidently recall religious sources of authority and infer understanding to a good level. Here there is some evaluation.</li> <li>They know an extensive range of key vocabulary which they always use to show their thorough understanding.</li> <li>They can fully explain all of the key concepts covered in the curriculum and evaluate the importance of these concepts to people and places of worship and religious significance.</li> <li>They can explain the links between concepts and areas of study.</li> <li>Students are able to select, select sources of wisdom and authority. Students need support when analysing the significance and importance behind them. They can do this confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Students have exceptional knowledge of worldviews, belief and practices. They can recall and evaluate religious sources of authority and infer understanding to a very high level.</li> <li>They have an exceptional range of key religious and non-religious vocabulary and use it to show understanding.</li> <li>They can fully explain all of the key concepts in the curriculum and evaluate the importance of these concepts.</li> <li>They can explore and justify the significance of links between concepts and areas of study as well as evaluate the significance and importance of arguments.</li> <li>Students are able to select, select sources of wisdom and authority. Students need support when analysing the significance and importance behind them. They can do this with confidence, and we can see synoptic links made.</li> </ul>

**Autumn Term**  
Leisure time, sports and technology. Saying how I use my phone and computer. Recall of different sports and activities. Recall of opinions and infinitive phrases. Seasons, weather and other time phrases. Describing my family and what they look like. Saying what my family do using vocabulary from Autumn term 1.

**Spring Term**  
Talking about music tastes. Talking in the past tense about a trip to a concert. Comparatives. Revision of Autumn term content for Progress Test. Different foods and saying what I eat, what I like to eat and what I am going to eat. Descriptions of different foods and when I eat them.

**Summer Term**  
Talking about television programmes. Using different opinion phrases. Giving opinions on films, the cinema and reading. Saying what I did yesterday. Writing about the TV, cinema, reading in three tenses. Revision of all Year 8 topics and structures.

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
Curriculum Statement	Pupils have yet to build on their knowledge from year 7, opinions are brief and require justification. Pupils are beginning to demonstrate use of simple present tense. Pupils have emerging communication skills through reading aloud, forming questions and discussing, describing, and giving opinions topics studied. Pupils must still secure understanding of forming the present, past (preterit) and future tenses in the first person. There are frequent errors and sentences are short and repetitive which impedes communication.	Pupils are continuing to develop their knowledge from year 7,using a wider range of opinions with simple justification. Pupils have a growing understanding of simple present tense verbs. Pupils are continuing to develop their communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils are developing their understanding of forming the present, past (preterit) and future tenses in the first person. There are some lapses in accuracy and communication which impede understanding.	Pupils securely build on their knowledge from year 7, continuing to give opinions and justifications whilst developing their dexterity using the present tense. Pupils are demonstrating competent communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils also have a secure understanding of forming the present, past (preterit) and future tenses in the first person. There are occasional lapses in communication and accuracy which impedes understanding.	Pupils are extending their knowledge and skills from year 7 and are continuing to give a range opinions and justifications whilst consolidating their dexterity using the present tense. Pupils are consistently able to communicate through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils also have a competent understanding of forming the present, past and future tenses in the first person and are beginning to apply this to other people. There are rare lapses in communication and accuracy.	Pupils are extending their knowledge and skills from year 7 with creativity and can use a range of complex opinions and justifications spontaneously. Pupils are able to communicate spontaneously, forming questions and discussing, describing, and justifying complex opinions on topics studied. Pupils also have an excellent understanding of forming the present, past and future tenses when referring to themselves and others. There are no lapses in communication and accuracy, however there may be occasional errors in complex language and grammatical structures.



### Autumn Term

- Our changing world – Hazards
- The earths structure
- Plate tectonics and plate boundaries
- Earthquakes, Causes, Impacts and Responses
- Volcanoes, Causes, Impacts and Responses
- Volcano comparison
- Why live in hazardous zones
- Our changing world – Population
- World population growth
- Where do people live – Population Distribution and Density
- Our impact on the planet
- Our future planer

### Spring Term

- Our changing world - A divided world
- Development – How can we measure development?
- Causes of uneven development
- Africa is not a country – Linked text
- Escaping Poverty
- Gender equality and poverty
- Aid – An end to poverty
- Our Changing World - Climate Change
- Earth's temperature through time
- Causes of global warming
- Effects of climate change
- Mitigating climate change

### Summer Term

- Our changing world – Glaciation
- Our world through time
- Glaciers and how do they work
- Physical processes, erosion, transportation and deposition
- Glacial landforms
- OS Maps and glaciation
- Glaciers and climate change
- Place Study
- Africa - Countries and capitals, Africa of the past, Africa today, Physical and human features of Africa

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
Curriculum Statement	<ul style="list-style-type: none"> <li>• Students have a <b>basic geographical knowledge of places and spaces</b> within different geographical contexts. They <b>sometimes</b> recall key <b>place specific details</b>.</li> <li>• They know a range of key geographical vocabulary which they sometimes use to show their understanding.</li> <li>• They can explain some of the key concepts covered in the curriculum and sometimes understand the importance of these concepts to people and places but do not develop ideas</li> <li>• They rarely identify the links between concepts and areas of study.</li> <li>• Students need support when selecting, constructing and analysing graphs and maps using geographical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a reasonable geographical knowledge of places and spaces within different geographical contexts. They can sometimes recall key place specific details.</li> <li>• They know a range of key geographical vocabulary which they use regularly to show their understanding.</li> <li>• They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places.</li> <li>• They sometimes can identify the links between concepts and areas of study.</li> <li>• Students can often select and construct graphs and maps using geographical skills. Students need support when analysing these graphs and maps.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is secure in the knowledge in the F4L. They have mastered the key concepts and are meet end points assessments.</li> <li>• Get things right 10/10 times.</li> <li>• They know a range of key geographical vocabulary which they consistently use to show their understanding.</li> <li>• They can explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places.</li> <li>• They can often identify the links between concepts and areas of study.</li> <li>• Students are able to select, construct and analyse graphs and maps using appropriate geographical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a extensive geographical knowledge of places and spaces within different geographical contexts. They can regularly recall key place specific details.</li> <li>• They know a wide range of key geographical vocabulary which they always use to show their thorough understanding.</li> <li>• They can fully explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places.</li> <li>• They can confidently identify the links between concepts and areas of study and offer some explanations for these links.</li> <li>• Students are able to select, construct and analyse graphs and maps confidently using appropriate geographical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have exceptional geographical knowledge of places/space within different geographical contexts. They accurately recall and select key place specific details.</li> <li>• They know an extensive range of key geographical vocabulary which they always use to show their thorough understanding. They can fully explain all of the key concepts covered in the curriculum and evaluate the importance of these concepts to people and places.</li> <li>• They can begin to explain the links between concepts and areas of study.</li> <li>• Students are able to select, construct and analyse graphs and maps accurately using appropriate geographical skills.</li> </ul>



# HISTORY

## Autumn Term

- Age of Exploration (causes and features; the Spanish and the Aztecs; and early British colonies such as Roanoke and Jamestown)
- The Transatlantic Slave Trade (history of slavery; Triangular Trade; life as a slave; resistance; female resisters; and abolition)

## Spring Term

- The British Empire (the Mughal Empire; the British Raj; the Scramble for Africa; the impact of the British in Africa)
- The Industrial Revolution (experience for child workers; Manchester in the Industrial Revolution; and how did Britain change)

## Summer Term

- The First World War (causes; why did men volunteer to fight?; trench warfare; the experience of non-white soldiers; and the Battle of the Somme)
- The campaign for the vote (chartists; the Peterloo Massacre; Suffragists, Suffragettes and the impact of WW1)

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<b>Generic Rubric</b>	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
<b>Curriculum Statement</b>	<ul style="list-style-type: none"> <li>• Students have a <b>basic historical knowledge</b> of <b>places</b> and <b>spaces</b> within different historical contexts. They <b>sometimes</b> recall key <b>place specific details</b>.</li> <li>• They know a range of key historical vocabulary which they sometimes use to show their understanding.</li> <li>• They can explain some of the key concepts covered in the curriculum and sometimes understand the importance of these concepts to people and places but do not develop ideas.</li> <li>• They rarely identify the links between concepts and areas of study.</li> <li>• Students need support when selecting, constructing and analysing sources using historical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a reasonable historical knowledge of places and spaces within different historical contexts. They can sometimes recall key place specific details.</li> <li>• They know a range of key historical vocabulary which they use regularly to show their understanding.</li> <li>• They can explain most of the key concepts covered in the curriculum and usually understand the importance of these concepts to people and places.</li> <li>• They sometimes can identify the links between concepts and areas of study.</li> <li>• Students can often select and construct sources using historical skills. Students need support when analysing these sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is secure in the knowledge in the F4L. They have mastered the key concepts and are meet end points assessments.</li> <li>• Get things right 10/10 times.</li> <li>• They know a range of key historical vocabulary which they consistently use to show their understanding.</li> <li>• They can explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places.</li> <li>• They can often identify the links between concepts and areas of study.</li> <li>• Students are able to select, construct and analyse sources using appropriate historical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a extensive historical knowledge of places and spaces within different historical contexts. They can regularly recall key place specific details.</li> <li>• They know a wide range of key historical vocabulary which they always use to show their thorough understanding.</li> <li>• They can fully explain all of the key concepts covered in the curriculum and understand the importance of these concepts to people and places.</li> <li>• They can confidently identify the links between concepts and areas of study and offer some explanations for these links.</li> <li>• Students are able to select, construct and analyse sources confidently using appropriate historical skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have exceptional historical knowledge of places/space within different historical contexts. They accurately recall and select key place specific details.</li> <li>• They know an extensive range of key historical vocabulary which they always use to show their thorough understanding. They can fully explain all of the key concepts covered in the curriculum and evaluate the importance of these concepts to people and places.</li> <li>• They can begin to explain the links between concepts and areas of study.</li> <li>• Students are able to select, construct and analyse sources accurately using appropriate historical skills.</li> </ul>



## Autumn Term

### Ratio & Scale

- Understand ratio and its link to multiplication
- Use ratio notation
- Reduce ratios to simplest form
- Solve ratio problems
- Calculate the circumference of a circle

### Multiplicative Change

- Use scale factors, linking to ratio, solve simple direct proportion problems
- Convert between currencies, including using graphs
- Draw and interpret scale diagrams and maps

### Multiplying and dividing fractions

- Multiply and divide fractions by integers
- Multiply and divide fractions by fractions
- Understand and use reciprocals

### Working in the Cartesian plane

- Plot and interpret straight line graphs
- Understand and use equations of a straight line, including lines parallel to the axes
- Make links between direct proportion and straight lines of the form  $y = kx$
- Model situations by translating them into expressions, formulae and graphs

### Representing Data

- Draw and interpret scatter graphs
- Understand correlation
- Draw and use lines of best fit
- Understand grouped, ungrouped, discrete and continuous data
- Design and use one and two way tables

### Tables & Probability

- List outcomes using sample space diagrams for one and two events
- Find probabilities using tables and Venn diagrams

### Brackets, equations and inequalities

- Expand, and factorise into single brackets
- Form and use expressions, formulae and identities
- Form and solve equations and inequalities with and without brackets
- Distinguish between equations, expressions, formulae and identities

## Spring Term

### Brackets, equations and inequalities (cont'd)

- Sequences
- Generate sequences using more complex rules, e.g. with brackets, squared terms, both in words and algebraically

### Indices

- Form expressions, using indices
- Understand and use addition and subtraction rules

### Fractions and Percentages

- Develop understanding of fractions, decimals and percentages
- Evaluate percentages increases and decreases
- Use multipliers to solve percentage problems
- Express one number as a percentage of another
- Convert between numbers in ordinary and standard form
- Calculate with numbers given in standard form, with and without a calculator

### Number Sense

- Developmental strategies
- Convert between metric measures and units
- Estimation including rounding to a given number of decimal places
- Use the order of operations

## Summer Term

### Angles in parallel lines and polygons

- Review Year 7 angles rules
- Understand and use angles in parallel lines
- Revisit geometric notation
- Work angles in special quadrilaterals
- Find and use the sum of the interior angles of a polygon
- Prove simple geometric facts

### Area of trapezia and circles

- Review area of shapes covered in Year 7
- Calculate the area of a trapezium
- Calculate the area of a circle and the areas of parts of a circle
- Use significant figures
- Calculate the area of compound shapes

### Line symmetry and reflection

- Recognise line symmetry in polygons and other shapes
- Reflect shapes in horizontal, vertical and diagonal lines

### The data handling cycle

- Understand and use primary and secondary sources of data
- Collect data, including questionnaires
- Interpret and construct statistical diagrams, including multiple bar charts
- Identify misleading graphs

### Measure of location and dispersion

- Revisit the median and mean, including finding the total given the mean
- Find the mean of grouped data
- Work out the mode and modal class
- Choose the appropriate average
- Comparing distributions using measures





Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<b>Generic Rubric</b>	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
<b>Curriculum Statement</b>	<ul style="list-style-type: none"><li>• Students are beginning to use known facts to demonstrate their understanding of a mathematical process.</li><li>• With teacher support, they can use methods to solve problems involving addition, subtraction, multiplication, and division.</li><li>• Students sometimes contribute to class discussions and key information is sometimes visible in exercise books.</li><li>• With help, they can identify strengths and areas of development from Progress Checks.</li></ul>	<ul style="list-style-type: none"><li>• Students are developing strategies for problem-solving, such as drawing a diagram. Students can write a description of a mathematical process and can solve multi-step problems with guidance or scaffolding.</li><li>• They are becoming more familiar and confident in working mathematically in everyday contexts.</li><li>• When contributing to class discussions, they sometimes use correct mathematical terminology and can present their methods in a clear and logical sequence.</li><li>• Students can identify strengths and areas of development from Progress Checks.</li></ul>	<ul style="list-style-type: none"><li>• Students use a range of mathematical techniques, terminology, diagrams, and symbols consistently and accurately to communicate mathematical ideas.</li><li>• Students use all relevant information to inform conclusions within a problem and can interpret solutions in the context of the given problem, ensuring an answer is sensible.</li><li>• Students contribute methods in class discussions and show working out in clear methodical steps.</li><li>• They can identify strengths and areas of development from Progress Checks, and with guidance, can react to feedback.</li><li>• They get many questions correct but may make occasional errors.</li></ul>	<ul style="list-style-type: none"><li>• Students are secure in using strategies to solve problems and can make connections between different areas of mathematics.</li><li>• They can interpret complex questions, identifying the mathematical processes required to solve a problem.</li><li>• They use alternative methods to check a solution is accurate.</li><li>• During class discussions, students can contribute and analyse different methods. They show clear methodical steps in written work and can make algebraic generalisations.</li><li>• They can react to feedback from Progress Checks and work on their areas for development independently.</li></ul>	<ul style="list-style-type: none"><li>• Students make and use connections, which may not be immediately obvious, between different parts of mathematics.</li><li>• They can use strategies to solve complex problems by identifying the mathematical processes required.</li><li>• They are able to attempt problems beyond the curriculum.</li><li>• During class discussions, students evaluate different methods and pose further questions.</li><li>• Their classwork demonstrates their passion for the subject, not only in lesson, but is extended at home using revision materials.</li><li>• They can react to feedback from Progress Checks and continue to extend their learning independently.</li><li>• Their mental arithmetic is sharp, and they have a natural flair for the subject.</li></ul>



# MUSIC

## Autumn Term

- Understand some compositional techniques used in film & game music
- Understand how to identify and perform ornamentation (trill, mordent, turn, acciaccatura, appoggiatura)
- Understand instrumental playing techniques
- Understand how to develop composition skills on Logic Pro to now compose to a set stimulus that uses cue points
- Understand in context some of the biggest music icons in history, covering:
  - Woody Guthrie and Protest Songs
  - Freddie Mercury and Queen
  - Madonna
  - Bob Dylan
  - Joan Baez
  - Stormzy
  - Elton John
- Develop performance skills in order to independently select and read music when playing keyboards and/or ukuleles as part of an ensemble

## Spring Term

- Understand the international impact of Hip Hop in context
- Understand the social, cultural and political factors that influenced the development of Hip Hop
- Continue to develop composition skills when using Logic, including sequencing and MIDI, such as using Ultrabeat and recording in MIDI using a keyboard
- Understand how to select and manipulate samples
- Understand the context of different genres that are linked to Hip Hop, such as Funk, Motown and Disco
- Understand how to develop lyrical and rhyming skills
- Understand the basics of the guitar and how to play some chords
- Understand in context power ballads, punk rock, glam rock, classic rock and grunge
- Understand how to read chords symbols and basic ukulele / guitar notation

## Summer Term

- Understand in context different types of music around the world, covering Irish, British Folk and Sea Shanties, Latin American and Samba drumming
- Understand how to play various types of world music on keyboard and African drums, with an appreciation for how the genres have developed culturally
- Understand how to recognise different world music instruments
- Understand the characteristics of Caribbean music, including the genres of Reggae, Ska, Mento and Dub
- Understand how Jamaican history influenced its music
- Understand how modern technology has influenced music from the Caribbean
- Understand how to develop composition skills on Sibelius, in order to independently compose a piece of music influenced by music from the Caribbean
- Continue to develop an understanding of the notes of the bass clef in order to compose idiomatically

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
Curriculum Statement	Students are beginning to demonstrate key composition and performance skills within their practical work with teacher support and scaffolded tasks. Students at this level are starting to remember some of the key content in the Year 8 curriculum, but lack the understanding and confidence to discuss these within their learning. Students are able to perform and compose short pieces of music. Students are able to listen to and comment on music.	Students are beginning to demonstrate key composition and performance skills within their practical work. Students take part in peer and whole class discussions to support their learning. Students at this level have remembered and understood some of the key content in the Year 8 curriculum, supported by teacher prompts. They are developing the use of key dance vocabulary in order to discuss their practical work. Students are beginning to develop a sense of performance, composition and listening skills.	Students are able to consistently demonstrate key composition and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students at this level have remembered and understood most of the key content in the Year 8 curriculum. They can explain most ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through appropriate performance, composition and listening and analytical skills.	Students are able to consistently and confidently demonstrate key and sophisticated composition and performance skills within their practical work. Students are able to discuss these skills confidently in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 8 curriculum. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently through consistently high level performance, composition and listening and analytical skills.	Students are able to consistently and confidently demonstrate key and sophisticated composition and performance skills within their practical work with creativity and flair. Students initiate creative ideas and discussion in their working groups and whole class discussions. Students will employ a leadership role within their working groups. Students at this level have remembered and understood all of the key content in the Year 8 curriculum and consistently make links within their learning and apply recall techniques to enhance their work. They can explain all of their ideas using key vocabulary and are able to reflect on their own work and provide constructive peer feedback. Students present their ideas confidently and creatively through consistently high level performance, composition and listening and analytical skills.



PE

**Autumn Term**

**Physical skills, rules and fair play, warm ups:** Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness)

**Spring Term**

**Physical skills, rules and fair play, warm ups:** Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness, trampolining, handball and striking and fielding)

**Summer Term**

**Physical skills, rules and fair play, warm ups:** Students will acquire and/or develop skills in isolation, conditioned practices and competitive situations in a range of physical activities (rugby, football, basketball, netball, badminton, table tennis, hockey, gymnastics, health related fitness, trampolining, handball and striking and fielding, athletics, track and field)

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<p><b>Generic Rubric</b></p>	<p>A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.</p>	<p>A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.</p>	<p>A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.</p>	<p>A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.</p>	<p>A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b></p>
<p><b>Curriculum Statement</b></p>	<p>Students begin to <b>perform basic physical skills with control</b> and begin to use teaching points to develop their techniques. They begin to <b>demonstrate basic leadership skills during warm-ups.</b> Students can <b>describe and follow some basic rules</b> and scoring methods. Students have <b>some knowledge &amp; understanding of fitness</b> and training methods. They are aware of and <b>apply some thinking skills</b> including basic strategies and tactics.</p>	<p>Students <b>perform basic physical skills with some accuracy and control</b> and <b>begin to refine their technique</b> using teaching points. They begin to <b>demonstrate some leadership skills during warm-ups and tasks.</b> Students can <b>describe and follow most rules</b> and scoring methods. Students have <b>good knowledge &amp; understanding of fitness</b> and training methods. They are <b>starting to apply different thinking skills including basic strategies, tactics.</b></p>	<p>Students <b>perform most physical skills with accuracy and control</b> and <b>refine their technique</b> using teaching points. They <b>demonstrate some leadership skills during warm-ups, tasks or competitive situations.</b> Students can <b>describe and follow rules</b> and scoring methods. Students have <b>very good knowledge &amp; understanding of fitness</b> and training methods. They <b>apply some thinking skills including basic strategies, tactics and outwitting their opponents.</b></p>	<p>Students <b>perform physical skills with accuracy and control</b> and <b>refine their technique</b> using teaching points. They <b>demonstrate leadership skills during warm-ups, tasks or competitive situations.</b> Students can <b>describe and consistently follow rules</b> and scoring methods. Students have <b>very good knowledge &amp; understanding of fitness</b> and training methods and begin to understanding <b>how this can impact performance.</b> They <b>apply thinking skills including basic strategies, tactics and outwitting their opponents.</b></p>	<p>Students <b>consistently select and apply physical skills with accuracy, control and fluency.</b> They can also <b>perform some advanced skills with some accuracy.</b> They <b>demonstrate good leadership</b> skills during warm-ups, tasks or competitive situations. Students can <b>describe and follow complex rules</b> and scoring methods in a range of activities. Students have <b>excellent sound knowledge &amp; understanding of fitness</b> and training methods in order to improve performance. They <b>apply thinking skills</b> such as strategies, tactics and outwitting their opponents <b>based on their own strengths and their opponents weaknesses.</b></p>



# SCIENCE

## Autumn Term

- Lung structure and breathing
- Gas exchange
- Drugs, alcohol and smoking
- Nutrients
- Food tests
- Unhealthy diet
- Digestion
- Speeding up digestion
- Reactions
- Acids, alkalis and indicators
- Neutralisation
- Strength of acids
- Metals and their reactions

## Spring Term

- Rocks and their formation
- The rock cycle
- Earths structure
- Global warming
- Solar system and planets
- The earth's days and seasons
- Sound, light and types of wave
- Wave equation
- Electromagnetic spectrum
- Reflection, refraction and dispersion
- The ear and sound waves

## Summer Term

- Variation in organisms
- DNA
- Genes and determination of characteristics
- GM
- Selective breeding, evolution and extinction
- Balanced and unbalanced forces
- Air resistance
- Gravity
- Forces on a spring
- Pressure in liquids and gases
- Moments
- Speed, velocity and acceleration
- Motion graphs

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
Generic Rubric	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
Curriculum Statement	Students are beginning to think about asking scientific questions of their own but not yet able to relate this to investigation planning. With teacher support and a step by step method to follow students can carry out simple scientific investigations and they can collect some data with appropriate guidance. Students are starting to remember some of the key content explored in the curriculum, they can describe some basic scientific ideas such as the difference between elements and compounds, but are not yet able to use their understanding to explain their observations	Students are beginning to ask scientific questions of their own but not yet able to relate this to investigation planning. They can collect results carefully in a table and with teacher guidance they can present that data appropriately. They are developing scientific knowledge from the key content covered and can use some scientific terms correctly. Their explanations of scientific processes are not always complete.	Students are asking scientific questions and, with guidance, can plan and carry out investigations safely but do not always understand whether results are valid. They can present information in a variety of formats and draw conclusions based on scientific knowledge Students at this level have remembered and understood most of key content from the curriculum. They can explain most ideas using key vocabulary and can make predictions about what they expect to happen in scientific investigations.	Students are consistently able to; form scientific questions of their own, plan valid and workable scientific investigations, obtain accurate data and record this in a table, plot a line graph and draw a line of best fit and identify patterns in data. Students at this level have remembered and understood the vast majority of the content and concepts explored in the curriculum. They can apply their understanding to new situations and make predictions. Students can write detailed and comprehensive explanations.	Students are able to plan and carry out scientific investigations independently. They can analyse and evaluate data in a range of formats. Students know and understand all of the curriculum at a greater depth and can confidently apply this knowledge in both familiar and unfamiliar situations. Students explain their ideas well using complex scientific vocabulary.



SPANISH

**Autumn Term**

Describing your family. Describing your hair and eye colour. Saying what other people look like. Learning about a Spanish carnival and different festivals. Different music styles, films and TV programs. Past tense activities. How we use our phones. Revision of time phrases and opinions.

**Spring Term**

Holiday destinations, transports and activities. Past tense time phrases. Understanding of the past tense. Opinions in the past. Vocabulary on foods, drinks and snacks. Typical Spanish food and mealtimes. Vocabulary for ordering in a restaurant. How to say I am thirsty I am hungry. Time phrases (including telling the time).

**Summer Term**

Clothes items. Opinions on clothes. Revision of future and preterite tenses. Saying what I wore and what I'm going to wear. Talking about going out with friends. Revision of clothes, food, free time activities and holidays. Completion of progress tests.

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<b>Generic Rubric</b>	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding;</b> they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
<b>Curriculum Statement</b>	Pupils have yet to build on their knowledge from year 7, opinions are brief and require justification. Pupils are beginning to demonstrate use of simple present tense. Pupils have emerging communication skills through reading aloud, forming questions and discussing, describing, and giving opinions topics studied. Pupils must still secure understanding of forming the present, past (preterit) and future tenses in the first person. There are frequent errors and sentences are short and repetitive which impedes communication.	Pupils are continuing to develop their knowledge from year 7,using a wider range of opinions with simple justification. Pupils have a growing understanding of simple present tense verbs. Pupils are continuing to develop their communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils are developing their understanding of forming the present, past (preterit) and future tenses in the first person. There are some lapses in accuracy and communication which impede understanding.	Pupils securely build on their knowledge from year 7, continuing to give opinions and justifications whilst developing their dexterity using the present tense. Pupils are demonstrating competent communication skills through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils also have a secure understanding of forming the present, past (preterit) and future tenses in the first person. There are occasional lapses in communication and accuracy which impedes understanding.	Pupils are extending their knowledge and skills from year 7 and are continuing to give a range of opinions and justifications whilst consolidating their dexterity using the present tense. Pupils are consistently able to communicate through reading aloud, forming questions and discussing, describing, and giving opinions on topics studied. Pupils also have a competent understanding of forming the present, past and future tenses in the first person and are beginning to apply this to other people. There are rare lapses in communication and accuracy.	Pupils are extending their knowledge and skills from year 7 with creativity and can use a range of complex opinions and justifications spontaneously. Pupils are able to communicate spontaneously, forming questions and discussing, describing, and justifying complex opinions on topics studied. Pupils also have an excellent understanding of forming the present, past and future tenses when referring to themselves and others. There are no lapses in communication and accuracy, however there may be occasional errors in complex language and grammatical structures.



# TEXTILES

- Knowledge**
- Students will build on their design process explore a variety of decorative and construction techniques
  - They will continue to develop the design process
  - break down the design brief, completing a task analysis, design specification, research, and design development
  - Students will practice decorative and construction techniques to product a product suitable for a specific target market

- Key Skills**
- Design and development, shading, and rendering
  - Setting up to sew
  - Working with electrical and hand tools; sewing machine, irons, needles
  - Applying quality control checks to their practical
  - develop their decorative techniques in applique, tie dye, batik, fabric pens
  - Developing seams, hems, pockets and handles using the sewing machines
  - Carrying out quality control checks

Teacher Assessment Descriptor	EMERGING 1	DEVELOPING 2	SECURE 3	EXTENDING 4	EXCEPTIONAL 5
<b>Generic Rubric</b>	A student working at this level has <b>some knowledge</b> and an <b>emerging understanding</b> of the key concepts.	A student working at this level is <b>developing the knowledge</b> as outlined in the Curriculum framework. They are <b>developing the understanding of the key concepts</b> however are <b>not yet secure</b> in these or in meeting end points assessments.	A student working at this levels is <b>secure</b> in the knowledge as outlined in the Curriculum framework. They have <b>mastered</b> the key concepts and are meeting end points assessments.	A student working at this levels is very sure secure in the knowledge as outlined in the Curriculum framework. They are demonstrating that they have a <b>greater depth of understanding</b> ; they can apply and manipulate the knowledge and key concepts.	A students working at this level is excelling at a level that is exception. They display <b>excellent knowledge, application, and the interplay of the key concepts and knowledge that indicates an exception understanding and an academic flair for the subject.</b>
<b>Curriculum Statement</b>	<ul style="list-style-type: none"> <li>• Students are able to recognise where some materials originate.</li> <li>• With guidance Students are able to identify a limited characteristics of materials.</li> <li>• Students can identify some sustainability issue.</li> <li>• With guidance Students use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• With guidance Students are able to generate design ideas using some basic design and communication principles.</li> <li>• With guidance Students can identify some areas of strength and development for design or practical work.</li> <li>• Students can explain a limited number of key vocabulary and apply them appropriately throughout some aspects of design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to recognise where some materials originate.</li> <li>• Students are able to identify limited characteristics of materials.</li> <li>• Students can identify some sustainability issues surrounding the consumption of specific materials.</li> <li>• With guidance Students select and use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• With guidance Students are able to generate design ideas using key design and communication principles.</li> <li>• Students can identify some key areas for strength and development for a design or practical piece of work.</li> <li>• Students can explain some key vocabulary and apply them appropriately throughout all aspects of design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to recognise where some materials originate and identify if they are sustainable or unsustainable.</li> <li>• Students are able to identify some characteristics of materials.</li> <li>• Students can identify some sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment.</li> <li>• Students select and use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• Students are able to generate design ideas using key design and communication principles.</li> <li>• Students can identify key areas for improvements and key concepts demonstrated in a range of contexts to inform effective evaluation.</li> <li>• Students can explain most key vocabulary and apply them appropriately throughout all aspects of design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to recognise where most materials originate and their impact on the environment.</li> <li>• Students are able to identify and justify material selection and characteristics.</li> <li>• Students can identify and explain sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment.</li> <li>• Students confidently select and use a range of materials and equipment safely in a workshop during the manufacture of products.</li> <li>• Students are able to confidently and accurately generate design ideas using key design and communication principles.</li> <li>• Students can identify and explain areas for improvements.</li> <li>• Students can identify and explain areas for improvements.</li> <li>• Students can explain all key vocabulary and apply them appropriately throughout all aspects of design and technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to recognise where materials originate and their impact on the environment and society.</li> <li>• Students are able to justify how the characteristics of most materials have informed design and manufacture.</li> <li>• Students can discuss with confidence sustainability issues surrounding the consumption of specific materials, as well as their impact upon society and the environment.</li> <li>• Students skilfully select and use a range of materials and equipment proficiently in a workshop during the manufacture of products.</li> <li>• Students are able to precisely generate ideas using a specific set of criteria to crate a refined outcome.</li> <li>• Students can justify successful outcomes with a piece of work whilst exploring development opportunities.</li> <li>• Students can explain and justify most key vocabulary and apply them appropriately throughout all aspects of design and technology.</li> </ul>