

Year 8 Assessment Guide





The curriculum at St Leonard's Catholic School is planned to meet the needs of all pupils, with a comprehensive range of abilities, attending the school. It stems from our foundation as a Catholic School and our commitment to achieving "excellence in all, and for all". All pupils are encouraged to stretch themselves academically at Key Stage 3, with a broad and balanced curriculum in Years 7 to 9, providing the foundation for the GCSE programme of study.

Religious Education is at the core of the curriculum throughout the school, including a full GCSE, studied by all pupils and a general course followed in the Sixth Form. Within this academic subject, care is taken to foster respect and understanding of different world religions, and moral standpoints both within and beyond the Catholic faith. Through this, the spiritual life of the school and the cross curricular involvement of all subjects, pupils' values are discussed, embedded and developed.

Throughout the school our personal development curriculum concentrates on the development of the individual within society, covering key aspects of social, personal, spiritual, moral and physical development. This is the vehicle for specific areas such as sex and relationships, and careers. Programmes of study in English, Maths, Science, Computing, Modern Foreign Languages and the Humanities cover the National Curriculum, with an emphasis on the depth necessary to provide firm foundations for further study at GCSE and beyond.

Music and Art provide artistic and creative elements in Years 7 to 9, with courses available for continuation at GCSE and A level. Similarly core PE leads to options at Key Stage 4 and in Sixth Form. These subjects provide considerable "extra-curricular" opportunities for pupils throughout the school. The history of the school as a Technology College reflects the importance attached to providing pupils with practical and technical skills and knowledge. A varied experience of Food, Textiles, Product Design and Systems & Control throughout Key Stage 3, leads to several options at GCSE and A level. We recognise both the creative value of these subjects and their role in equipping pupils for life.

This booklet provides a learning journey of the topic's students will study in each curriculum area, alongside information about how these subjects will assess the progress your child is making.

Using a similar model to primary schools, departments have established the expected standard students are expected to reach at the end of Year 7, Year 8 and Year 9 in their subject. These standards are presented here as achievement ladders, which clearly explain the agreed milestones pupils will demonstrate to have achieved this level. The achievement ladder also details what pupils must do to demonstrate further progress and move up the ladder. This document should be read alongside your child's progress report to help you understand the standard they are currently at in each subject.



	Assessment Objective 1: IDEAS	Assessment Objective 2: ANALYSIS	Assessment Objective 3: CONTEXT	Assessment Objective 4: CONTENT & ORGANISATION	Assessment Objective 5: TECHNICAL ACCURACY
Greater Depth	<p>Perceptive, assured detail of CHOICES/IDEAS Communicate confidently with impact on the reader • produce confident, well-structured and purposeful texts</p> <ul style="list-style-type: none"> • Use a range of sentence types and structures and use vocabulary appropriate to purpose and effect • Spell, punctuate and use grammar accurately with occasional errors on more complex elements. 	<p>Perceptive, assured detail of ANALYSIS</p> <ul style="list-style-type: none"> • Sustain a convincing, informed personal response to explicit and implicit meanings of texts • Sustain a perceptive critical analysis of the ways in which writers use language, form and structure • Use judicious and well-integrated textual references to develop personal responses. 	<p>Perceptive, assured detail of CONTEXT</p> <ul style="list-style-type: none"> • Show perceptive understanding of how contexts shape texts and responses to texts • Make illuminating comparisons between texts. 	<p>Perceptive, assured detail of CONTENT & ORGANISATION</p> <ul style="list-style-type: none"> • Use a range of sentence types & structures use vocabulary appropriate to purpose and effect fluently linked paragraphs tone assuredly matched to audience & purpose. 	<p>Perceptive, assured detail of TECHNICAL ACCURACY Spell, punctuate and use grammar accurately with occasional errors on more complex elements.</p>
Advancing	<p>Coherent/thorough detail of CHOICES/IDEAS Communicate effectively, sustaining the reader's interest • produce coherent, well-structured and purposeful texts</p> <ul style="list-style-type: none"> • Vary sentence types and structures and use vocabulary appropriate to purpose and effect • Spell, punctuate and use grammar accurately with occasional errors. 	<p>Coherent/thorough detail of ANALYSIS Develop a cogent and detailed personal response to explicit and implicit meanings of texts</p> <ul style="list-style-type: none"> • Analyse in some detail the ways in which writers use language, form and structure • Use relevant and well-selected textual references to support responses • Make developed comparisons between texts. 	<p>Coherent/thorough detail of CONTEXT</p> <ul style="list-style-type: none"> • Show confident understanding of contexts to inform responses to texts • Make developed comparisons between texts. 	<p>Coherent/thorough detail of CONTENT & ORGANISATION</p> <ul style="list-style-type: none"> • Increasingly sophisticated vocabulary. Uses a variety of sentence forms, mostly controlled, for effect Range of connected ideas. Style and register convincingly matched to audience and purpose. 	<p>Coherent/thorough detail of TECHNICAL ACCURACY Generally accurate spelling. Range of punctuation used.</p>
Securing	<p>Clear/straightforward detail of CHOICES/IDEAS Communicate clearly to engage the reader's interest</p> <ul style="list-style-type: none"> • Produce texts with a clear overall structure and understanding of purpose • Vary sentence types and structures and use vocabulary for some purpose and effect • Spell, punctuate and use grammar accurately overall, with some errors. 	<p>Clear/straightforward detail of ANALYSIS Develop a generally coherent and engaged response to explicit and implicit meanings of texts</p> <ul style="list-style-type: none"> • Develop a clear understanding of the ways in which writers use language, form and structure • Use apt textual references to support responses • Use understanding of contexts to inform responses to texts • Make credible comparisons between texts. 	<p>Clear/straightforward detail of CONTEXT use clear understanding of contexts to inform responses to texts</p> <ul style="list-style-type: none"> • Make credible comparisons between texts. 	<p>Clear/straightforward detail of CONTENT & ORGANISATION Attempts variety of sentence forms Clear and effective use of structural features Clear ideas with some focus on matching to purpose and audience.</p>	<p>Clear/straightforward detail of TECHNICAL ACCURACY Some accurate spelling of more ambitious words. Mostly uses Standard English.</p>
Developing	<p>Some detail of CHOICES/IDEAS Some attempt to engage with the task and the reader</p> <ul style="list-style-type: none"> • Use of structure and understanding of purpose is insecure • Writing will have some varied sentence types and structures but with limited awareness of purpose and effect • There will be some accuracy in spelling and the use of punctuation and grammar but errors will be more frequent. 	<p>Some detail of ANALYSIS Develop a reasonable personal response showing understanding of texts</p> <ul style="list-style-type: none"> • Develop a reasonable understanding of the ways in which writers use language, form and structure • Use some textual references to support responses • Explain some relevant understanding of contexts to inform responses to texts • Make obvious, relevant comparisons between texts. 	<p>Some detail of CONTEXT</p> <ul style="list-style-type: none"> • Explain some relevant understanding of contexts to inform responses to texts • Make obvious, relevant comparisons between texts. 	<p>Some detail of CONTENT & ORGANISATION Some attempts at a variety of sentence forms to link ideas Conscious use of vocabulary with some linguistic devices.</p>	<p>Some detail of TECHNICAL ACCURACY Some use of Standard English, with some control of agreement. Some accurate spelling of more complex words.</p>
Emerging	<p>Identifying the relevant, but Limited CHOICES/IDEAS communicate simply with some clarity for the reader</p> <ul style="list-style-type: none"> • Produce texts with basic structures and some awareness of purpose • Show some control over sentence type and structure and use familiar vocabulary to some effect. 	<p>Identifying the relevant, but Limited ANALYSIS</p> <ul style="list-style-type: none"> • Make straightforward comments about explicit meanings of texts • Describe straightforward aspects of language, form or structure • Make general references to obvious details of texts • Make basic links between texts. 	<p>Identifying the relevant, but Limited CONTEXT Show awareness that texts are related to contexts</p> <ul style="list-style-type: none"> • Make basic links between texts. 	<p>Identifying the relevant, but Limited CONTENT & ORGANISATION Simple range of sentence forms Simple vocabulary; simple linguistic devices.</p>	<p>Identifying the relevant, but Limited TECHNICAL ACCURACY Spell, punctuate and use grammar with limited accuracy Occasional use of Standard English with limited control of agreement.</p>

Term 1

- **Reading:** focus is Aspects of Narrative: what is the story How is it told?
 1. *Boy in the Striped Pyjamas*
 2. *A Christmas Carol*
 Texts used to reinforce 'Reading to Writing' frame: APP: *Uncle Ifor's Welsh Dresser*
 - **Writing:** 1 Descriptive Writing
 - 2 Comparative Writing: text v film
 - **S&L:** research feedback
 - **Drama Unit:** Script Work focusing on separate skills per Half Term: Movement, Expression, Gesture
 - **Reading:** Challenges and Accelerated Reader support
 - **Literacy/Retrieval:** Randomised TOPIC LIST of words
 Post assessment intervention green slide: focus on specific vocabulary, structural skills of the unit to make a difference.

Term 2

- **Reading 1:** AoN/poetry genre & form: Ballads
 - **Reading:** Fiction exam practice
 - **Writing:** a ballad.
 - **S&L:** Drama Unit
 - **Reading 2:** Non-fiction opinions: audience and purpose
 - **Writing 2:** letter writing with a clear PoV
 - **S&L 2:** plan and participate in a balloon debate
 - **Drama Unit:** script work focusing on Staging and Voice
 - **Reading:** Challenges and Accelerated Reader support
 - **Literacy/Retrieval:** Randomised TOPIC LIST of words
- Post assessment intervention green slide: focus on specific vocabulary, structural skills of the unit to make a difference.

Term 3

- **Reading:** *Billy Elliot*; non-fiction magazine articles R&V: exam practice
 - **Writing:** magazine article
 - **S&L:** Talking Head
 - **Drama Unit:** honing skills practised **across KS3:**
 - **Reading:** Challenges and Accelerated Reader support
 - **Literacy/Retrieval:** Randomised TOPIC LIST of words
- Post assessment intervention green slide: focus on specific vocabulary, structural skills of the unit to make a difference.

Year
8

- **Reading:** APP *Uncle Ifor's Welsh Dresser*: retrieval, deduction and WORD level analysis and comment on authorial purpose
- **Writing:** 1 Descriptive Writing: vary choices: linguistic and structural for variety and effect
- 2 Comparative Writing: text v film: Sequencing/structuring whole texts and cohesion between and in paragraphs.
- **S&L:** Research Feedback: Effective, confident speech and application/highlighting of essential details

- **Reading:** Identification and comment on language choices and authorial PoV/intention. Relate text to cultural context
 - **Writing:** 1. Ballad
- Organise response effectively & imaginatively; sequencing of ideas
2. Letter with clear PoV
- Vary structural and linguistic choices for clarity, purpose and effect
- **S&L 1:** Drama Unit/ballad drama
- Create and sustain roles and scenarios
- Shape choices confidently
- 2 Formal Debate
- confidently communicate; emphasise key points; shape talk in Standard English

- **Reading:** *Billy Elliot*; magazine articles
- Select, understand and explain ideas/references in texts
- **Writing:** magazine article
- Focus on technical accuracy, structuring of information and appropriate choices for persuasive task.
- **S&L:** Talking Head
- Shape choices for role/scenario confidently
- Drama Unit: Celebration of all skills practised in year 7 & 8.
- Peer assessed

Year
9



	Number	Algebra	Geometry and Measures	Statistics and Probability
Greater Depth	<p>Solve complex problems involving ratio and direct proportion. Use equivalent calculations to multiply and divide decimals confidently on paper and in mental calculations.</p> <p>Confidently apply the order of operations including powers, roots and vinculum.</p> <p>Write a number as a product of prime factors and use it to know and work with properties of the number.</p> <p>Selects appropriate methods to solve problems and communicates their methods clearly.</p>	<p>Solve equations including powers, brackets and fractions by balancing.</p> <p>Simplify difference expressions requiring multiplication of a single term over a bracket.</p> <p>Plot graphs with equations given in different forms.</p> <p>Interpret speed-time and distance-time graphs.</p> <p>Identify the necessary information to solve a problem and represents it algebraically, communicating all of their methodology clearly.</p>	<p>Solve problems using angles in parallel lines, constructing fully justified geometric proofs.</p> <p>Understand a proof of the sum of the angles in a polygon, use interior and exterior angles of polygons in problems.</p> <p>Be able to use a compass and protractor accurately and draw simple constructions.</p> <p>Deduce and use formulae for rectilinear shapes in including when given the area or involving algebraic expressions.</p> <p>Calculate volumes and surface areas of shapes made of cuboids and prisms in context.</p>	<p>Draw, use, interpret and criticise pictograms, bar charts, pie charts, frequency polygons, stem and leaf diagrams and scatter graphs.</p> <p>Identify the most useful chart in the context of a problem and criticise misleading graphs or poor methodology and suggest improvements.</p>
Advancing	<p>Compares proportions to solve problems.</p> <p>Solve word problems involving ratio and direct proportion.</p> <p>Use equivalent calculations to multiply and divide decimals confidently.</p> <p>Understand the order of operations including powers, roots and vinculum.</p> <p>Write a number as a product of prime factors and use to solve problems.</p> <p>Identify the necessary information to solve a problem, represent problems and interpret solutions and begins to use them.</p>	<p>Solve equations including powers and brackets by balancing.</p> <p>Simplify addition expressions requiring multiplication of a single term over a bracket.</p> <p>Plot graphs of the form $y=mx+c$ and find gradients and y-intercepts.</p> <p>Interpret distance-time graphs.</p> <p>Identify the necessary information to solve a problem and represents it algebraically and solves the equation.</p>	<p>Solve problems using angles in parallel lines.</p> <p>Understand a proof of the sum of the angles in a polygon.</p> <p>Enlarge 2D shapes given a centre of enlargement and a positive whole-number scale factor.</p> <p>Be able to use a compass and protractor accurately and draw simple constructions.</p> <p>Deduce and use formulae for rectilinear shapes.</p> <p>Calculate volumes and surface areas of shapes made of cuboids in context and work with prisms.</p>	<p>Draw, use and interpret pictograms, bar charts, pie charts, frequency polygons, stem and leaf diagrams and scatter graphs.</p> <p>Identify the most useful chart in the context of a problem and criticise misleading graphs or poor methodology.</p>
Securing	<p>Use the equivalence of fractions, decimals, and percentages to compare proportions.</p> <p>Calculate percentages and find the outcome of a given percentage increase or decrease.</p> <p>Divide a quantity into two or more parts in a given ratio.</p> <p>Use the unitary method to solve simple word problems involving ratio and direct proportion.</p> <p>Confidently multiply and divide integers and decimals, understanding the place value of the answer using equivalent calculations.</p> <p>Understand the order of operations and begin to apply to more complex calculations.</p> <p>Write a number as a product of prime factors and use to find HCF and LCM.</p> <p>Identify the necessary information to solve a problem, represent problems and interpret solutions.</p>	<p>Simplify or transform linear expressions by collecting like terms including unknowns with powers.</p> <p>Multiply a single term over a bracket and simplify.</p> <p>Substitute integers into simple formulae.</p> <p>Solve equations by balancing.</p> <p>Plot the graph of linear functions where y is given explicitly in terms of x, recognise that equations of the form $y=mx+c$ corresponds to straight line graphs.</p> <p>Interpret real life graphs.</p> <p>Identify the necessary information to solve a problem, represent problems and interpret solutions in algebraic form.</p>	<p>Identify alternate and corresponding angles and know that they will be equal if two of the lines are parallel.</p> <p>Understand a proof of the sum of the angles in a triangle is 180° and in a quadrilateral is 360°.</p> <p>Enlarge 2D shapes given a centre of enlargement and a positive whole-number scale factor.</p> <p>Be able to use a compass and protractor accurately.</p> <p>Deduce and use formulae for the area of a triangle and parallelogram and the volume of a cuboid.</p> <p>Calculate volumes and surface areas of cuboids in context.</p> <p>Identify the necessary information to solve a problem, represent problems and interpret solutions in geometric form.</p>	<p>Be able to draw, pictograms, bar charts, pie charts, frequency polygons, stem and leaf diagrams and scatter graphs.</p> <p>Identify the most useful chart in the context of a problem and criticise misleading graphs.</p> <p>Identify the necessary information to solve a problem, represent problems and interpret solutions in graphical form.</p>
Developing	<p>Can order fractions, decimals and percentages.</p> <p>Begin to work with numbers in ratio, and share in a ratio.</p> <p>Be able multiply and divide integers, begin to use this knowledge to multiply and divide decimals.</p> <p>Use BIDMAS on calculations with more than two operations.</p> <p>Write a number as a product of prime factors and use to find HCF.</p>	<p>Simplify or transform linear expressions by collecting like terms.</p> <p>Multiply a single term over a bracket.</p> <p>Substitute integers into simple formulae.</p> <p>Solve 1 step equations.</p> <p>Plot simple graphs $y=x+n$, $y=nx$.</p> <p>Read information from real life graphs when described.</p>	<p>Use formulae for the area of a triangle and parallelogram.</p> <p>Calculate volumes and surface areas of cuboids.</p>	<p>Be able to draw, pictograms, bar charts, pie charts, frequency polygons, and stem and leaf diagrams.</p>
Emerging	<p>Knows some equivalent fractions, decimals and percentages and uses these facts to start to order them.</p> <p>Divide small quantities in simple ratios.</p> <p>Be able multiply and divide integers, begin to use this knowledge to multiply decimals.</p> <p>Use BIDMAS on simple calculations.</p> <p>Write a number as a product of prime factors.</p>	<p>Simplify linear expressions by collecting like terms.</p> <p>Multiply a single term over a bracket.</p> <p>Substitute integers into simple expressions.</p> <p>Solve 1 step equations using function machines.</p> <p>Plot $y=n$, $x=n$ and $y=x$ on a graph</p> <p>Read information from simple real life graphs.</p>	<p>Use formulae for the area of a triangle and parallelogram.</p> <p>Calculate volumes of cuboids.</p>	<p>Be able to draw, pictograms, bar charts and pie charts.</p>

Term 1

Unit 1
Number

Unit 2
Area & Volume

Unit 3
Statistics, Graphs & Charts

Unit 4
Expressions & Equations

Term 2

Unit 5
Real life graphs

Unit 6
Decimals & Ratio

Unit 7
Lines & Angles

Term 3

Unit 8
Calculating with fractions

Unit 9
Straight-line graphs

Unit 10
Percentages, decimals, fractions

Year
8

Year
9

Unit 1 assessment in week 5

Unit 2 assessment in week 8

Unit 3 assessment in week 12

Unit 4 assessment in week 16

Units 1-4 assessment in week 17

Unit 5 assessment in week 21

Unit 6 assessment in week 24

Unit 7 assessment in week 26

Unit 5-7 assessment in week 27

Unit 8 assessment in week 30

Unit 9 assessment in week 32

Unit 1-9 assessment in week 34

Unit 10 assessment in week 38



	Assessment Objective 1	Assessment Objective 2:	Assessment Objective 3
	Demonstrate key foundational scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.	Develop understanding of the nature, processes and methods of science through different types of scientific enquiry techniques in order to answer scientific questions about the world around us.	Demonstrate ability to work scientifically by using scientific knowledge to understand the uses and implications of science today and for the future.
Greater Depth	Can apply and use more abstract knowledge and understanding to explain a wide range of processes using appropriate terminology and sequencing a number of points, in a range of contexts .	Can produce precise investigative plans unaided and explain how evidence supports some accepted scientific ideas.	Can explain, using abstract ideas where appropriate, the importance of a wide range of applications and implications of science on society.
Advancing	Can demonstrate detailed scientific knowledge and understanding to explain processes in both familiar & unfamiliar contexts by drawing on abstract ideas.	Can hypothesize and plan investigations independently by using their scientific knowledge. They can produce scientific ideas through the application of scientific methods.	Can explain the importance of several applications and implications of science and are developing their understanding of their impact on society.
Securing	Can apply and use scientific knowledge, understanding and appropriate terminology to describe processes, in familiar contexts , by drawing on abstract ideas .	Can hypothesize and plan investigations with guidance by using scientific knowledge from other investigations Can recognise that both evidence and creative thinking contribute to the development of scientific ideas.	Can describe the importance of some applications and implications of science.
Developing	Can describe some processes when in familiar contexts , drawing on scientific knowledge and understanding and using appropriate terminology.	Can develop an idea into a prediction with guidance and suggest how it could be investigated. Can recognise that evidence can support or refute scientific ideas.	Can use scientific knowledge to recognise the importance of some applications and implications of science.
Emerging	Can identify some processes when in familiar contexts using some scientific knowledge and some appropriate terminology.	Can sometimes make suggestions on how ideas can be investigated and sometimes make predictions about what might happen. Can sometimes recognise that evidence can support or refute scientific ideas.	Can recognise simple applications and implications of science on society.

Term 1

CI – Atoms, Elements and Compounds:

Understanding that atoms are the building blocks of everything. Describing an element as a pure substance that cannot be broken down into any other substances. Looking at how compounds are pure substances made from more than one element. Exploring the development of the periodic table.

B1 – Cells and Respiration:

Developing an understanding that respiration is a chemical reaction which occurs in all living cells, releasing energy from glucose. Describing the differences between aerobic and anaerobic respiration. Exploring how lactic acid is produced by mammals during anaerobic respiration.

B2 - Photosynthesis:

Understanding that photosynthesis is a process that occurs in the leaves of a plant and needs both chlorophyll and light energy. Investigating the rate of photosynthesis and how factors, such as light intensity, can affect the rate of photosynthesis.

PI - Electricity:

Understanding how electrical current flows easily through a conductor, but does not flow through an insulator. Using circuit symbols to show how electrical components are connected in circuit diagrams. Knowing that the more resistance there is in a circuit, the less current will flow. Exploring static electricity and looking at how objects can become positively charged or negatively charged.

Assessed Task
End of Topic Test

Term 2

B3 - Reproduction:

Learning about the cells and body parts involved in reproduction, how a baby grows in the uterus, and what happens at birth. Developing an understanding of the menstrual cycle.

Describing how flowers reproduce through pollination and looking at how dispersal of fruit and seeds help plants to reproduce.

C2 – Materials:

Understanding that composite materials are made from two or more different types of material and that they are synthetic - made by a chemical process. Knowing that an alloy is a mixture of two or more elements, where at least one element is a metal.

Exploring how an acid reacts with a metal to produce salt and hydrogen; how oxygen reacts with a metal to produce a base (metal oxide) and how water reacts with a metal to produce an alkali (metal hydroxide) and hydrogen gas.

P2 - Further forces:

Knowing that a force is a push or a pull that acts on an object due to the interaction with another object. Understanding that a force meter can be used to measure the size of a force. Knowing that Speed is a measure of how fast an object is moving and calculating speed using the speed equation - speed = distance divided by time. Knowing that a moment is the turning effect of a force around a pivot.

Assessed Task
End of Topic Test

Term 3

B4 – Inheritance and Selection:

Understanding that some variation is passed on via genes and some variation is the result of differences in the surroundings, or what an individual does. Measuring variation by collecting continuous and discontinuous data. Exploring how Selective breeding, cloning and genetic engineering deliberately choose desirable characteristics for the offspring.

C3 – Our Earth:

Understanding that there are three types of rock found on Earth; igneous, metamorphic and sedimentary. Looking at how each rock type is formed in a different way and that rocks can change between each type over millions of years in a process called the rock cycle. Describing the composition of the earth's atmosphere as a mixture of gases; mostly nitrogen and oxygen with the remaining gases found in much smaller proportions, such as carbon dioxide and water vapour. Looking at how carbon moves from the atmosphere and back via animals and plants in a process called the carbon cycle.

P3 – Light & Sound:

Understanding that Light travels as transverse waves, in straight lines and is faster than sound. Light waves can be reflected, refracted and dispersed. Looking at ray diagrams to show what happens to light in mirrors and lenses. Eyes and cameras detect light. Sounds are produced by vibrations. Sound waves are vibrating particles which can be reflected by surfaces.

Assessed Task
End of Topic Test
End of Year Test



Religious Education

Grade Descriptors & Timeline

	Knowledge	Understanding	Application
Greater Depth	<p>Can consistently demonstrate outstanding knowledge of a topic of study and recall all key concepts.</p> <p>Can clearly articulate the main features of a topic and describe how they link to different areas of study.</p>	<p>Can consistently demonstrate secure understanding of a topic through an extended piece of writing.</p> <p>Can give multiple examples and use evidence that demonstrates a detailed understanding of a topic.</p> <p>Is able to ask critical questions of their own with confidence.</p>	<p>Can consistently write clear and developed paragraphs which express their opinion of a topic.</p> <p>Can apply their learning to the world around them with great confidence.</p>
Advancing	<p>Can frequently demonstrate excellent knowledge of a topic of study and recall most key concepts.</p> <p>Can articulate the main features of a topic and describe how they link to different areas of study.</p>	<p>Can frequently demonstrate secure understanding of a topic through an extended piece of writing.</p> <p>Can give several examples and use evidence that demonstrates a detailed understanding of a topic.</p> <p>Is able to ask critical questions of their own.</p>	<p>Can frequently write clear and developed paragraphs which express their opinion of a topic.</p> <p>Can apply their learning to the world around them with confidence.</p>
Securing	<p>Can occasionally attempt to demonstrate knowledge of a topic of study and recall some key concepts.</p> <p>Can occasionally articulate the main features of the topic.</p>	<p>Can occasionally demonstrate secure understanding of a topic through an extended piece of writing.</p> <p>Can give some examples and use evidence that demonstrates a detailed understanding of a topic.</p> <p>Is beginning to ask critical questions of their own.</p>	<p>Can occasionally write clear and developed paragraphs which express their opinion of a topic.</p> <p>Can apply their learning to the world around them.</p>
Developing	<p>Can make some attempt to demonstrate knowledge of the topic of study and may recall a key concept.</p> <p>Can make some attempt to articulate features of a topic.</p>	<p>Can make some attempt to demonstrate understanding of a topic through an extended piece of writing.</p> <p>Can give an example and use evidence that demonstrates an understanding of a topic.</p>	<p>Can make some attempt to write clear and developed paragraphs which express their opinion of a topic.</p> <p>Can begin to apply their learning to the world around them.</p>
Emerging	<p>Can demonstrate limited knowledge of the topic of study.</p>	<p>Can make limited attempt to demonstrate understanding of a topic through an extended piece of writing.</p>	<p>May be able to give their opinion of a topic in one or two sentences.</p> <p>Can apply their learning to the world around them in a limited manner.</p>

Term 1

People of God

Creation and goodness of the world, Stewardship, Old Testament Covenant, Old Testament Prophets

Pupils begin the year by exploring the topic of creation and link this to the goodness and power of God and the created world. Following this the Biblical command of Stewardship is applied to the life of the pupils. The Old Testament remains the point of reference as the important theme of Covenant is studied with the emphasis on commitment and loyalty. Pupils then look at a number of Prophets and discern how their message is applicable today.

Christianity in Britain

Anglo-Saxon Britain and pagan worship, Arrival of Christianity in Britain, Northern Saints – Aidan, Cuthbert and Bede

This half term opens with a study of pre-Christian Britain and the pagan practices which existed. Pupils then move on to study how Christianity arrived on this island. We cover both Augustine's mission in the South and the mission from Iona to Lindisfarne in the North. The influence of pagan practices on Christian worship is of particular interest here! Finally, the great Northern Saints, Aidan, Cuthbert and Bede are studied and their legacy evaluated.

People of God

When pupils have completed this unit they will be assessed in class on their knowledge and understanding.

Christianity in Britain

When pupils have completed this unit they will be assessed in class on their knowledge and understanding.

Term 2

Challenge and Division

Monastic life, The Reformation, Martyrdom, Catholic Reformation

The term begins with pupils studying the Christian tradition of monasticism. From this the reason behind the Reformation in the sixteenth century are explored. This leads into the topic of Martyrdom as a witness for Christian living. Finally, pupils examine how the Catholic Church responded to the Reformation with its own reform and renewal; the Council of Trent and the Jesuits (Pope Francis' religious order!) are covered.

Life worth Living

Vocation, Missionary Orders, Sacrament of Marriage, Sacrament of Confirmation

Vocation is the first topic of study. Pupils explore how each of us is called to love and serve God. Particular focus is given to the vocation of the Columban Missionaries and the Franciscan Friars of the Renewal and how they evangelise in the world today. The Sacrament of Marriage is studied as a sacrament of life long vocation. Finally, pupils study the Sacrament of Confirmation and explore how the Holy Spirit can guide us in life today.

Challenge and Division

When pupils have completed this unit they will be assessed in class on their knowledge and understanding.

Life worth Living

When pupils have completed this unit they will be assessed in class on their knowledge and understanding.

Term 3

Pilgrimage

Life as a journey, Pilgrimage to the Holy Land, Pilgrimage to Lourdes

The final term focuses on pilgrimage and the concept of life as journey towards God. The Holy Land and Lourdes are studied as specific sites of pilgrimage. Pupils explore the history and origin of these places as well as the ritual which are performed there while on pilgrimage. This unit allows pupils to walk in the footsteps of Jesus (Holy Land) and experience the universal Church in action (Lourdes).

Islam

Key beliefs, Five pillars, Hajj

Following the Summer exam, pupils study Islam as a world faith. Key beliefs and practices of this monotheistic faith are explored. Particular focus is given to Hajj – the Islamic pilgrimage. Pupils are able to contrast this with their understanding of Christian pilgrimage.

End of Year Exam

Pupils will be assessed in class on all of the topics they have studied in Year 8 up to and including Pilgrimage.



History

Grade Descriptors & Timeline

	Knowledge – I know	Change & Continuity – I can	Sources – I can	Causation – I can	Interpretations - I can
Greater Depth	<p>About an increasingly extensive, deep and secure chronology of local, British and world history.</p> <p>How local, national and/or international events or people have influenced or been influenced by each other.</p>	<p>Explain links between a range of reasons why something has changed or stayed the same over time.</p> <p>Use language which illustrates the varying levels of change or continuity for an event.</p>	<p>Consider different perspectives on a source or sources.</p> <p>Evaluate the reliability of more than one source by considering their origin, nature and purpose.</p>	<p>Make a clear and well explained judgement of which causes were most influential/significant.</p> <p>Ask my own questions to investigate causes of historical events.</p>	<p>Analyse the merits and weaknesses of different viewpoints of yours or other people's interpretations.</p>
Advancing	<p>About a wide range of local, British and international history by describing in detail some of the main events, people and periods studied.</p> <p>About what has influenced people/ events to make them significant.</p>	<p>Confidently analyse a period of history to identify and explain periods of change.</p> <p>Show a growing understanding of what has caused change or continuity.</p>	<p>Evaluate sources using details from it.</p> <p>Begin to think critically about the reliability of sources by considering their origin, nature and purpose.</p>	<p>Group causes when explaining what caused an event to happen (e.g. chronologically or linking political or economic factors).</p> <p>Begin to consider which causes/groups were most influential.</p>	<p>Make judgements about the historical significance of events or people based on my own devised criteria.</p> <p>Begin to assess the merits and weaknesses of interpretations.</p>
Securing	<p>How to describe a range of local, British and international history, using dates.</p> <p>Why some people/events can be more important than others.</p>	<p>Analyse historical change and continuity within and across periods.</p> <p>Explain why an event or person has caused something to change or stay the same.</p>	<p>Begin to explain how and why different interpretations of the past have arisen.</p> <p>Choose several sources which support an argument.</p>	<p>Explain how multiple causes effect an event.</p> <p>Begin to explain how causes can be grouped (e.g. chronologically).</p>	<p>Explain clearly the purpose of an interpretation.</p> <p>Write my own criteria for making judgements about the significance of an event or person.</p>
Developing	<p>How to put some local, British and international events, people and periods into a timeline.</p> <p>That some people/events can be more important than others.</p>	<p>Explain what has changed, what has stayed the same and by how much across different periods and within the same periods.</p> <p>Recognise patterns over time consistently.</p>	<p>Suggest some reasons for different interpretations of the past.</p> <p>Choose examples from sources which relate to a question.</p>	<p>Begin to explain how one event can lead to another.</p>	<p>Begin to explain clear reasons for different interpretations.</p> <p>Make judgements using a criteria as to what is or is not significant.</p>
Emerging	<p>How to show some understanding of why things existed at the times they did.</p>	<p>Assess how much an event or person has changed or stayed the same across different periods.</p> <p>Begin to recognise patterns over time.</p>	<p>Describe different opinions from sources.</p>	<p>Identify and describe both causes and consequences of the main events studied.</p>	<p>Describe different opinions about events or people from the past.</p>

Term 1

The Stuarts

Gunpowder Plot
English Civil War
Oliver Cromwell
The Restoration

Slavery

Life in Africa
Triangular Trade
Middle Passage
Plantations
Civil Rights

Term 2

British Empire

Origins
Impact of British rule
India
Benefits for Britain
Consequences for the colonies

Industrial Revolution

Causes of the revolution
Child labour & reform
Key Individuals
Housing & poverty

Term 3

Native Americans

Identity & lifestyle
Beliefs of the Plains Indians
Conflict with the settlers
Destruction of the Plains Indians way of life

Crime & Punishment

Types of crime & law enforcement
The Witch Craze
Transportation to the colonies
Jack the Ripper

Year
8

Year
9

End of first half term

Assessment 1 - focus on causation

End of second half term

Assessment 2 – focus on source analysis

End of third half term

Assessment 3 – focus on change & continuity

End of fourth half term

Assessment 4 - focus on source interpretations

Start of fifth half term

Assessment 5 – focus on sources

Start of sixth half term

End of Year Test – knowledge based



Geography

Grade Descriptors & Timeline

	Location Knowledge	Place Knowledge	Human Geography	Physical Geography	Skills and fieldwork
Greater Depth	<p>Accurately and independently describe the location of China and the Middle East using Atlas and base maps.</p> <p>Accurately and independently identify and describe the global pattern of HICs/NEEs/LICs.</p>	<p>Accurately describe and explain relationships between the human and physical geography of China and the Middle East.</p> <p>Explain with evidence how levels of development vary.</p> <p>Understand the causes and consequences of China's rapid urban growth.</p>	<p>Detailed knowledge and understanding of a range of development indicators and the issue of using single measures.</p> <p>Independently describe and explain what the expectation and reality is like for migrants.</p>	<p>Accurately describe the physical geography of rivers and coasts using a wide range of terminology.</p> <p>Demonstrate detailed knowledge and understanding of the processes creating landforms.</p> <p>Demonstrate detailed understanding of a range of coastal management strategies.</p>	<p>Independently and accurately apply map skills to identify and locate landforms.</p> <p>Independently and accurately collect primary data, describe the sequence of data collection, and present data using appropriate techniques.</p> <p>Write balanced and well considered, evidenced conclusions in response to Geographical issues.</p>
Advancing	<p>Accurately describe the location of China and the Middle East using Atlas and base maps.</p> <p>Accurately identify and describe the global pattern of HICs/NEEs/LICs.</p>	<p>Describe and explain relationships between the human and physical geography of China and the Middle East.</p> <p>Explain with some evidence how levels of development vary.</p> <p>Understand the causes and consequences of China's rapid urban growth.</p>	<p>Knowledge and understanding of a range of development indicators and the issue of using single measures.</p> <p>Describe and explain what the expectation and reality is like for migrants.</p>	<p>Describe the physical geography of rivers and coasts using a range of terminology.</p> <p>Demonstrate clear knowledge and understanding of the processes creating landforms.</p> <p>Demonstrate understanding of a range of coastal management strategies.</p>	<p>Accurately apply map skills to identify and locate landforms.</p> <p>Accurately collect primary data, describe the sequence of data collection, and present data using appropriate techniques.</p> <p>Write balanced and well considered conclusions using some evidence.</p>
Securing	<p>Describe the location of China and the Middle East, using Atlas and base maps.</p> <p>Identify and describe the global pattern of HICs/NEEs/LICs.</p> <p>Write arguments and conclusions in response to Geographical issues.</p>	<p>Describe relationships between the human and physical geography of China and the Middle East.</p> <p>Begin to explain how levels of development vary.</p> <p>Identify the causes and consequences of China's rapid urban growth.</p>	<p>Some knowledge and understanding of development indicators and recognise some measures are better than others.</p> <p>Begin to describe and explain what the expectation and reality is like for migrants.</p>	<p>Describe the physical geography of rivers and coasts using appropriate terminology.</p> <p>Demonstrate knowledge and understanding of the processes creating landforms.</p> <p>Demonstrate knowledge and understanding of a range of coastal management strategies.</p>	<p>Apply map skills to identify and locate landforms.</p> <p>Collect primary data and briefly describe the sequence of data collection. Present data with some degree of accuracy using appropriate techniques. Describe patterns shown by graphs.</p> <p>Write conclusions linked to hypothesis.</p>
Developing	<p>Use atlas maps to identify location of China and the Middle East and label onto base maps Identify the global pattern of HICs/NEEs/LICs.</p> <p>Write an argument for or against a Geographical issue.</p>	<p>Describe the human and physical geography of China and the Middle East.</p> <p>Describe levels of development across and within countries.</p> <p>Know the causes of China's rapid urban growth.</p>	<p>Limited knowledge and understanding of development indicators.</p> <p>Begin to describe what the expectation and reality is like for migrants.</p>	<p>Begin to describe the physical geography of rivers and coasts.</p> <p>Demonstrate limited knowledge and understanding of how landforms are created.</p> <p>Demonstrate limited knowledge and understanding of coastal management strategies.</p>	<p>Apply basic map skills to locate landforms.</p> <p>Collect primary data as part of a group and attempt to describe the process of data collection.</p> <p>Complete simple graphs and briefly describe them Accept/reject a hypothesis.</p>
Emerging	<p>Use an atlas to identify the location of China and the Middle East.</p> <p>Know that countries can be HICs/NEEs/LICs.</p> <p>Write a basic response to a Geographical issue.</p>	<p>Briefly describe the human and physical geography of China and the Middle East.</p> <p>Identify which countries are wealthier than others.</p> <p>List reasons why urban areas in China are growing.</p>	<p>List development indicators.</p> <p>List problems faced by migrants.</p>	<p>Basic description of the physical geography of rivers and coasts.</p> <p>Demonstrate limited knowledge and understanding of how landforms are created and lack sequence.</p>	<p>Apply basic map skills to locate landforms.</p> <p>Collect primary data as part of a group.</p> <p>Complete scaffolded graphs and choose statements to describe them.</p> <p>Test a hypothesis.</p>

Term 1

Destination China

Where is China
Physical Geography of China
Rural to Urban Migration
Reality of Migration
Issue evaluation
China's environment

Water World

Drainage basins
River processes and landforms
How does the sea shape the coast
Coastal Landforms

Term 2

Our Unequal World

Why is the world unequal?
Variations in health
Food and water insecurity
Water conflict in Turkey

The Middle East

Where is the Middle East
Physical Geography of the Middle East
Life in the Middle East
Syria Conflict
Where is Dubai
Has Dubai changed for the better?

Term 3

Water infiltration enquiry

How do infiltration rates vary across our school site?
Data collection
Data Presentation
Analysis and conclusion

Year
8

Destination China

Issue evaluation as an extended piece of writing testing knowledge, understanding and evaluation skills.

Destination China

End of unit assessment testing knowledge recall and understanding.

Water World

Homework assessments application of knowledge and understanding

Our Unequal World

Issue evaluation as an extended piece of writing testing knowledge, understanding and evaluation skills

Our Unequal World

End of unit assessment testing knowledge recall and understanding.

The Middle East

Extended writing on knowledge and understanding

End of year exams

Testing all assessment objectives learnt across the year.

Year
9



	Listening	Speaking	Reading	Writing
Greater Depth	<p>Can obtain specific information on a range of topics including three tenses and at least two personal pronouns</p> <p>Can transcribe longer length sentences with reasonable accuracy.</p>	<p>Can take part in a conversation covering a range of topics. Can refer to at least three tenses and can ask at least one question.</p> <p>Can speak with mainly accurate pronunciation, intonation and fluency.</p>	<p>Can understand longer texts that contain some unfamiliar language and at least three tenses. Can translate longer length sentences on a range of topics that include three tenses.</p>	<p>Can write at least 90 words which cover at least three tenses on a range of topics.</p> <p>Can translate longer length sentences that include at least three tenses into French.</p>
Advancing	<p>Can obtain specific information on a range of topics including two tenses and at least two personal pronouns.</p> <p>Can transcribe medium length sentences they hear with reasonable accuracy.</p>	<p>Can take part in a conversation covering a range of topics. Can refer to at least two tenses and can ask at least one question.</p> <p>Can speak with reasonable pronunciation, intonation and fluency.</p>	<p>Can read and understand material that includes at least two tenses. Can translate medium length sentences on a range of topics that include at least two tenses.</p>	<p>Can write at least 40 words, including a variety of opinions, connectives and which cover at least two tenses. Can translate medium length sentences on a range of topics with reasonable accuracy into French.</p>
Securing	<p>Can obtain some specific information on a range of topics with reasonable accuracy. Can transcribe short sentences with reasonable accuracy.</p>	<p>Can answer at least one unprepared question. Pronunciation and intonation are reasonably accurate. Language is usually accurate.</p>	<p>Can understand detail in longer texts that contain some unfamiliar language. Can translate short sentences on a range of topics with reasonable accuracy.</p>	<p>Can write at least 40 words including opinions and connectives. Can use the first and third person forms. Can accurately translate short sentences on a range of topics into French.</p>
Developing	<p>Can understand main points and opinions in spoken passages made up of familiar material. Can transcribe short sentences but may leave gaps.</p>	<p>Can take part in a conversation with reasonable confidence. Can express opinions and use connectives.</p>	<p>Can show reasonable understanding of a range of material. Can translate short sentences with reasonable accuracy.</p>	<p>Can write at least 20 words with reasonable accuracy. Can justify opinions and use some connectives.</p>
Emerging	<p>Can obtain some specific information, including simple opinions, from a variety of spoken forms on a range of topics with reasonable accuracy.</p>	<p>Can take part in a conversation made up of single word answers. Some accurate pronunciation.</p>	<p>Can understand main points in short written texts made up of familiar language. Can translate short sentences with limited accuracy.</p>	<p>Can write several words but these may not make coherent sentences. Can translate some words from English to French with limited accuracy.</p>

Term 1

Autumn 1

- Free time – TV / Film / Reading
- Internet / technology; aller + faire.
- Perfect tense introduction – avoir + past participle and talking about what you did yesterday evening

Autumn 2

- Visiting Paris
- Perfect tense reinforcement
- Perfect tense of er, ir and ir verbs
- Opinions in the perfect tense

Term 2

Spring 1

- Character and relationships
- Adjectival agreement
- Talking about music – agreeing and disagreeing.
- Tense spotting – past / present / future.

Spring 2

- Home and local area; comparative adjectives - describing your home
- Celebrations – La chandeleur
- Using il faut to say what you need.

Term 3

Summer 1

- Discussing talent and ambition
- Using the superlative: le / la plus
- Modal verbs: vouloir / pouvoir / devoir
- Superlative adjectives

Summer 2

- EOY exam preparation and topic revision.
- Cultural topics and project work.

Year
8

Year
9

Autumn 1

Weekly vocabulary tests
End of Unit assessment (listening and reading)

Autumn 2

Weekly vocabulary tests
End of Unit assessment (speaking and writing)

Spring 1

Weekly vocabulary tests
End of Unit assessment (listening and reading)

Spring 2

Weekly vocabulary tests
End of Unit assessment (speaking and writing)

Summer 1

Weekly vocabulary / grammar tests

Summer 2

EOY Examination (reading and writing)



Computing

Grade Descriptors & Timeline

	Algorithms	Programming & Development	Computer Systems, Hardware & Software	Information Technology/Digital Literacy
Greater Depth	<p>Explain how algorithms can be improved, validated, tested and corrected. Explain and show how different algorithms can have different performance characteristics for the same task.</p>	<p>Knows the difference between if and if_ then and else statements. Can use post-tested loops e.g. 'until', and a sequence of selection statements in programs Can create. Test and evaluate programs against user requirements and document programs to explain how they work.</p>	<p>Understand the components that make up digital systems, how they communicate with one another and with other systems Compare wired and wireless networks Explain network topologies and protocols.</p>	<p>Knows the ethical issues surrounding the application of information technology, an existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Copyright etc.</p>
Advancing	<p>Explain how the choice of an algorithm should be influenced by the data. Use flowcharts and pseudocode to design program solutions.</p>	<p>Knows that programming bridges the gap between algorithmic solutions and computers Can confidently program in at least one visual programming language and one text based language to solve computational problems Can find and correct errors in their programs.</p>	<p>Understand how computer networks can provide multiple services, e.g. email, instant messaging and understand computer networks including the Internet, i.e. data transfer.</p>	<p>Can explain and justify how the use of technology impacts on society, from the perspective of social, economical, political legal, ethical and moral issues.</p>
Securing	<p>Can distinguish between an algorithm and programs and programs that implement that algorithm. Explain how the choice of an algorithm should be influenced by the data.</p>	<p>Can create programs that implement algorithms to achieve given goals. Can declare and assign variables. Can debug programs that accomplish specific goals.</p>	<p>Understand computer networks including the Internet Understand how computer systems communicate with other systems.</p>	<p>Can identify and explain how the use of technology can impact on society.</p>
Developing	<p>Knows how to design criteria to critically evaluate the quality of solutions and I can use the criteria to identify improvements and can make appropriate refinements to the solution.</p>	<p>Can use arithmetic operators, if statements, and loops, within programs. Can find and correct simple semantic errors i.e. debugging, in programs. Can identify inputs and outputs in a visual/textual language.</p>	<p>Know the hardware and software components that make up computer systems.</p>	<p>Can recognise ethical issues surrounding the application of information technology beyond school.</p>
Emerging	<p>Explain and show how algorithms can use selection (if), repetition (loops), procedures (sub- algorithms within an algorithm). Explain why there is need to test algorithms before writing programs.</p>	<p>Knows that programs run by following precise instructions. Can create a series of basic programs using inputs and outputs Understands that a sequence is a series of steps and that computers need specific instructions.</p>	<p>Knows the difference between the internet and internet service e.g. world wide web. Can show an awareness of internet services e.g. VOIP.</p>	<p>Knows what is acceptable and unacceptable behaviour when using technologies and online services.</p>

What topics will be taught?

Term 1

Unit 8.1
Algorithms

Unit 8.2
E-Safety

Term 2

Unit 8.3
Computer Games Design

Unit 8.4
Computer Networks

Term 3

Unit 8.4
Computer Networks

Unit 8.5
Introduction to Python Programming

Year
8



Year
9

How is this assessed?

Unit 8.1
End of topic assessment

Unit 8.2
End of topic assessment

Unit 8.3
End of topic assessment

Unit 8.4
End of topic assessment

Summer Assessment



Physical Education

Grade Descriptors & Timeline

	Head	Heart	Hands
	<ol style="list-style-type: none"> 1. Leadership 2. Knowledge 3. Analysis 4. Decision Making 5. Tactical 	<ol style="list-style-type: none"> 1. Effort 2. Resilience 3. Respect 4. Motivation 5. Commitment 	<ol style="list-style-type: none"> 1. Skill Development. 2. Skill Application. 3. Fitness Levels. 4. Technique. 5. Competitive.
Greater Depth	<ul style="list-style-type: none"> • I can evaluate and justify different training methods for performers sporting needs. • I display an excellent understanding and justify how skills and tactics could improve the quality of performance. • I can lead others in activities and warm ups to enhance students learning. 	<ul style="list-style-type: none"> • I am hardworking and helpful in lessons and at after school clubs. • I have great leadership qualities and an active leader, in lessons and after school. • I can be a positive role model, demonstrating commitment; I participate in school and inspire others. 	<ul style="list-style-type: none"> • I can demonstrate, with consistent precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in very challenging activities. • I can complete a 20-minute run.
Advancing	<ul style="list-style-type: none"> • I can accurately explain in-depth the advantages of following an active and healthy lifestyle on physical, mental and social wellbeing. • I can lead and officiate matches showing a good understanding of the rules. • I can analyse performance of myself and peer in order to improve skills, techniques and/or fitness levels. 	<ul style="list-style-type: none"> • I demonstrate good leadership qualities both in lesson and afterschool clubs. • I display clear communication skills, empathy and patience. • I am respected and respectful, and I have developed a positive working relationship with staff and students across the school. 	<ul style="list-style-type: none"> • I can demonstrate, with precision, control and fluency, an extensive range of appropriative skills, techniques and tactics in very challenging activities. • I can complete a 15-minute run.
Securing	<ul style="list-style-type: none"> • I have a sound knowledge of the importance of taking part in a warm up and can apply this during regular physical activity. • I can explain the benefits to the body and mind of regular participation. • I can apply my knowledge of rules and tactics of several different sports. • I can give some feedback to my peers and teams. 	<ul style="list-style-type: none"> • I can confidently lead a group of people, applying a variety of roles: official, coach, teacher and captain. • I demonstrate empathy and respect for my peers and can support and motivate them to improve performance. 	<ul style="list-style-type: none"> • I can demonstrate, with consistent accuracy and success, skills, techniques and tactics across a variety of sports in competitive activities. • I can complete a 7-min run.
Developing	<ul style="list-style-type: none"> • I understand how the body reacts during exercise. • I can lead a warm up to a partner. • I can identify and describe tactics in some sporting activities. I understand techniques, which can help me to improve my own performance. • I can begin to give feedback to others about their performance. 	<ul style="list-style-type: none"> • I can demonstrate confidence and understand effective communication within discussions and activities. • I give 100% effort to every activity and am often resilient when faced with challenging tasks. • I consistently demonstrate respect of equipment and others. 	<ul style="list-style-type: none"> • I can demonstrate, with some accuracy and success, skills, techniques and tactics across a variety of activities in high pressured practices. • I can complete a 3- min run.
Emerging	<ul style="list-style-type: none"> • I can recall some muscles in a warm up. • I can identify some reasons as to why I need to complete a warm up. • I know and can describe some skills and rules in some sports. • I am beginning to have some understanding of techniques. 	<ul style="list-style-type: none"> • I can lead my own warm up but lack confidence to lead others. • I sometimes demonstrate resilience and effort. • I sometimes demonstrate respect for equipment and others. 	<ul style="list-style-type: none"> • I can demonstrate, with some accuracy and success, basic skills, techniques and tactics in passive practices. • I can complete a 2-min run.

What topics will be taught?

Term 1 & 2

Netball
Football
Rugby
Hockey
Table Tennis
Badminton
Climbing
Fitness

Term 3

Athletics
Cricket
Rounders
Tennis
Fitness

Year
8

Year
9

How is this assessed?

Pupils will perform both individually and in a team.

They will be assessed at the end of each half term in small sided or fully competitive situations.

They will be assessed against the “Head, Heart and Hands” criteria below, this will support the mindset that being a confident performer is more than just displaying physical attributes.



Technology

Grade Descriptors & Timeline

	Assessment Objective 1 Designing	Assessment Objective 2 Making	Assessment Objective 3 Analysing and Evaluating
Greater Depth	Can research deeply into a topic, drawing conclusions from the research and using the research findings when designing. Can draw varied, detailed and imaginative ideas, labelled with key features, reference to research and criteria.	Can plan independently with confidence. Can select and use the correct equipment safely, with accuracy using a range of skills, to produce an excellent product of high quality.	Can analyse a product drawing detailed conclusions as to good and bad features, suggesting improvements and using findings in their work. Can evaluate a product against a set design criteria and suggest suitable improvements that go beyond the criteria.
Advancing	Can research more widely into a topic, using research findings in their designing. Can draw varied ideas, labelled with key features, referenced to research and criteria.	Can plan independently. Can select and use the correct equipment safely and with accuracy to produce a product of a high standard.	Can analyse a product drawing detailed conclusions as to good and bad features, suggesting improvements. Can evaluate a product against a set design criteria and suggest suitable improvements.
Securing	Can research a topic and use this research in their designing. Can draw different ideas with key features labelled and reference to design criteria.	Can plan independently for some tasks. Can select and use the correct equipment safely and with increased accuracy to produce a good quality product.	Can analyse a product drawing some conclusions as to good and bad features. Can evaluate a product against a set design criteria and suggest suitable improvements.
Developing	Can research a topic. Can draw different ideas with some labelling of key features.	Can select and use the correct equipment with some accuracy to produce a simple product.	Can analyse a product. Can evaluate a product and suggest some simple improvements.
Emerging	Can draw simple ideas with some labels.	Can follow instructions to use materials/components to make a simple product.	Can suggest some simple improvements to a product.

Cooking

Cooking and Nutrition

Family meals, nutrition and seasonal food sources, convenience foods

This module builds on the knowledge and skills gained in Year 7. The module focuses on in depth knowledge of macro and micro nutrients and the roles they play in our body. Students will cook a range of recipes, identifying how each one is suitable for their own family, adapting the original recipe where needed.

Students will study macro and micro nutrients, discussing who may need more/ less of these and how that could be achieved through ingredients.

Students will demonstrate how to make a range of medium/high skilled dishes, explaining how these could be developed to suit specific special diets.

Students will carry out research to produce a detailed specification and design for their own product.

Textiles

Textiles

Themed decorative bags-Meeting customer needs

This module builds on the skills and knowledge gained in Year 7. The module focuses on the increased complexity of how products are produced for the needs of the consumer, in relation to how they are used.

Pupils will produce a tote bag for a specific client. This will include the development of quality design work based upon meeting the needs of the client and theme. They will add decoration to a medium/high skill and complete the assembly of the bag showing an understanding of how it works, through this assembly.

There will be consideration of the product throughout, pupils will research and develop their product in relation to sustainability, the 6R's and the client.

Systems & Control

Product Design

Personal storage with microprocessor control

This module builds on basic skills practised in year 7. This module introduces students to programming and more complex wood joining techniques. Students must also record/plan the manufacturing process with less prompts, creating detailed diagrams which include tools and equipment, as well as safe working procedures.

Students will come up with a solution for storing items of their/their clients' choice. Skills will focus on mainly on woodworking tools and equipment to produce a high-quality end product. Soldering skills will be built upon and programming introduced

Students will record practical tasks using notes and diagrams without prompts (step up from Year 7). These will be detailed accounts and enable students to reflect on why tasks are carried out that way

They will consider quality throughout. Presentation is again important as ideas must be presented and executed. CAD CAM is used during decoration and programming software furthers understanding of systems

Year
8

Year
9

Designing – Specifications.

Designing – Recipes suitable for special diets. Analysing – MESS issues surrounding food choice.

Analysing – Evaluation of practicals and sensory profiles.

Making – A range of products based on specific nutritional value.

Existing products – investigation into the features, materials, components.

Designing – Decoration/Pocket ideas/lining

Making – Seam sample/fastening sample

Making - Decoration

Making – production of Tote, following a step by step

Evaluation – final making

Designing concept ideas

Making 1 Corner lap joints

Making 2 Box frame / lid / base (Accuracy and finish)

Evaluation



Music

Grade Descriptors & Timeline

	Assessment Objective 1 Listening	Assessment Objective 2 Composing	Assessment Objective 3 Performing
Greater Depth	Exceptional and insightful analysis of music, referring to all of the elements of music, as well as historical context.	Exceptional composition work, using more than one stave and a wide range of techniques, including dynamics and phrasing.	Fluent and expressive performance of more complex pieces (above Grade 2).
Advancing	Excellent ability to describe music, referring to all of the elements of music.	Excellent compositions with a range of advanced techniques used, such as passing notes.	Able to perform with fluency and expression.
Securing	Secure ability to describe music, referring to most of the elements of music.	Correct notation, using chords and melody, with some attempt to use more advanced composition techniques.	Able to perform correctly.
Developing	Some ability to describe music, referring to some of the elements of music.	Some attempt to use chords, pitch and rhythm correctly, but there will be several errors in the notation.	Some ability to perform, with generally accurate notes.
Emerging	Limited ability to describe music, referring to very few of the elements of music.	Limited ability to compose music, with many errors in notation.	Limited ability to perform, with frequent errors and hesitations.

What topics will be taught?

Term 1

Arrange it
Christmas carols

Term 2

All about the bass
12 bar blues

Term 3

Performance skills

Year
8



Year
9

How is this assessed?

Baseline assessment
Homework booklets
Listening work
Composition Performance

Baseline assessment
Homework booklets
Listening work
Composition Performance

Baseline assessment
Homework booklets
Listening work
Composition Performance
End of Year Exam



	One Point Perspective Drawing	Two Point Perspective Drawing	Annotation & Research	Two Point Perspective City Design	Architectural model
Greater Depth	Highly developed accuracy & understanding of the rules of one point perspective, drawing complex buildings and architectural features.	Highly developed accuracy & understanding of the rules of two point perspective, drawing complex buildings and architectural features.	A highly developed ability to research & select appropriate images & information, with very detailed presentation & annotation.	Be able to design and draw a city in two point perspective with highly developed detail, features & accuracy.	Highly developed architectural model – complex & elaborate design.
Advancing	Consistently good accuracy & understanding of the rules of one point perspective, drawing creative buildings and architectural features.	Consistently good accuracy & understanding of the rules of two point perspective, drawing creative buildings and architectural features.	A consistently good ability to research & select appropriate images & information, with detailed presentation & annotation.	Be able to design and draw a city in two point perspective with Consistently good detail, features & accuracy.	Consistently well designed architectural model – very detailed architectural features.
Securing	Competent accuracy & understanding of the rules of one point perspective, drawing considered buildings and architectural features.	Competent accuracy & understanding of the rules of two point perspective, drawing considered buildings and architectural features.	A competent ability to research & select appropriate images & information, with competent presentation & annotation.	Be able to design and draw a city in two point perspective with competent detail, features & accuracy.	Competently designed architectural model – considered detail & features.
Developing	Some accuracy & understanding of the rules of one point perspective, drawing buildings with some architectural features.	Some accuracy & understanding of the rules of two point perspective, drawing buildings with some architectural features.	Some ability to research & select appropriate images & information, with improving presentation & annotation.	Be able to design and draw a city in two point perspective with some detail, features & accuracy.	Some consideration to the design of the architectural model, with some detail & features.
Emerging	Minimal accuracy & understanding of the rules of one point perspective, drawing basic buildings.	Minimal accuracy & understanding of the rules of two point perspective, drawing basic buildings.	A minimal ability to research & select appropriate images & information, with basic presentation & annotation.	Be able to design and draw a basic city in two point perspective with basic buildings, features & limited accuracy.	Limited consideration to the design of the architectural model with basic detail & features.

Term 1

Unit 1.2 Architecture

Term 2

**Unit 1.2 Architecture
Unit 1.3 Graphic Novels**

Term 3

Unit 1.3 Graphic Novels

**Year
8**

**Year
9**

**According to the Dept Marking schedule –
Baseline test & Sketchbook**

The ability to develop ideas through purposeful investigations and demonstrate critical understanding of sources.

The ability to refine ideas, select and experiment with appropriate media, materials, techniques and processes.

The ability to record ideas, observations and insights through drawing and annotation, and other appropriate media relevant to intentions as work progresses.

The ability to present a personal and meaningful response and realise intentions, demonstrating understanding of visual language.

**According to the Dept Marking schedule -
Sketchbook**

The ability to develop ideas through purposeful investigations and demonstrate critical understanding of sources.

The ability to refine ideas, select and experiment with appropriate media, materials, techniques and processes.

The ability to record ideas, observations and insights through drawing and annotation, and other appropriate media relevant to intentions as work progresses.

The ability to present a personal and meaningful response and realise intentions, demonstrating understanding of visual language.

**According to the Dept Marking
schedule - Sketchbook**

The ability to develop ideas through purposeful investigations and demonstrate critical understanding of sources.

The ability to refine ideas, select and experiment with appropriate media, materials, techniques and processes.

The ability to record ideas, observations and insights through drawing and annotation, and other appropriate media relevant to intentions as work progresses.

The ability to present a personal and meaningful response and realise intentions, demonstrating understanding of visual language.

