SDCC Curriculum on a Page and Assessment Criteria Year 8

Introduction

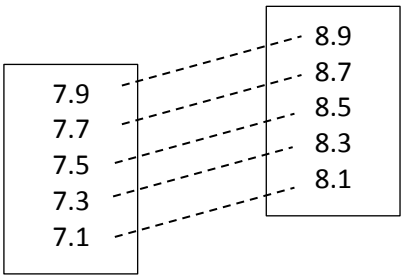
During Key Stage 3 (Years 7 and 8) students study a range of subjects that provide them with a secure grounding in each subject and equip them with the key knowledge and skills to be successful in their GCSE qualifications.

The Key Stage is divided into two yearly blocks each with its own set of knowledge and skills that students need to master. The more fully they master this learning, the better their preparation for the following year's work and the better equipped they will be for Key Stage 4 when they start their exam courses.

As students progress through Key Stage 3 they are assessed according to how well they have 'mastered' each subject's learning for the year. In Year 7 students are graded from 7.1 up to 7.9, where 7.9 indicates a total mastery of the year's work. Reports through the year provide information about the grade the student is expected to achieve at the end of Year 7.

In Year 8, students are graded from 8.1 to 8.9. Each year the grading reflects how secure they are in the knowledge and skills for that year's work.

Most students will tend to follow a 'flat path' as they move through the key stage – in other words a student achieving a 7.6 in Year 7 will typically achieve 8.6 in Year 8. This does NOT mean that the student is standing still in their learning – indeed as the level of challenge increases year-on-year this would indicate that the student is consistently stepping up and keeping pace with the new learning that is being covered.



However, progress is rarely exactly linear and parents should not be concerned if at one reporting point there is a slight drop in the grade. Such a drop would just indicate that the student has found that part of the course more challenging and that they therefore may need a bit more help and support to understand the work at that time. Teachers will be closely monitoring the progress of students and if this should occur, will intervene in lessons to help them quickly get back on track.

Year 8 Art

Curriculum

- Y8 in art is split into two major projects which are Expressive Typography and Structures. Both projects have a specific art skill/technique underpinning the art work.
- The Expressive Typography project is intended to give students a secure knowledge of what graphic design is and how to work as a graphic designer. This project will help students decide whether this is an art subject they would enjoy at GCSE. The art skill/technique is collage and typography.
- The Structures project explores three dimensional aspects of art using sculptural techniques. The art teacher delivering the project uses these starting points and their own ideas to create an exciting final project for Y8 students. Themes in the past have included architecture, insects, urban spaces, natural world, and animations. The art skill/technique is 3D sculptural techniques.

Term 1 - Expressive Typography (including HL project)

Term 2 - Expressive Typography then Structures

Term 3 - Structures

Assessment Criteria

Grade	Criteria Description
8.8 – 8.9	An exceptional depth of research into the work of artists/designers/movements which directly influences the artwork produced subsequently.
	An exceptional ability to successfully control a range of art materials with confidence.
	An exceptional ability to draw accurate images with detail with effective use of tone to create 3D effects.
	Recording of the creative process in sketchbooks are thoughtful, clear and detailed with headings, labels and annotations helping to explain each activity. Annotations are descriptive and presentation is always appropriate to the content of the page. Specific art vocabulary is used consistently and understanding is evident.
	An exceptional ability to create individual planned outcomes that show influence from artist/cultural research, experiments and own ideas. Outcomes are completed to an exceptional standard and show ideas have gone through a refinement process. Work created is personal, highly skilled and selected from research and planning
8.5 – 8.7	Assured ability to thoughtfully research the work of artists/cultures/other sources which relates to the art project and personal ideas.
	Assured ability to successfully control some art materials to a good standard. Control of other art materials could be developed.
	Assured ability to accurately observe is shown in drawings. Drawings also demonstrate the ability to add detail and use tone/shading/texture to create some 3D effects.
	Recording of the creative process in sketchbooks is clear and detailed with headings, labels and annotations helping to explain each activity. Annotations are descriptive and presentation is always appropriate to the content of the page. Specific art vocabulary is used consistently and understanding is evident.

	Assured ability to create individual planned outcomes that show influence from artist/cultural research, experiments and own ideas. Outcomes are completed to an excellent standard and show ideas have gone through a refinement process.
8.4 – 8.3	An ability to find out information from artists/cultures and sources that are relevant to the project.
	An ability and control in the use of a range of art materials in particular: acrylic paint, pencils, coloured crayons, fine liners and print processes. Accuracy and refinement could be improved.
	An ability to draw accurately, which may be inconsistent. Some ability to pay attention to detail and use tone to create a 3D effect.
	Recording of the creative process in sketchbooks is clear with headings, labels and annotations helping to explain each activity. Annotations are becoming descriptive. Specific art vocabulary is used regularly.
	An ability to create individual planned outcomes that shows influence from artist/cultural research, experiments and own ideas. Outcomes are completed to a good standard.
8.2 – 8.1	Some ability to collect basic information about an artist/cultures artwork
	Some ability to use a range of materials including acrylic paint, pencils, coloured crayons, fine liners and print processes, but more control may be needed.
	Some ability to draw images from observation, with some effort shown with tone and the addition of detail/s.
	Recording of the creative process in sketchbooks is mostly clear with headings and labels and basic annotations helping to explaining each activity. Specific art vocabulary is used sometimes. Pages in the sketchbook are sometimes incomplete.
	Some ability to create individual planned outcomes that show influence from artist/cultural research, experiments and own ideas.

Year 8 Drama

Curriculum

Autumn Term

What we will be learning (Subject knowledge)
Storytelling/Character Archetypes/WW2 Stimulus

- Group trust and cooperation.
- Improvisational problems
- Why oracy is important; how it can aid learning; how to structure stories
- How to engage an audience with a story
- Creating Archetypical characters
- Responding to an historical stimulus; synthesise different views and perspectives

How we will be learning (Learning approaches including Learning Habits)
Students will learn by applying Howard Gardner's 5 Minds for the Future. In this term students will be mainly applying:

Disciplined, Synthesising, Creative, Respectful and Ethical frames of mind:

- Overcoming frustration and difficulty
- Taking considered risks
- Empathising with feeling and views
- Distilling what you have learned and what you need to know;
- Talking about how you have been learning
- Ask questions to get below the surface
- Managing distractions and sustaining concentration
- Effective use of time
- Noticing details and nuances
- Listening to understand

Try This at home:

- Watch the national news
- Read folktales and note how they keep you interested
- Attend a theatre trip
- Use reading lists set out by your teacher, to ensure that you come with a wider understanding of the theatrical world in which you will be studying.
- Regularly read a variety of publications e.g. national papers to expand your knowledge of the current social and political events

Spring Term

What we will be learning (Subject knowledge)
Role play and Scripted performance/Trestle Masks

- How to interpret script
- Consider alternative interpretations to script, directorial input, audience and aims.
- explore the creation and communication of *subtext*
- how the *target* of the character will change the kind of *action* s/he plays to another
- Draws on students' prior knowledge of life and experience and offers an opportunity to explore their understanding of the reality of Nazi Anti-Jewish policy
- to explore what the *stakes* are for each of the characters in the scene
- Understand the mask theatrical conventions
- Create engaging masked characters

How we will be learning (Learning approaches including Learning Habits)
Students will learn by applying Howard Gardner's 5 Minds for the Future. In this term students will be mainly applying:

Disciplined, Synthesising, Creative, Respectful and Ethical frames of mind:

- Working effectively with others
- Making revisions and changes
- Overcoming frustration and difficulty
- Taking considered risks
- Recognising relevance
- Distilling what you have learned and what you need to know;
- Talking about how you have been learning
- Ask questions to get below the surface
- Managing distractions and sustaining concentration
- Effective use of time
- Noticing details and nuances
- Listening to understand

Try This at home:

- Organise trips to the theatre, read theatre reviews to gain a sense of the language used.
- Participate in extra-curricular activities.
- Research into the history of masks
- Research, watch and read into the historical period of the script

Summer Term

What we will be learning (Subject knowledge)
Shakespearean comedy/Role Play

- How Shakespeare has shaped comedy
- Explore Shakespearean theatrical conventions
- Understand Shakespeare's language
- Explore Shakespeare's plotting
- Visual signifiers and sign systems
- Create and sustain an appropriate role
- Create character and context

How we will be learning (Learning approaches including Learning Habits)
Students will learn by applying Howard Gardner's 5 Minds for the Future. In this term students will be mainly applying:

Disciplined, Synthesising, Creative, Respectful and Ethical frames of mind:

- Working effectively with others
- Making revisions and changes
- Overcoming frustration and difficulty
- Taking considered risks
- Recognising relevance
- Distilling what you have learned and what you need to know;
- Talking about how you have been learning
- Ask questions to get below the surface
- Managing distractions and sustaining concentration
- Effective use of time
- Noticing details and nuances
- Listening to understand

Try This at home:

- Organise trips to the theatre, read theatre reviews to gain a sense of the language used.
- Participate in extra-curricular activities.
- Watch versions of the Shakespeare text in performance

DRAMA ACHIEVEMENT CRITERIA	
AO1	Create and develop ideas to communicate meaning for theatrical performance.
AO2	Apply theatrical skills to realise artistic intention in live performance.
AO3	Demonstrate knowledge and understanding of how drama and theatre is developed and performed.
AO4	Analyse and evaluate their own work and the work of others.

Assessment Criteria

Grade	A01 – Creating	A02 – Performing	A03 – Knowledge	A04- Responding
8.1-8.2	• Show some ability to organise yourself. • Contribute basic ideas. • Respond to the ideas of others in a positive way. • Attempt with some success basic skills such as movement and gesture.	• Be seen and heard on stage. • Apply and adapt a good range of practical skills. • Communicate simple emotions with some understanding.	• Basic range of • Performance skills and conventions/devices.	• Discuss your own strengths and weaknesses and those of others. • Show awareness of using the correct drama vocabulary.
8.3-8.4	• Organise yourself and respond to your group's ideas. • Explore characters and situations using controlled movement and voice. • Uses drama specific words. • Uses at least one relevant drama device/convention.	• Apply and adapt an extensive range of practical skills. • Have a clear role that experiences more than one emotion • Maintain your role • Use relevant conventions • Use space and imagination in a way that is convincing.	Good range of • Performance skills, Devices/Conventions and Performance styles. Basic range of • Conventions of theatre makers	• Identify strengths and weaknesses in your own and others works. • Suggest ideas for improvements • State personal impressions with reasons using CRESS as a structure • Report on experiences which reveal a degree of reflection, understanding or knowledge.
8.5-8.7	• Demonstrate a high degree of insight and sensitivity in group work • Contribute ideas regularly and direct others • Use drama vocabulary • Include conventions that are relevant	• Have an essential role • Show more than one emotion • Stay in role throughout • Perform a role creatively with originality • Use relevant conventions • Enact roles with attempt to maintain concentration and purpose • Attempt to vary vocal quality and physicality of character to reveal some understanding and definition.	Good range of • performance skills and devices/conventions. Good knowledge of • conventions of theatre makers	• identify strengths and weaknesses in your own and others work and explain why • suggest intelligent ideas to improve • communicate with some awareness of the language of drama and use CRESS consistently to aid points.
8.8	• show good organisation when creating performances and lead others • never distracted • use appropriate conventions and techniques • use the language of drama meaningfully	• create a character that is different to yourself • appear confident and stay in character • have an essential role • use an extensive range of skills and emotions • show awareness of characters role, action and setting	Extensive range of • performance techniques and acting skills Extensive knowledge of • theatre makers	• identify strengths and weaknesses in your own and others' work and explain why • use subject specific vocabulary when explaining • evaluate as you work • have an awareness and understanding of the creative cycle.
8.9	• show a good sense of organisation and leads others • use drama vocabulary regularly and meaningfully • never distracted • uses a wide range of conventions and techniques • substantial contribution to group through; empathy, energy, concentration and commitment • students successfully and creatively with various sized groups	• create a character that is different to yourself • use a wide range of drama skills • perform with outstanding focus and concentration • your performance is appropriate and demands attention	• Extensive range of • performance techniques and acting skills • Extensive knowledge of • Theatre makers, Freeze Frame, Performance Skills, Role play, Mime, Improvisation, Stimulus, Thought Tracking, Cross-cutting/Split-Screen, Status, Mask conventions, Narration, Bodies as props, Multi-roling. • Direct Address stage positioning, configurations, 2 forms of staging.	• Identify strengths and weaknesses in your own and others work and explain why, referring to skills, techniques, styles etc. • Evaluate as you work using CRESS • Show an ability to communicate effectively through the language of drama and to relate their work beyond the drama classroom. • Awareness, understanding and application of the creative cycle.

Year 8 English

Curriculum

During Year 8 students study four topic areas that are designed to further embed writing skills and secure the analytical and evaluative reading skills that underpin the GCSE courses in English Language and English Literature.

Students are assessed under six Assessment Objectives (AOs) that link to the key skill areas they must master for success at GCSE.

AO1 - Read, understand and respond to texts to develop an informed personal response and critical style; identify and interpret explicit and implicit information and ideas; select and synthesise evidence from texts, using evidence/quotation to illustrate interpretations.

AO2 - Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

AO3 - Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.

AO5a - Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.

AO5b - Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.

AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Each unit of study in year 8 has a key Assessment Objective (AO) that provides the focus for the unit. Teachers monitor students' work with this focus in mind and adjust planning and support around this.

Year 8 Genre Study: Gothic Literature
Key Assessment Objective for this unit is:
AO5a – Plan and write an imaginative gothic story / suspense story opening, which demonstrates some features of the genre and atmosphere of the gothic.
Assessment – Gothic story writing.

Year 8 Author Study: Geoffrey Chaucer - A Knights' Tale
Key Assessment Objective:
AO5 – Write effectively in the form of a play script.
Assessment – Group performance or presentation of a collaborative script.

Year 8 Shakespeare: Richard III
Key Assessment Objectives for this unit are:
AO2 – comment on ways Shakespeare uses language and form to create his characters and how he uses the techniques that were popular at the time such as rhetorical devices and iambic pentameter.
AO5 – Create an organized piece of writing in a specific form using a variety of appropriate vocabulary and sentence structures.
Assessment – Editorial writing about "The Real Richard".

Year 8 Poetry: Conflict Poetry

Key Assessment Objectives for this unit are:

AO2 – comment on ways poets use language and form to make the reader feel a particular way about war and conflict.

AO3 – Compare poems in an extended critical response.

Assessment – Comparison of two poems.

There will also be an end of year test in this term which tests all the skills covered over the year with content students have not encountered in lessons.

Alongside the units of study, students will continue to experience one lesson per week focused on increasing their exposure to a range of literary texts, improve vocabulary and practice writing in a variety of contexts. This allows us to focus further on these key areas which are so valuable for helping students prepare for the challenging content of the GCSE course.

Assessment Criteria - Reading Skills

SKILLS (linked to AOs)	8.1 – 8.2 Emerging	8.3 – 8.4 Developing	8.5 Secure	8.6 - 8.7 Secure	8.8 – 8.9 Mastery
AO1 I use quotations from texts to support my ideas.	I am able to copy relevant bits from texts, but sometimes forget to put quotation marks around them. At times I copy out really long bits so it's difficult to work out what I mean.	I pick short, relevant quotations to back up my ideas.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.	I embed quotations to help the reader follow my argument.	I embed quotations skilfully to create fluent analytical points.
AO2 I can refer to quotations to analyse and explore language and structure.	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.	I am able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.	I use some accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.	I use increasingly accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.
AO2 I can write about how language and structure influences me as the reader.	Sometimes I am able to write about how certain words used by the writer make me feel.	I can write about how a writer's choices in language and structure influence me as a reader.	I am able to say how a writer's choices influence me, and also write about alternative connotations and interpretations.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.	My analysis is increasingly critical and sophisticated. I write fluently about other possible interpretations and meanings.
AO2 I can write about why the writer may have written the text as they did and evaluate its effect and impact on me the reader.	Sometimes I am able to explain what the writer was trying to get across in the piece.	I show that I understand about the issues and messages in the text and what I think of these.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.	I can evaluate with confidence on the writers' intent and influences and evaluate the impact on myself as a modern reader.
AO3 I can write about how the time and place influences how the piece was written and what people thought of it.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time the piece was written and how people [and I] might respond to it differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end or the beginning.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.	My wider reading helps me to securely evaluate how texts are affected by the social and historical contexts in which they were written.
AO3 I am able to compare texts.	Sometimes I am able to write about more than one text in the same essay, and use words like "both" to compare them, but sometimes I forget to use quotations or only focus on differences.	Can take quotations from two texts and write about how they are similar and different using conjunctions such as 'in comparison' and 'similarly'.	Can compare the language structure and impact of quotations from two or more texts, (or within paragraphs), using conjunctions to help guide my reader.	My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied.	My comparative paragraphs are detailed, increasingly thoughtful and show wide depth and breadth of knowledge of both texts studied.

Assessment Criteria - Writing Skills

SKILLS (linked to AOs)	8.1 – 8.2 Emerging	8.3 – 8.4 Developing	8.5 Secure	8.6 - 8.7 Secure	8.8 – 8.9 Mastery
AO5a I write with imagination and thought and write for purpose and reader in the correct form.	Part of my writing is in the correct form (e.g. Gothic story, editorial, critical response) and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.	My writing is flawless, and shows some originality, with assured understanding and engagement with the task and topic.
AO5a I select the best and most powerful vocabulary.	Some of the words I use are the right ones for the task, but sometimes I use slang when I shouldn't, and it sounds like I am talking.	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. I do not over-use a thesaurus to make my writing 'flowery' [unless I am trying to deliberately for effect].	My vocabulary is flawlessly chosen, and pieces are never over-written.	My vocabulary is becoming increasingly sophisticated, and deployed with some precision.
AO5a I am able to write my own piece based on another text.	I am able to take some ideas from what we have been studying to help me with my own writing - especially what it should look like.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to evaluate what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy mimicking other texts, sometimes even improving upon them!	I engage fully with my own reading and use it to inspire my own ideas for writing in a range of styles.
AO5b I arrange my writing so that it flows in the best order, making sure paragraphs work effectively.	Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and an end.	Writing is paragraphed and in a logical order and I often use conjunctions accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed, and I use conjunctions to help guide my reader.	My work is well planned, and my use of conjunctions helps it to flow to maintain interest. I use paragraphs deliberately for effect.	My work demonstrates effective use of a wide range of conjunctions and linking phrases / sentences to create increasingly well-structured texts.
AO6 I use the correct spellings.	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.	Commonly used words are spelt correctly all the time in my work. I don't make many mistakes with common homophones.	Spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are very few mistakes in my spellings. Even of highly complex words and homophones.	There virtually no mistakes in my spellings. Even of highly complex words and homophones.

Year 8 Extended Thinking

Curriculum Overview

Term One

What we will be learning (Subject knowledge)

- *De Bono's Thinking Hats* – looking at different ways of thinking about something.
- *Multiple Intelligence:* Howard Gardner's Theories – a look at our own intelligence; how intelligence links to marketing/advertisements.
- *Bloom's Taxonomy:* high-level thinking – application, analysis, synthesis, and evaluation; how this links to academic/practical success; development of action research skills through personalised passion project.

How we will be learning (Learning approaches including Learning Habits)

- *Strategic* – planning individual and group presentations; revising presentations and adverts; discussion of intelligence.
- *Emotional* – Noticing details of Multiple Intelligence and Bloom's Taxonomy with regards to themselves and others.
- *Thinking* – using Bloom's Taxonomy to form Action research Questions, to create Hypothesis and as a rigorous methodology for creating presentations.
- *Social* – working as a team to create intelligent adverts; independently to create passion projects.

Try This at home

Support Home Learning aspects of Passion Action Research Project: support student in rehearsing their final presentation of their chosen project.

Analyse how different TV and magazine adverts play on different elements of our intelligence – how successful are they?

Term Two

What we will be learning (Subject knowledge)

- *Futures Thinking Project:* a look at architectural designs, project briefs for future communities; synthesis of their own design for a sustainable community using modern and future technology.
- *Development of Thinking Books:* to support their own development as an intelligent person.

How we will be learning (Learning approaches including Learning Habits)

- *Strategic* – distillation/analysis of current architectural projects; planning their new design.
- *Emotional* – developing time effective team skills, taking risks with their design.
- *Thinking* – development of Futures Thinking skills; imagining what is possible – aspects of vision.
- *Social* – taking a role as part of a business team.

Try This at home

Explore a range of modern architecture, environmentally friendly energy sources, and different environments including desert, space, and sea – create elements for the group projects that can be modified or transferred to other environments.

Term Three

What we will be learning (Subject knowledge)

- *Total Fitness Models:* what elements combine to create a good life balance and happiness; exploration of personal areas of interest within these areas; analysis of personal high performance at school.

How we will be learning (Learning approaches including Learning Habits)

- *Strategic* – discussing and debating aspects of total fitness; monitoring personal performance across these elements.
- *Emotional* – overcoming frustrations with regards to these elements; noticing personal details.
- *Thinking* – making links to personal performance and hypothesising future possibilities for developing high performance.
- *Social* – imitating models for developing elements of total fitness.

Try This at home

Discuss aspects of work-life balance in the light of starting GCSE courses next term. Explore one element of total fitness – physical, mental, emotional, financial, spiritual, social etc.

Assessment Criteria

Level	Individual Piece of Work	Overall Levels
Mastery 8.8-8.9	• Uses intelligence strands fluently as a tapestry. • Consistently combines the more advanced skills of synthesis, analysis, application and evaluation in an on-going critical manner. • On-going analysis and evaluation of evidence; a range of cross-referenced evidence starting to be used to add weight of proof. • Confidently uses research skills such as critical reading, distillation of information, critical decisions regarding and weighing of evidence, presentation of findings in a research format – extended essay, report, artefact.	• Uses as a routine, intelligence strands fluently as a tapestry. • Routinely combines the more advanced skills of synthesis, analysis, application and evaluation in an on-going critical manner across all learning. • Routinely uses on-going analysis and evaluation of evidence; a range of cross-referenced evidence to be used to add weight of proof in all learning. • Across all learning, routinely uses research skills such as critical reading, distillation of information, critical decisions regarding and weighing of evidence, presentation of findings in a research format – extended essay, report, artefact.
Secure 8.5-8.7	• Starting to use intelligence strands as a tapestry. • Consistently combines the more advanced skills of synthesis, analysis, application and evaluation. • Uses initial research skills such as critical reading, distillation of information, critical decisions regarding and weighing of evidence, presentation of findings in a research format – extended essay, report, artefact.	• Starting to use intelligence strands as a tapestry across all subjects. • Consistently combines the more advanced skills of synthesis, analysis, application and evaluation in all learning. • Uses initial research skills such as critical reading, distillation of information, critical decisions regarding and weighing of evidence, presentation of findings in a research format – extended essay, report, artefact across all learning.
8.4-8.3	• Uses intelligence strands in combinations or sequentially. • Uses the more advanced skills of synthesis, analysis, application and evaluation separately and in sequence. • Starting to use initial research skills such as critical reading, distillation of information, critical decisions regarding and weighing of evidence, presentation of findings.	• Uses intelligence strands in combinations or sequentially across a range of subjects and tasks. • Uses the more advanced skills of synthesis, analysis, application and evaluation separately and in sequence as routine in all learning. • Starting to use initial research skills such as critical reading, distillation of information, critical decisions regarding and weighting of evidence, presentation of findings across a range of subjects.
Working Towards 8.2-8.1	Understands and uses separate intelligence strands such as: • Learning Hats • Learning Habits • Separate Gardner intelligences • Individual Elements of Bloom's Taxonomy	Understands and uses separate intelligence strands across a range of subjects and tasks.

Year 8 French

Year 8 Geography

Curriculum

Summer term - Geography of Conflict
Conflict within Geography can cover a whole range of different scenarios. Ranging from how drug Cartels in Mexico are negatively impacting on the tourist industry and economy. It could be how global warming is impacting on the polar regions and wildlife or how piracy is impacting trade / economy off the west coast of Africa. This exciting unit encourages students to see the how relevant the study of Geography is to understanding the world in which we live. • A particular focus of the module is the extent to which conflict can influence, and be influenced by, geography. • 'Conflict today' define and differentiate between the concepts of 'conflict' and 'war'. • The issue of climate change is explored as a contemporary cause of conflict through the example of water resource shortages in Darfur, western Sudan • 'The impact of geography on conflict' The physical geography of a place can have a major impact on conflict in terms of both the siting of defensive settlements • Consider and explain the links between themselves and conflict in different parts of the world
Autumn term - Into Africa
Students will be looking at the exciting possibilities that go with continuing to develop tourism in Africa and how this can bring high volumes of revenue to Africa. Students will look at Africa from a social perspective and understand whilst a growing economy may be beneficial for improving quality of life, life expectancy and infant mortality, it is having a negative impact on the environment and local trade. We will be also be keen to explore: • Extension of locational knowledge by focusing on Africa and its varied ecosystems such as the hot deserts. • Human and physical comparisons • Urbanisation and the use of natural resources • Economic activity and international development links • Exploring the range of climates, environments, landscapes, populations and cultures that exist within its 53 countries
Summer Term - Future Floods
Students will explore Global cases where there has been flooding, one example is the river Ouse in York. Students will gain an understanding why this river is particularly prone to flooding. Students will also be able to… • Explain the causes of flooding • Identify the economic, social and environmental effects of flooding • Describe and evaluate strategies that can be used to manage flooding • Assess the sustainability of different management strategies • Link flooding impacts and responses to levels of economic development • Relate their geographical skills to real life situations
Assessment
Students will be required to do a short 'capture assessment' half way through the unit. The teacher will focus on a particular skill, which will be made clear to the students and the teacher will then assess how well this skill has been demonstrated through the assessed piece. At the end of each unit, students will be given a more comprehensive assessment.

Assessment Criteria

Grade	Knowledge	Understanding	Geographical enquiry and skills
8.1 – 8 2	Has begun to develop knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.	Limited and incomplete understanding of places; how and why they are similar and different, and how and why they are changing. Some understanding of the links between places, people and environments.	Able to investigate places and environments with limited accuracy, by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. Can express their opinions and recognise that others may think differently.
8.3 – 8.4	Has more detailed knowledge of the world, including globally significant physical and human features.	Accurate and appropriate understanding of places; how and why they are similar and different, and how and why they are changing. Clear understanding of the links between places, people and environments.	Carries out more accurate investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. Can construct coherent arguments to draw conclusions supported by evidence. Explain their opinions, and recognise why others may have different points of view.
8.5 – 8.6	Has extensive knowledge relating to a wide range of places, environments and features at a variety of scales, extending from local to global.	Relevant and comprehensive understanding of physical and human processes which lead to the development of, and change in, a variety of geographical features, systems and places. Very good understanding of complex interactions and the impact such links have on people and environments.	Able, with increasing independence, to choose and use a wide range of data and skills to help investigate, interpret, make judgements and draw well evidenced conclusions about geographical questions, issues and problems. Can construct sustained and convincing arguments and express and engage with different points of view.
8.7 – 8.8	Has a broader and deeper understanding of locational contexts, including greater awareness of the importance of scale and the concept of global.	Deeper and more perceptive understanding of the processes that lead to geographical changes and the multilinked nature of human- physical relationships and interactions. Stronger focus on forming valid generalisations and applied understanding.	Able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions Shows competence in a range of intellectual and communication skills, including the formulation of arguments that include elements of synthesis and evaluation of material.
8.9	Accurately recall the precise characteristics of physical and human environments across a variety of spatial settings, using detailed knowledge of case studies supported by comprehensive terminology.	Demonstrate an understanding of more complex geographical processes, with consideration towards unfamiliar contexts. Understand how human processes interact with physical processes to develop more complex geographical patterns. Assess the values and attitudes involved in managing and making decisions, appreciating that the opinions of stakeholders will vary considerably. Appreciate the need for a more sustainable approach to the planning and management of environments, and evaluate the costs and benefits.	Plans and conducts an independent geographical enquiry. Identifies appropriate hypotheses or key questions, and provides detailed supporting predictions. Accurately collects primary and secondary data, and collates and analyses it. Uses a range of sophisticated cartographical maps and graphs to analyse their data. Interprets the results and substantiates their conclusions with links to geographical theories. Able to critically evaluate their enquiry and make suggestions for improving it.

Year 8 History

Curriculum

The History curriculum is organised around a series of "big" questions that link learning over time. This allows students to deploy their knowledge to weigh up key concepts such as cause and consequence, similarity and difference, change and continuity, and significance. Students gain knowledge of the various time periods and use it to challenge themselves in one main assessed task per term. All assessments are designed to build the key skills required to study History at GCSE

Winter Term:

- Britain 1750-1900: Was the British Empire Great or Grot?
  This topic explores changes to British society between 1750-1900, with a particular focus on the positives and negatives of the British Empire. The slave trade also forms a significant part of this unit.
- Assessment 1 – What was life like on a plantation? (using sources)
- Was the 20th Century a time of Progress or Conflict? (part 1)
  Students investigate life in England at the turn of the 20th Century, with a particular focus on what the Titanic reveals about British society in 1912. The reasons for the sinking of the Titanic will also be covered.

Spring Term:

- What was life really like in the Trenches during World War One?
  For this topic, we will look at attitudes to WW1 in 1914, as well as recruitment and propaganda. Students will investigate key moments of the war, such as the Battle of the Somme, as well as completing a project on trench life. The role of women will also be considered
- Assessment 2 – Interpretations of Field Marshall Haig
- Why did the Nazis come to power, and what was life like under their rule?
  Starting with the Treaty of Versailles, students will investigate how the Nazis were able to come to power in 1933, as well as their use of terror and propaganda to maintain control.

Summer Term:

- Was Hitler entirely responsible for causing World War 2?
  Students will investigate Hitler's actions, but also Chamberlain's policy of Appeasement, which is a key component of the GCSE course.
- What were the key turning points during World War 2?
  This topic will cover Dunkirk, the Battle of Britain, the Blitz, Pearl Harbour, Barbarossa, D Day, the Holocaust and the dropping of the atom bombs on Hiroshima and Nagasaki.
- Assessment 3 – home learning project on life in Britain during the Blitz.
- Civil Rights in the USA – how significant was Martin Luther King?
- Final conclusions on whether the 20th Century is best explained as a time of great progress or great conflict.

Assessment Criteria

Grade	Knowledge	Understanding and Skills
8.1 – 8.2	• Uses simple historical knowledge including terms relevant to the period but still struggles to make a coherent description of the period using them.	• Structure is limited when creating simple stories. • Basic understanding that there are different interpretations and can make simple judgements about them. • Recognise need for evidence but cannot understand the value of various sources. • Understands some things happen a long time ago but talk about different periods in isolation. • Learners show a basic understanding of causation and possibly an even more basic understanding of consequence.
8.3 - 8.4	• Shows sound historical knowledge using key terms confidently within different situations although with some minor errors at times.	• Limited narrative using some supporting evidence but with minimal detail and organisation. • Simple descriptions of different interpretations and recognition that history is made up of different stories. • Recognise the need to interrogate sources to find out about the past as well as the concept of hindsight possibly with basic comments on reliability. • Simplistic identification and description of some changes in the period. Identifies a range of causes and can start to categorise them in a separate and unconnected way with consequences seen as the only possible outcome of the causes.
8.5 –8.6	• Shows good historical knowledge with confident use of historical terms used mainly in the correct context. Occasional confusion when moving between time periods	• Descriptive narrative with some development and begins to introduce supporting evidence. • Appreciates the difference between sources but with a limited understanding of reliability and only a basic approach to handling provenance. • Selects and describes key features of interpretations and starts to consider the message and in a very limited fashion the purpose of the source. • Categorises causes with some confidence and can make links in a simple manner with a simple understanding of significance. • Change described using specific period features.
8.7 –8.8	• Excellent recall of taught subject knowledge and shows some evidence of independent research.	• Evidence of analysis within narrative with accurate use of supporting evidence. • Starting to talk about the extent and pace of change and starts to discuss its significance but still seeing it in a linear fashion or see it going beyond their time period. • Can at a simple level consider the type, authorship and purpose of interpretations and analyse them at a very basic level. • Simple inference about the past made based on evidence with some basic interrogation of source made.
8.9	• Consistent and correct use of historical terms and an awareness of contextual use.	• Can create sound analytical narratives with mostly relevant supporting knowledge but question focus can be lost at times. • Greater confidence in discussion of change and continuity, some recognition of varying influencing factors but not yet able to draw them together. • Starting to distinguish between utility and reliability and that 'unreliable' sources can have use. Beginning to use both content and provenance to support comments but use remains generalised particularly in relation to construction of interpretations. • Can create arguments about causation based on knowledge with attempts to formalise significance of factors or show impact of a range of factors.

Year 8 LEC

Curriculum

During Year 8 students study topic areas that are designed to continue developing reading skills and comprehension as well as further embedding writing skills and continuing to develop the analytical and evaluative reading skills that underpin the GCSE courses in English Language and English Literature.

Students are assessed under six Assessment Objectives (AOs) that link to the key skill areas they must master for success at GCSE.

- AO1 - Read, understand and respond to texts to develop an informed personal response and critical style; identify and interpret explicit and implicit information and ideas; select and synthesise evidence from texts, using evidence/quotation to illustrate interpretations.
- AO2 - Explain, comment on and analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
- AO3 - Compare writers' ideas and perspectives and how these are conveyed across different texts and the contexts in which they were written.
- AO5a - Communicate clearly, effectively and imaginatively, selecting appropriate tone, style and register for different forms, purposes and audiences.
- AO5b - Organise information and ideas, using structural and grammatical features to support coherence and cohesion in texts.
- AO6 - Use a range of vocabulary and sentence structures for clarity, purpose and effect with accurate spelling and punctuation.

Similar to the English department, each unit of study in LEC year 8 has a key Assessment Objective (AO) that provides the focus for the unit. Teachers monitor students' work with this focus in mind and adjust planning and support around this.

Due to our focus on meeting the needs of and providing accelerated literacy progress for students with below age-related expectations, we work dynamically throughout the year. We do not follow a set order of units of for set amounts of time, instead responding to individual and group needs as we see fit. The two different LEC groups may focus on different skills and content at different times, driven by group interest and need. Throughout year 8, the following units may be explored:

Year 8 Genre Study: Gothic Literature

Key Assessment Objective for this unit is:
AO5a – Plan and write an imaginative gothic story / suspense story opening, which demonstrates some features of the genre and atmosphere of the gothic.
Assessment – Gothic story writing.

Year 8 Shakespeare

Key Assessment Objectives for this unit are:
AO2 – comment on ways Shakespeare uses language and form to create his characters and how he uses the techniques that were popular at the time such as rhetorical devices and iambic pentameter.
AO5 – Create an organized piece of writing in a specific form using a variety of appropriate vocabulary and sentence structures.
Assessment – Shakespearean style scene writing and/or analytical writing

Year 8 Poetry: Poetry

Key Assessment Objectives for this unit are:
AO2 – comment on ways poets use language and form to make the reader feel a particular way about war and conflict.
AO3 – Compare poems in an extended critical response.
Assessment – Analytical essay writing (comparison for some)

In addition to these units, each lesson in the LEC begins with independent reading with books selected with guidance from an LEC teacher. Teachers support decoding and comprehension through 1:1 reading and students set their own home-learning reading target each day. For all of our children, there will be reading test in September, January and June to track progress in key decoding and comprehension skills. For most of our students, there will also be an end of year test in this term which tests all the skills covered over the year with content students have not encountered in lessons.

Assessment Criteria – Reading Skills

SKILLS (linked to AOs)	8.1 – 8.2 Emerging	8.3 – 8.4 Developing	8.5 Secure	8.6 - 8.7 Secure	8.8 – 8.9 Mastery
AO1 - I use quotations from texts to support my ideas.	I am able to copy relevant bits from texts, but sometimes forget to put quotation marks around them. At times I copy out really long bits so it's difficult to work out what I mean.	I pick short, relevant quotations to back up my ideas.	The quotations I choose are always the best ones from the text to prove the point I am making. These are often embedded in my sentences.	I embed quotations to help the reader follow my argument.	I embed quotations skilfully to create fluent analytical points.
AO2 - I can refer to quotations to analyse and explore language and structure.	Sometimes I refer to the quotations I have copied, but other times I just say what the piece is about.	I refer to quotations from texts and say why some language and structural features are used. I use single word analysis and can sometimes refer to terminology. I write at least 2-3 sentences about each quotation.	I am able to write a lot about a little – writing at least 4 sentences about my chosen quotations, using single word analysis and referring to the structure of the piece as well as the language in my quotation. I can use a wide range of terminology accurately.	I use some accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.	I use increasingly accurate terminology as a natural part of my analysis. I explore original and personal responses to language and structural choices.
AO2 - I can write about how language and structure influences me as the reader.	Sometimes I am able to write about how certain words used by the writer make me feel.	I can write about how a writer's choices in language and structure influence me as a reader.	I am able to say how a writer's choices influence me, and also write about alternative connotations and interpretations.	My analysis is both personal and sophisticated. I write fluently about other possible interpretations and meanings.	My analysis is increasingly critical and sophisticated. I write fluently about other possible interpretations and meanings.
AO2 - I can write about why the writer may have written the text as they did and evaluate its effect and impact on me the reader.	Sometimes I am able to explain what the writer was trying to get across in the piece.	I show that I understand about the issues and messages in the text and what I think of these.	I am able to explore the issues and messages in the text and how successful the writer has been at putting these across to the reader.	I reflect deeply on the writers' intent and influences and evaluate the impact on myself as a modern reader.	I can evaluate with confidence on the writers' intent and influences and evaluate the impact on myself as a modern reader.
AO3 - I can write about how the time and place influences how the piece was written and what people thought of it.	Sometimes I am able to use some of the things we have learnt in class to write about what it must have been like when the piece was written.	I can show that I understand what was happening at the time the piece was written and how people [and I] might respond to it differently now.	I am able to weave information about when and why a text was written into my analysis instead of just bolting it on to the end or the beginning.	My wider reading helps me to evaluate how the time in which the piece was written influences both its publication and its reception.	My wider reading helps me to securely evaluate how texts are affected by the social and historical contexts in which they were written.
AO3 - I am able to compare texts.	Sometimes I am able to write about more than one text in the same essay, and use words like "both" to compare them, but sometimes I forget to use quotations or only focus on differences.	Can take quotations from two texts and write about how they are similar and different using conjunctions such as 'in comparison' and 'similarly'.	Can compare the language structure and impact of quotations from two or more texts, (or within paragraphs), using conjunctions to help guide my reader.	My comparative paragraphs are fluent and show both depth and breadth of knowledge of both texts studied.	My comparative paragraphs are detailed, increasingly thoughtful and show wide depth and breadth of knowledge of both texts studied.

Assessment Criteria - Writing Skills

SKILLS (linked to AOs)	8.1 – 8.2 Emerging	8.3 – 8.4 Developing	8.5 Secure	8.6 - 8.7 Secure	8.8 – 8.9 Mastery
AO5a - I write with imagination and thought and write for purpose and reader in the correct form.	Part of my writing is in the correct form (e.g. Gothic story, editorial, critical response) and with an awareness of who it is for and what it should look like.	I make it obvious that I am writing in the correct form, targeting the correct audience and using features of the chosen form.	My writing is interesting to read. I use features of the set writing form in my own writing and I engage my reader through my choice of topic and tone.	My writing is flawless, and always shows a complete understanding and engagement with the task and topic.	My writing is flawless, and shows some originality, with assured understanding and engagement with the task and topic.
AO5a - I select the best and most powerful vocabulary.	Some of the words I use are the right ones for the task, but sometimes I use slang when I shouldn't, and it sounds like I am talking.	The words I choose are nearly always carefully chosen for the task, purpose and audience. I can use a thesaurus.	I use a wide and always relevant vocabulary. I do not over-use a thesaurus to make my writing 'flowery' [unless I am trying to deliberately for effect].	My vocabulary is flawlessly chosen, and pieces are never over-written.	My vocabulary is becoming increasingly sophisticated, and deployed with some precision.
AO5a - I am able to write my own piece based on another text.	I am able to take some ideas from what we have been studying to help me with my own writing - especially what it should look like.	I can synthesise features of and ideas from a text in my own writing.	I am able to borrow ideas from other texts in order to make mine more realistic. I am also able to evaluate what is good and bad about a text so that my own piece is even better.	It is obvious that I read widely and I enjoy mimicking other texts, sometimes even improving upon them!	I engage fully with my own reading and use it to inspire my own ideas for writing in a range of styles.
AO5b - I arrange my writing so that it flows in the best order, making sure paragraphs work effectively.	Sometimes I forget to use paragraphs, but my writing mostly has a beginning, middle and an end.	Writing is paragraphed and in a logical order and I often use conjunctions accurately.	My writing is obviously planned thoroughly with a definite strong opening and ending. It is accurately paragraphed, and I use conjunctions to help guide my reader.	My work is well planned, and my use of conjunctions helps it to flow to maintain interest. I use paragraphs deliberately for effect.	My work demonstrates effective use of a wide range of conjunctions and linking phrases / sentences to create increasingly well-structured texts.
AO6 - I use the correct spellings.	Most of the time, I spell short, one syllable and common words correctly. I do still make mistakes with homophones.	Commonly used words are spelt correctly all the time in my work. I don't make many mistakes with common homophones.	Spelling, including words that are not commonly used, is nearly always accurate and work is carefully checked-through and edited.	There are very few mistakes in my spellings. Even of highly complex words and homophones.	There virtually no mistakes in my spellings. Even of highly complex words and homophones.

Year 8 Mathematics

Curriculum

The KS3 Mathematics course has been developed to provide students with a strong grounding in the key knowledge and skills that they will need to be successful, not only in their GCSE course, but also in later life – in further and higher education and employment. In Year 8 students are following the new Key Stage Three Mathematics Curriculum, entering their second year of a two year provision.

Term One: What will we be learning?
Area and Volume - This unit includes work on calculating and solving problems involving area of a variety of shapes which may include triangles, parallelograms, trapeziums and circles. Students will find areas of composite shapes. Students will also be introduced to volume and surface area. They will derive and use formulas to solve problems involving cuboids and prisms.
Measures - Students revise time calculations and notation. The unit focuses on speed, distance and time calculations and on converting units of measure e.g. mm to m and cm^2 to m^2. Students are introduced to compound units of measure (density and speed).
Expressions - This unit includes work on substitution of numerical values into formulae and expressions. Students will improve their skill in simplifying algebraic expressions. They will practise expanding brackets and factorising expressions.
Calculations - This unit provides students with the opportunity to consolidate and extend their understanding of the key number skills worked on during Year 7.
Ratio and Proportion - This unit includes work on simplifying ratios, dividing a quantify in a given ratio. Students solve problems involving direct and inverse proportion, including recipe problems, exchange rates and best buy problems. They will explore different representations of portion including graphical and algebraic.
Equations - This unit includes work use of algebraic methods to solve linear equations in one variable. Students will learn skills needed to solve equations involving brackets, fractions and with x on both sides. Some will progress to rearranging formulae.
Construction - This unit includes work on accurate constructions of triangles and other polygons. Students will learn the standard ruler and compass constructions, including to bisect an angle or a line.
Term Two: What will we be learning?
Probability - This unit includes work on recording and analysing the frequency of outcomes of simple probability experiments. Students will construct a range of ample space diagrams, e.g. two way tables and Venn diagrams and then use these to solve problems. They will also explore concepts of fairness, randomness and bias.
Fractions, Decimals and Percentages - This unit includes work on multiplication and division of proper and improper fractions (including mixed numbers) as well as finding fractions of amounts and fractional increases and decreases. Also includes work on percentage change: expressing one quantity as a percentage of another; use percentages to compare two quantities and solving problems involving percentage change, including original value problems.
Number Properties and Standard Form - This unit focuses on developing students' understanding of numbers and their properties. Students will identify common factors and multiples and as well as Highest Common Factors and Lowest Common Multiples. The unit also includes work on rounding numbers to a given number of decimal places or significant figures.
Interpreting Data - This unit includes work on calculating averages and the range, including for data presented in a frequency table. Students will use these to compare two distributions. They will also describe, interpret and compare tables interpret a range of tables, charts and diagrams, including stem and leaf diagrams.
Linear Graphs - In this unit students learn to plot straight line graphs and to interpret key features such as gradient. They will explore $y = mx + c$ and will use graphs to model real life situations and to solve problems

Term Three: What will we be learning?

Sequences - In this unit students explore different types of sequences, including triangular numbers, Fibonacci sequence and arithmetic sequences. They will generate sequences from given rules and then progress to finding the rules themselves.

Pythagoras - This unit includes work on using Pythagoras theorem to find missing sides in right angles triangles. Students will also use the rule to determine whether a triangle is right angled and will solve range of problems, including 3D.

Angles - Students will use mathematical language to describe properties of shapes. They will use the angle properties of triangles, quadrilaterals and in parallel line diagrams to find missing angles. Students will also explore polygons and derive the angles properties of regular polygons.

Enlargement and Similarity - This unit includes work on enlarging shapes using given scale factors and centre of enlargement. Students will also explore properties of congruent and similar shapes.

Assessment

Informal assessment is ongoing in Mathematics and it informs our lesson planning.
We also assess students' progress more formally, using written assessment. These are scheduled for:

- Week beginning 16th October 2019
- Week beginning 11th February 2019
- Week beginning 20th May 2019

How will we be learning?

Our aim is that teaching is student led using inquiry, investigation and is driven with the use of learning habits to foster independent learners with a passion for maths. We endeavour to develop the intellectual maturity of our students to enable them to take risks and overcome the challenges that they encounter. Home learning is set weekly to consolidate and extend the learning in class.
The learning habits we use most are:

- Thinking: questioning, making links, hypothesising, rigorous/methodic, capitalising
- Strategic: making revisions, distilling
- Emotional: noticing details, overcoming frustration, taking risks
- Social: collaboration, imitation, independence

We will also be integrating some ICCAMS lessons into the course. These run alongside our main teaching topics listed above. ICCAMS (Increasing Competence and Confidence in Algebra and Multiplicative Structures) lessons aim to challenge students and help them unpick deep misconception. Last year we trialled ICCAMS as part of a national research project and we believe that running the sessions with greatly increase our students deeper understanding.

Try this at home

- MyMaths: Use booster packs to enhance your progress. We recommend times table boosters, four boosters, five boosters and six boosters. Ask your teacher which is most suitable.
- Practise basic skills regularly. It's important that you know your times tables from 1 to 12 and related division facts. E.g. if you know 12 x 7 = 84, then what is 84 ÷ 12 ?
- It's important that you know your times tables from 1 to 12, square numbers and number bonds to 10 and 100. E.g. what do we add to 37 to get to 100
- Use maths in real life: Take any opportunity to discuss the maths that is around you. What are the actual chances of winning the lottery? If it takes 4 hrs and 12 minutes to fly from London to Istanbul, what must the average speed be? Is it cheaper to drive or take the train to London?
- Extend your learning further: There are lots of problems to solve on nrich website https://nrich.maths.org/8516. Alternatively, why not try a Junior Maths Challenge paper https://www.ukmt.org.uk/individual-competitions/junior-challenge/

Assessment Criteria

Grade	Number	Algebra	Geometry	Ratio	Statistics and Probability
8.1 – 8.2	• Use the 4 operations (+, -, x, ÷) with whole numbers. • Use standard column procedures to add and subtract decimals with up to two places. • Round decimals to the nearest whole number. • Calculate perimeters of 2D shapes. • Represent fractions using diagrams and on a number line. • Simplify fractions. • Identify and use equivalent fractions. • Compare and order fractions using the symbols =, ≠, <, >, ≤, ≥. • Define percentage as 'number of parts per hundred'.	• Understand that a letter represents a variable. • Understand the difference between an expression, equation and formula. • Form expressions from situations described in words. • Identify, collect and simplify expressions with like terms. • Expand and simplify brackets including negatives. • Substitute positive values into different formulas. • Solve single step linear equations. • Solve geometrical problems on coordinate axes	• Recognise 2D polygons and describe the basic properties of a shape. • Know the definition of a regular and irregular polygon. • Know the names of regular polygons up to decagon. • Calculate missing angles in triangles and quadrilaterals, at a point and on a straight line, using vertically opposite angles. • Calculate areas of rectangles, triangles and parallelograms. • Solve problems involving perimeter and area of rectangles and triangles.	• Change freely between related standard units [for example time, length, area, volume/capacity, mass]. • Use ratio notation, including reduction to simplest form.	• Use appropriate language and the 0-1 probability scale. • Understand & use mean and range. • Describe, interpret and compare 2 distributions of a single variable using averages and range. • Understand the word hypothesis.
8.3 - 8.4	• Identify HCF and LCM in context. • Round numbers to an appropriate number of decimal places. • Know and use the order of operations. • Convert terminating decimals to fractions • Express one quantity as a fraction of another. • Convert between mixed numbers and improper fractions. • Find a fraction of an amount.	• Understand the difference between an expression, equation, formula, function and identity. • Substitute numerical values (including negatives) into formulae and expressions, including scientific formulae. • Simplify and manipulate algebraic expressions to maintain equivalence by: • Collecting like terms. • Identify common factors (numerical and algebraic) of terms in an expression. • Factorise an expression by taking out common factors.	• Derive and illustrate properties (such as equal lengths and angles) of triangles, quadrilaterals, circles, and other plane shapes using appropriate terminology • Understand and use alternate and corresponding angles on parallel lines. • Convert between cm2 and m2. • Solve problems involving area of composite shapes (made from rectangles, triangles and parallelograms).	• Divide a given quantity into two or more parts. • Given information about one part, find the whole or other part(s). • Understand that a multiplicative relationship between two quantities can be expressed as a ratio or a fraction. • Solve problems involving speed, distance and time calculations.	• Record, describe and analyse the outcomes of simple probability experiments. • Understand that the probabilities sum to 1. • Describe, interpret and compare tables, charts, and diagrams to make conclusions. • Select which average to use. Use average and spread to use to compare 2 distributions.

	• Express one quantity as a percentage of another. • Interpret percentages as a fraction or as a decimal.	• Construct and solve linear equations, including those with brackets and x on each side. • Represent solution set to an inequality on a number line and vice versa. • Generate terms of a sequence from its term-to-term rule. • Plot graphs of linear functions, using a table of values.	• Calculate the volume of cuboids. • Construct and interpret plans and elevations of 3-D shapes. • Enlarge shapes, on grid.		
8.5 – 8.6	• Find HCF and LCM using Prime Factors.. • Round numbers to an appropriate number of decimal paces and significant figures. • Add and subtract any fraction including fractions with different denominators. • Compare two quantities using • percentages, and work with percentages greater than 100%. • Solve simple problems involving percentage change.	• Expanding products of two or more binomials. • Solve two-step equations, including with brackets or when the solution is a fraction. • Find the integer solutions of an inequality. • Generate terms of a sequence from a position - to-term rule • Describe a sequence using term-to-term rules • Understand y = mx +c. Use linear graphs to model real life situations.	• Use the properties of faces, surfaces, edges and vertices of 3-D shapes (including cubes, cuboids, prisms, cylinders, pyramids, cones and spheres) to solve problems. • Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon. • Calculate the area of a trapezium. • Calculate the circumference and area of a circle. • Calculate and solve problems involving perimeters of 2-D shapes (including circles). • Calculate surface area of cuboids. • Convert between cm3 and m3. • Use centre of enlargement to enlarge shapes, positive scale factor. • Use Pythagoras to find length of hypotenuse.	• Change freely between standard units of area. • Convert m/s to km/h	• Generate sample spaces for single and combined events and use these to calculate probabilities (e.g. Venn diagrams). • Group numerical data (discrete and continuous) and construct frequency tables. • Calculate mode, mean, median and range of discrete data in a frequency table (not grouped). • Interpret stem and leaf diagrams

8.7- 8.8	• Multiply and divide proper and improper fractions and mixed numbers both positive and negative. • Find the whole amount, given a fraction of the amount. • Interpret percentages as operators (with and without a calculator). • Write numbers in standard from. • Add and subtract numbers in standard form. • Use a calculator to calculate with values in standard form.	• Simplify simple expressions involving index notation. • Substitute fractional and negative values into an expression. • Factorise quadratic expressions of the form ax2 + bx + c. • Solve equations with fractional coefficients • Rearrange formulae to change the subject, where the subject appears once. • Solve linear inequalities in one variable. • Recognise arithmetic sequences and find the nth term. • Define a geometric progression. • Calculate and interpret gradients of straight lines. Find the equation of a linear graph.	• Calculate the interior and exterior angles in any polygons and be able to use angles to work out the number of sides a polygon has. • Calculate the circumference and area of a semi-circle and quarter of a circle. • Calculate the volume and surface area of prisms, including cylinders. Solve complex problems. • • Apply Pythagoras' Theorem to solve problems, including 3D. • Enlarge shapes using a factional or negative scale factor.	• Use compound units such as speed, unit pricing and density to solve problems. • Solve problems involving direct and inverse proportion, including graphical and algebraic representations (including Recipe problems, Best buy problems and Exchange rates).	• Calculate the probability of independent and dependent combined events, including using tree diagrams. • Interpret with equal class intervals and know their appropriate use. • Find modal class and estimated mean for grouped continuous data. • Apply statistics to describe a population
8.9	• Find a fractional increase and decrease. • Solve reverse percentage problems. • Simple interest calculations.	• Rearrange formulae to change the subject, where the subject appears twice. • Recognise quadratic sequences and find the nth term rule • Use graphs to find approximate solutions of simultaneous linear equations.	• Calculate the area and arc length of a sector. • Identify the scale factor of an enlargement of a shape as the ratio of the lengths of two corresponding sides. Use to find missing sides in similar shapes. • Understand the relationships between lengths and areas in similar shape.	• Change freely between standard compound units such as speed and density.	• Calculate and interpret conditional probabilities.

Year 8 Music

Curriculum

In Key Stage 3 pupils will be assessed across 3 key strands that run across the curriculum:

- Performing
- Composing
- Appraising

Unit 1: What we will be learning (Subject knowledge)

World Connections and American Culture

- Introduction to African drumming and singing
- Introduction to instruments
- Composition and performance work
- Performance and improvisation work
- Protest songs
- Introduction to Reggae Music
- Performance work
- Cross curricular link with Art – *Art with Issues*

How we will be learning (Learning approaches including Learning Habits)

- Making links with different contexts and genres of music
- Planning and Distilling
- Making Revision
- Noticing detail
- Time effective

Try This at home

Listen to African Drumming

Listen to the music of Bob Marley

Unit 2: What we will be learning (Subject knowledge)

Popular Culture

- Performance unit developing work from previous Term
- Introduction to Blues
- Focus on structures and popular artists and bands

Composing to a Brief, Programme Music

- Students will compose to a brief furthering understanding of notation and composition techniques

How we will be learning (Learning approaches including Learning Habits)

- Making links with artists
- Discussing Learning
- Making Revision
- Time effective
- Noticing detail

Try this at home

Research your favourite band / artist

Look at different inspirations for composition

Research Blues Artists

Unit 3: What we will be learning (Subject knowledge)

Music and Media

- Introduction to Music and Media
  - Introduction to chosen set works
  - Introduction to famous composers and performers
  - Composition work using chosen themes

How we will be learning (Learning approaches including Learning Habits)

Throughout KS3 students will learn through using a variety of teaching styles, these include individual, pair and group work, independent computer and group performance work. Active learning includes performing, composing and appraising. All learning habits will be used at some point during the scheme of learning.

Try this at home

Investigate and research themes studied in class further

Assessment

	Performing	Composing	Appraising
8.1	Perform with energy and enthusiasm.	To compose a simple call and response piece.	Compare and describe differing roles of music within culture.
8.2	Perform as an ensemble member.	Develop your call and response ideas into an extended composition.	Listen and respond to performances.
8.3	Perform rhythmic phrases with a good level of accuracy.	Be able to show development within composition work, as well as more than one line.	Evaluate own and others compositions.
8.4	Perform with independence and confidence.	Compose using polyrhythms.	Identify key elements of music.
8.5	Perform with small errors that are not noticeable and do not detract from the overall performance.	Compose using more advanced structures and rhythms.	Identify structures of music.
8.6	Perform a solo section and within a group confidently. Individual parts are well balanced.	Composition work explores texture and timbre.	Reflect and evaluate own performance and composition in detail.
8.7	A secure performance with no noticeable errors.	Compose using contrasting elements.	Evaluate others performance and composition in detail with ideas for progression.
8.8	A stylistic performance, securely in time with a sense of musicality.	Compose using stylistic devices.	Understanding of genres and cultural context.
8.9	A secure, stylistic performance which embraces interpretation and expression.	Compose utilising all available resources.	Evaluate role of Music in society.

Year 8 Physical Education

Curriculum

The Year 8 PE curriculum is made up of a range of sports and physical activities. Through these pupils will be taught and encouraged to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and table tennis).
- Develop their skills, techniques and performance in other competitive sports (for example, athletics and gymnastics).
- Develop their aesthetic techniques and perform using a range of styles and forms
- Develop their knowledge and understanding of physical and mental health through the 'health and well-being' single lesson (in additional to their double PE lesson).
- Take part in additional activities and competitive sport though our extensive extra – curricular program and/or through outside community links or sports clubs.

The list below shows the range of sports and activities most classes will cover over the course of the year:

Football	Cricket	Basketball
Netball	Athletics	Gymnastics
Hockey	Dance	Rounders
Rugby	Badminton	Dodgeball
First Aid	Fitness suite	Stress Management

In Key stage 3 pupils will be assessed across 5 key strands that run across these sports and activities. They are:

1. Developing Skills
2. Making and applying decisions
3. Evaluating and improving
4. Health, fitness and wellbeing
5. Physical and mental capacity

In each activity block, students will be taught and assessed through 'developing skills' and one further strand. Over the course of the year students will cover each additional strand at least twice, so they are sure to develop all facets of physical education.

Assessment Criteria

Grade	Developing Skills	Making & Applying Decisions	Health, Fitness & Wellbeing	Mental & Physical Capacity	Evaluate and Improve
8.1	I am able to link simple skills with some control and co-ordination. I am able to pick the right skills, action and ideas in various activities. At times these skills deteriorate in practice.	With limited support I understand and am able to apply some basic rules. I am able to select but rarely apply the correct skill under limited pressure.	I know and understand some basic terminology but struggle to apply or link it to a sporting or H&F context. The depth of my work is limited.	I have a positive approach to being active but sometimes struggle to cope with challenge or disappointment. I can lack motivation & give up easily. I can demonstrate cardiovascular endurance.	I am able to see how my work is similar and different from others and I can identify strengths and weaknesses to improve my performance, using predetermined criteria to help.
8.2-8.3	The quality of my technique is maintained for a few skills however it often deteriorates in more challenging practices. When facing opposition, some skills may be less effective.	I am able to apply basic attack and defence strategies, and/or ideas demonstrating some success in small sided games or performances. I am able to apply most of the basic rules.	Application to a sporting or H&F context is accurate but limited. I use basic terminology but struggle to describe it. My work level is good but lacks detail. I am starting to recognise what I need to do to improve my own fitness level.	I approach most activities with confidence and participate with enthusiasm some of the time. I can cope with disappointment but at times I give up too easily. I can explain why some fitness components are crucial to performance.	I compare and comment on some skills, techniques and decisions, and understand how these have an impact on the performance. I have limited use of specific terminology.
8.4-8.5	I am able to choose and link together skills, techniques and ideas showing some accuracy and control. I struggle to adapt when faced with progressively challenging situations. I understand the importance of preparation and follow through.	I am able to safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a capable and controlled performance. I understand and am able to independently apply rules with consistency.	I understand what is meant by 'specificity' and can apply it with some success. My knowledge is generally accurate although lacks detail in some areas. Application to a sporting or H&F context is generally clear and valid. I can fully explain why we warm up and cool down- but some terminology is missing/incorrect.	I approach activities with confidence. I generally participate with energy and enthusiasm. I am able to implement rules and can cope with disappointment. I am determined to beat my previous best. I have empathy for others and encourage them. I can demonstrate key fitness attributes to most activities.	I am able to analyse the quality of performance but lack depth in my explanation. I have started to use some specific terminology although it is often used imprecisely. I can start to prioritise areas for improvement, and criteria used is sometimes by own.

8.6-8.7	I am able to safely apply a range of appropriate techniques, strategies and/or ideas to produce a controlled performance. The quality of technique is maintained for most skills but may deteriorate at times. I am able to show some technique in set plays but there are inconsistencies in open play.	I have the ability to make tactical decisions but there are significant weaknesses and inconsistencies in their relevance to the position I am playing. My contribution is evident but infrequent throughout the game. I understand and am able to independently apply rules fluently.	My knowledge is generally accurate although it can lack some detail. Application to a sporting or H&F context is accurate and can be explained using relevant terminology. Discussion is clear with relevant and good links to topics and questions. The detail and level of my work is generally strong.	I always perform with determination and guts. I approach new activities and situations with confidence. I have the mental strength to consistently perform at my best and encourage others to do the same. I am able to mentally push myself and persevere when faced with complex tasks or intense competition or performance.	I have good knowledge and appreciation of performance. I am able to analyse my own and others' skills, tactics and performances and can discuss how they are used. I regularly use specific terminology in the correct context and as a result can modify and refine my skills to make my performance better. I can break down targets to make them manageable.
8.8-8.9	I can investigate how to use body position to alter the outcome of the skill. The quality of my technique is maintained for all skills in practices and game play. I make more effective decisions in predetermined situations than in spontaneous. There may be occasional errors but I am quick to react to this. I generally produce the intended results/accuracy.	I have the ability to make successful and effective decisions but there may be some weaknesses. My contribution is effective and significant but it is not always sustained. I can use tactics to exploit opponents. I can maintain technique and accuracy in the performance of most skills, and I can make quick decisions.	My knowledge is accurate and detailed across all areas. Application to a sporting or H&F context is clear, precise and effective. Discussion is strong, making good links between H&F and physical activity. The detail and level of my work is generally very strong. I understand how PE helps with a balanced lifestyle. At times, I require extension material, which includes GCSE level material.	My performances are consistently strong, showing confidence, quick thinking and determination. I can manage my emotions to secure consistently strong performances. I can lead and inspire those around me. I can use speed and power to help me outwit opponents, and I can explain the advantages of doing this. I know how to improve key fitness components.	I understand how skills, tactics, composition and fitness relate to the quality of performance. I am able to accurately use specific terminology when analysing performance. I can plan way to improve my own and others' performance and act on these decisions in order to bring about improvements. I can adapt tactics or targets quickly and whilst under pressure.

Y8 Religious Studies

Curriculum

Autumn term

Global Issues

Students will focus on the profound impact humanity is having on our global environment. There will be a focus on the direct effect that we are having on animal and our own living environments. Students will explore what the contributing factors leading to the Earth's demise are, and what we can do about stopping these factors in the future. Students will be encouraged to take a moral perspective on whether as stewards it is right to treat something in the way humanity is treating the Earth. Students will focus on various religious attitudes to the environment and be encouraged to consider why these attitudes are relevant to them in the 21st century.

HOME LEARNING PROJECT: Students will work on how to plan and write an extended writing question (12 marked question) using the SORE structure

Spring Term

Ethics & Religion

Ethics – Is the standard of morality that we have in a 21st century western world the best standard of morality we could hope for? Where does our sense of morality come from? Should we move away from an ethical framework that has its roots in religion, especially the 10 commandments? This scheme of work deeply considers the nature of right and wrong from a global and personal perspective. Students reflect upon right and wrong within different cultures and religions and learn to develop their ability to critically analyse them. Students will be studying a variety of ethical frameworks, some of which displace God as a source of morality. Areas of study will include utilitarianism, which is essentially the greatest good for the greatest number, Situation Ethics (the application of love), Just War and whether it is ever morally permissible to kill. Students will also be invited to apply their morality and studied ethical frameworks to themes such as capital punishment, racism, Islamaphobia and homophobia.

HOME LEARNING PROJECT: Students will work on how to plan and write an extended writing question (12 marked question) using the SORE structure

Summer Term

The Holocaust

Students actively learn in a safe and nurtured environment about the suffering of the Religious and Non-Religious Jews during the Holocaust. Students also deeply engage with the concept of evil and reflect upon events that occurred during the Holocaust to piece together an understanding from a spiritual, emotional and physical sense. At the end of this unit students will have highly developed their ability to empathise, to notice details, to make links, to hypothesise, to question, to collaborate, recognising relevance and learn from a period of history that is difficult to find adequate words to describe. Students complete this unit by creating a highly reflective creative piece of work in response to this work.

HOME LEARNING PROJECT: Students will work on how to plan and write an extended writing question (12 marked question) using the SORE structure

Assessment

Grade	Descriptor	Examples
8.1- 8.2	Ability to define keywords and ideas and to express own opinion in response to these.	Students can.... • Identify keywords in multiple choice questions • Explain own opinion on an issue giving a simple reason to support this view.
8.3- 8.4	Ability to explain the beliefs of believers and express own opinion/contrasting opinions in response to this in a balanced and fair way.	Students can.... • Explain how a religious person would respond to an issue giving a simple reason to support this view. • Explain two contrasting responses (S& O) to an issue giving a simple reason to support each viewpoint.
8.5- 8.6	Ability to analyse and (E)evaluate religious beliefs/ideas, understanding how religious believers might be influenced by the beliefs that they [illegible] and articulating the religious ideas behind these opinions.	Students can.... • Describe religious teachings or beliefs specific issues. • Explain how a religious person would respond to an issue giving a simple reason that explains a religious teaching or belief. • Give a reason for and a reason against an idea, belief or response.
8.7- 8.8	Ability to explain why there are differences in views/actions of 'believers' both within and between religions, generating a personal response to these views.	Students can.... • Explain how (R)religious teachings can interpreted in different ways by different believers.
8.9	Ability to draw information from different sources to reach informed and well-reasoned conclusions. Evidence of originality, independence and wider reading.	Students can.... • Draw links between different topics or previous learning to support the points you make. • Draw a conclusion that explains reasons why they have decided on this approach or viewpoint. Evaluate – line of argument

Year 8 Science

Curriculum

In Year 8 pupils follow year 2 of the Activate scheme of work. They are taught 10 units that are split into two topics each and cover a variety of Biology, Chemistry and Physics topics.

	KS3 Part 2	
Forces	1.3 Contact forces	1.4 Pressure
Electro-magnets	2.3 Magnetism	2.4 Electro-magnets
Energy	3.3 Work	3.4 Heating and cooling
Waves	4.3 Wave effects	4.4 Wave properties
Matter	5.3 Elements	5.4 Periodic Table
Reactions	6.3 Types of reaction	6.4 Chemical energy
Earth	7.3 Climate	7.4 Earth resources
Organisms	8.3 Breathing	8.4 Digestion
Ecosystem	9.3 Respiration	9.4 Photo-synthesis
Genes	10.3 Evolution	10.4 Inheritance

.

Assessment

Assessment is through a combination of written assessments at the end of units, classwork, homework and skills based assessments

Grad	Descriptor	Examples
8.1-2	Pupils use their knowledge to recognize and describe scientific ideas.	• In Biology Students know the basic structure of the lungs and that, in the alveoli, oxygen from the air passes into the blood stream and carbon dioxide from the blood passes out into the air. • In Chemistry Students know that elements react and bond to form compounds. They can identify a substance as a compound from its formula. • In Physics They understand that frictional and drag forces act against the forward motion of an object.
8.3-4	Pupils use their scientific knowledge to link cause and effect in a selection of observations. They use their knowledge and understanding to describe and explain some scientific processes.	• In Biology Students can use a word equation to describe photosynthesis and can explain that this is how plants produce their own food. • In Chemistry they know that a reaction is exothermic when it produces more energy than it uses and endothermic when more energy is used. • In Physics Students can describe the relationship between temperature and thermal energy.
8.5-6	Pupils use their knowledge and understanding to describe and explain some scientific processes. They use abstract ideas and apply their knowledge in unfamiliar situations using given formulae.	• In Biology Students understand how fossils provide evidence for evolution but that the evidence is limited. • In Chemistry They can describe some strategies for limiting or mitigating the impacts of global warming. • In Physics Students explain the behaviour of different waves using a model such as a slinky spring, recognising the difference between transverse and longitudinal waves.
8.7-8	Pupils describe a wide range of processes and phenomena relating to Science, using abstract ideas, quantitative methods, appropriate terminology and sequencing a number of points. Pupils can recall and apply equations with consistent units.	• In Biology They know the balanced symbol equations for aerobic respiration, anaerobic respiration in animals and fermentation in yeast. • In Chemistry Students can identify patterns in the formulae of compounds and use these to predict the formulae of unknown compounds. • In Physics Students can confidently explain how the magnetic field strength around a solenoid can be varied and evaluate the design of devices using electromagnets.
8.9	Pupils describe an extensive knowledge and understanding. They use this and apply this effectively in their descriptions and explanations, identifying links between topics. Pupils can recall and rearrange relationships.	• In Biology Students can use their detailed understanding of genetic inheritance to be able to explain why offspring do or do not inherit certain features from their parents. • In Chemistry Students can use data for bond energies to predict whether a reaction will be exothermic or endothermic. • In Physics They can calculate the pressure exerted on a fluid and explain why some solid objects float and others sink in terms of weight and upthrust.

Year 8 Spanish

Year 8 Technology

Curriculum – Food & Nutrition

You are what you eat

This module focusses on how our eating habits impact on our health. Students will work independently and in groups to produce a range of food products. They will continue to develop a range of more complex practical skills and evaluate their work.

Assessment Criteria

Grade	Description
8.1-8.3	• Shows limited knowledge of The Eatwell plate and is able to name some of the 5 main nutrients • Able to make basic changes to a recipe and have some awareness of the availability of ingredients • Not very confident when cooking and requires a lot of support to complete practical on time. Can select the correct equipment and use it safely and correctly. • Cooked item needs practice to improve the standard of finish • Able write a simple evaluation and suggest basic improvements to the dish • Produce written work that is mainly complete but writing is limited and will prove difficult to read
8.4-8.6	• Demonstrates good knowledge of The Eatwell plate and is able to the 5 main nutrients. Understands most of their main functions. • Able to adapt the ingredients in a recipe and has a good understanding of the availability of ingredients • Works pretty much independently and is confident and competent in most aspects of the practical. Can select the correct equipment and use it safely and with some accuracy. • Demonstrates good time management throughout lessons and finished on time • Aware of method with some prompting • Cooked item well presented and finished to a good standard • Has made a good attempt to evaluate and made reasonable suggestions for improvements • Produces mainly accurate and legible written work which is well presented • Work book tasks are completed with a good level of detail and achieves good scores in end of module tests
8.7-8.9	• Demonstrates an excellent, detailed knowledge of The Eatwell plate and is able to name all the 5 main nutrients and explain their function in the body • Able to adapt ingredients from an existing recipe and have thorough understanding of the availability of ingredients and how this could affect the cost of the final dish • Works independently and is confident and competent in all aspects of practical. Able to confidently follow the method and finishes on time. Can select the correct equipment and use it safely, correctly and accurately. • Demonstrates excellent time management and completes dishes within the time available • Cooked item is of high standard and well presented and unable to improve in any way. • Can evaluate to a high standard and suggest realistic improvements • Writing is well structured, clearly expressed and largely error free. All tasks in work book are completed and achieves the highest marks in end of module tests

Curriculum - Ecology

Using the theme of ecology, students develop design and making skills to manufacture a product that encourages insects into the garden environment.

Assessment Criteria

Grade	Practical Skills Description
8.1-8.4	• Asked lots of questions in order to produce a product. • Basic selection of materials, fixtures, components and fittings, which are generally appropriate for the chosen prototype. • Simplistic use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate an adequate degree of safe working practice for self and others. • Show a basic understanding of the need for accuracy.
8.5-8.7	• Asked some questions in order to produce a product. • Generally considered selection of materials, fixtures, components and fittings, which are mostly appropriate for the chosen prototype. • Generally competent use of tools, equipment and techniques for the manufacture of the prototype • Demonstrate a generally high degree of safe working practice for self and others. • Show a partially sound understanding of the need for accuracy.
8.8-8.9	• Worked independently to produce a product. • Fully considered selection of materials, fixtures, components and fittings, which are entirely appropriate for the chosen prototype. • Fully competent use of tools, equipment and techniques for the manufacture of the prototype. • Demonstrate a sustained high degree of safe working practice for self and others. • Show a fully sound understanding of the need for accuracy.

Grade	Design Skills Description
8.1-8.4	• Basic research carried out to investigate the design context. • Limited range of specification points that are basic and loosely based on research. • Simple design ideas that show a basic understanding of materials and processes. • Basic selection of drawing techniques to communicate ideas. • Basic evaluation of ideas leading to limited refinement. • Basic application of maths to develop and manufacture ideas.
8.5-8.7	• Used more than one research method to investigate the design context and the work of others. • Mostly developed range of specification points that are realistic and based on relevant research • Ideas show a generally sound understanding of the user, materials and processes. • Relevant selection and use of different drawing techniques to communicate ideas. • Competent evaluation of ideas leading to appropriate refinement. • Competent application of maths to develop and manufacture ideas.
8.8-8.9	• Used a range of different research methods to investigate and analyse the design context and the work of others. • Fully developed range of specification points that are technical and based on relevant research. • Ideas show a show a fully sound understanding of the user, materials, processes and techniques. • Considered selection and use of a range of drawing techniques to communicate ideas thoroughly. • Effective evaluation of design ideas leading to considered development. • Effective application of maths to re-arrange and apply formulas to develop and manufacture ideas.