



Year 8 Assessment Flight Path and Assessment Descriptors

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### **Key Stage Three Flight Path**

The table on page 4 shows the incremental flight path of 'expected progress' for all students from their individual starting points. All students come to us with a set of data from their primary KS2 tests and this allows us to target their end of KS4 GCSE expectations. We use this flight path to track how well students are progressing in each subject per school term. The KS2 data is based on Reading and Mathematics KS2 tests. This is what The Government uses to track progress for all children from KS2-KS4. We use both data in a combination score to help us estimate target grades.

The school terms identified are Term 1 – Christmas, Term 2 – Easter and Term 3 – Summer. Christmas Term runs from September to December, Spring Term runs from January to April and the Summer Term runs from May to July. Progress data is expected to show incremental improvement across each term. This culminates in the target set for the end of Year 11.

### **Key Stage Three Assessment Descriptors**

Each subject has provided a detailed table of the skills or knowledge required to attain a GCSE Grade 1-7 in the specific subject. This has been written into 'I can' statements so that students are able to understand what they need to do to improve their work in a given subject.

When school reports are written, we will report whether your son/daughter is on track; this is based on the Flight Path below. Your child's individual flight path will be printed into their report so you can see where they should be.

Children's progress is not linear and we would expect times during their schooling where they make less than expected progress, and then progress at a rapid rate. Their progress is unlikely to follow this path over the five years, but it should be used as a useful indicator. In Modern Foreign Languages this is most pertinent. As most children have less prior knowledge in an MFL subject, we would expect them to start very low within the GCSE range regardless of prior ability. As they learn more vocabulary and grammar rules for the language, you will see their progress rise rapidly. It is not unusual for students to seem like they are making less than expected progress in Year 7, but significantly more in Years 8 and 9.

KS2 Baseline New	KS2 Baseline Historical Combined	KS2 Decimilised Data Combined	Year 7 Term 1	Year 7 Term 2	Year 7 Term 3	Year 8 Term 1	Year 8 Term 2	Year 8 Term 3	Year 9 Term 1	Year 9 Term 2	Year 9 Term 3	Year 10 Term 1	Year 10 Term 2	Year 10 Term 3	Year 11 Term 1	Year 11 Term 2	Year 11 Term 3	KS4 Exams
120	6	6.8	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.2	7.1	8.3	8.3	8.2	8.2	8.1	9.3	9
119	6	6.8	5.3	5.2	5.1	6.3	6.2	6.1	6.1	7.3	7.2	7.1	8.3	8.3	8.2	8.2	8.1	8
118	6	6.6	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.2	7.2	7.1	7.1	8.3	8.2	8.2	8
117	6	6.4	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.3	7.2	7.2	7.1	8.3	8.3	8.2	8
116	6	6.2	4.2	4.1	5.3	5.2	5.1	6.3	6.2	6.1	7.3	7.3	7.2	7.2	7.1	7.1	8.3	8
115	5a	5.9	4.2	4.1	5.3	5.2	5.1	6.3	6.2	6.2	6.1	6.1	7.3	7.3	7.2	7.2	7.1	7
114	5a	5.9	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7.3	7.2	7.1	7
113	5a	5.8	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6.1	7.3	7.3	7.2	7
112	5a	5.8	3.1	4.3	4.2	4.1	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7.3	7.2	7
111	5a	5.7	3.1	4.3	4.2	4.1	5.3	5.3	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6.1	7.3	7
110	5a	5.7	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	7.3	7
109	5b	5.6	3.2	3.1	4.3	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6
108	5b	5.5	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	6.3	6.3	6.2	6.2	6.1	6
107	5b	5.4	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6.2	6.2	6
106	5c	5.3	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6.2	6
105	5c	5.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	5.3	5.3	5.2	5.2	5.1	5.1	6.3	6.3	6
104	5c	5.1	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.1	4.1	5.3	5.3	5.2	5.2	5.1	6.3	6
103	4a	4.8	2.2	2.1	3.3	3.2	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5.2	5.2	5.1	5.1	5
102	4a	4.7	2.3	2.2	2.1	3.3	3.2	3.1	4.3	4.3	4.2	4.2	4.1	5.3	5.2	5.2	5.1	5
101	4b	4.6	2.3	2.2	2.2	2.1	3.3	3.2	3.2	3.1	4.3	4.2	4.2	4.1	5.3	5.2	5.2	5
100	4b	4.5	2.3	2.3	2.2	2.1	3.3	3.2	3.2	4.3	4.2	4.2	4.1	4.1	5.3	5.3	5.2	5
99	4b	4.4	1.1	2.3	2.2	2.2	2.1	3.3	3.2	3.1	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5
98	4c	4.3	1.1	2.3	2.3	2.2	2.1	3.3	3.2	3.1	3.1	4.3	4.2	4.2	4.1	4.1	5.3	5
97	4c	4.3	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.2	3.2	3.1	4.3	4.2	4.2	4.1	4
96	4c	4.2	1.1	1.1	2.3	2.3	2.2	2.1	2.1	3.3	3.3	3.2	3.1	3.1	4.3	4.2	4.1	4
95	4c	4.2	1.2	1.1	2.3	2.3	2.2	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4.3	4.2	4
94	4c	4.1	1.2	1.1	2.3	2.3	2.2	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4.3	4.2	4
93	3a	3.9	1.2	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	3.1	4.3	4
92	3a	3.8	1.2	1.2	1.1	1.1	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	4.3	4
91	3a	3.7	1.3	1.3	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3.2	3.1	3
90	3b	3.6	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.3	3.2	3
89	3b	3.5	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3.2	3
88	3b	3.4	BL.1	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2.1	3.3	3
87	3c	3.3	BL.1	BL.1	BL.1	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	3.3	3
86	3c	3.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.2	2.1	2
85	3c	3.1	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2.1	2
84	2a	2.9	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2.3	2.2	2
83	2a	2.8	BL.3	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2.3	2
82	2a	2.7	BL.3	BL.3	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1	2.3	2
81	2b	2.6	BL.3	BL.3	BL.2	BL.2	BL.1	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.2	1.1	1
80	2b	2.5	BL.3	BL.3	BL.3	BL.2	BL.2	BL.2	BL.1	BL.1	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1

### Target grid

The grid on the above page gives the flight path for every child within the profile of prior data we receive from our primary colleagues. The KS2 base data for all years is based on Reading and Mathematics. A combination of both scores gives us the accumulated base score from which all targets are set.

The Department for Education place students into prior attainment groups. Some groups of children are expected to make faster progress than others, this is reflected in the table.

Purple	High Ability on prior attainment
Green	Middle Ability on prior attainment
Blue & Yellow	Low Ability on prior attainment

### Key Stage Three Assessment Matrices

The assessment matrices below give you clear detail from each subject area on how the curriculum will be assessed at the GCSE grades in Year 7. Students will use these in lessons so they can see where their gaps in learning are and more importantly what they need to do make greater progress. Parents can use this information in conjunction with reports so that you can easily see what your son/daughter needs to do further to improve in individual subject areas.

English					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Identify and interpret explicit and implicit information and ideas</b>	<b>I can:</b> retrieve key information from the text and justify my choices	<b>I can:</b> infer from the text and gain information and ideas that are relevant	<b>I can:</b> carefully select explicit and implicit information that is relevant to the task	<b>I can:</b> accurately infer implicit information in the text	<b>I can:</b> accurately and in detail select explicit and implicit detail within the framework
<b>Select and synthesise evidence from different texts</b>	<b>I can:</b> describe and summarise with some accuracy and understanding	<b>I can:</b> identify and link information from more than one text and from different places	<b>I can:</b> use evidence from more than one source	<b>I can:</b> select and comment on evidence from a range of sources	<b>I can:</b> select evidence from historical sources/high level sources
<b>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology</b>	<b>I can:</b> begin to make relevant comments on the effect of language and the structural features	<b>I can:</b> explain how writers use of language and structural features to influence the reader	<b>I can:</b> analyse language to show how writers achieve effects	<b>I can:</b> analyse language and structure with relevant subject terminology	<b>I can:</b> analyse in detail and comment on language and structural effects
<b>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts</b>	<b>I can:</b> begin to make straightforward links and identify different ideas and viewpoints	<b>I can:</b> comment on the viewpoint using evidence from the text	<b>I can:</b> understand perspectives and comment on them	<b>I can:</b> compare ideas and perspectives across two different texts	<b>I can:</b> accurately compare ideas and perspectives across a range of complex texts
<b>Evaluate texts critically and support this with appropriate textual references</b>	<b>I can:</b> use relevant and thoughtful quotations from the text	<b>I can:</b> use judicious quotations and analyse them for effect	<b>I can:</b> evaluate another point of view using evidence from the text	<b>I can:</b> make sophisticated and detailed comments on the texts using evidence	<b>I can:</b> evaluate texts critically within a contextual framework
<b>Communicate clearly, effectively and imaginatively, selecting and</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b> write imaginatively in more than one tone	<b>I can:</b>	<b>I can:</b>

<b>adapting tone, style and register for different forms, purposes and audiences</b>	select features within my writing which match the style/audience/purpose	use the correct tone and register for audience and purpose		communicate clearly and adapt my style to suit form, purpose and audience	communicate in detail, accurately using the appropriate style and register
<b>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</b>	<b>I can:</b> ensure that my ideas are relevant and sequencing is clear and appropriate	<b>I can:</b> select and sequence my ideas for effect	<b>I can:</b> use grammatical features for aid the structure of my text	<b>I can:</b> organise my writing using structural and grammatical features accurately	<b>I can:</b> organise my ideas so the cohesion is clear
<b>A range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation</b>	<b>I can:</b> use a range of sentence structures and a range of punctuation	<b>I can:</b> use a range of structures with deliberate purpose and effect	<b>I can:</b> use a range of vocabulary which is appropriate to the task	<b>I can:</b> use a range of vocabulary and punctuation for purpose and effect	<b>I can:</b> use sophisticated sentence structures for clarity
<b>Read, understand and respond to texts</b>	<b>I can:</b> read and understand more complex texts	<b>I can:</b> read and understand texts beyond my age group	<b>I can:</b> read and respond to texts that are above my age group in a sophisticated way	<b>I can:</b> respond to them in a sophisticated way using evidence from the text to back up what I'm saying	<b>I can:</b> keep my sophisticated response focused on a specific task
<b>Students should be able to maintain a critical style and develop an informed personal response</b>	<b>I can:</b> write in a personal or critical style depending on purpose	<b>I can:</b> maintain a personal and critical style over several paragraphs	<b>I can:</b> balance both critical and personal responses without error.	<b>I can:</b> maintain a critical style throughout with elements of academic writing.	<b>I can:</b> use an academic register when required
<b>Students should use textual references, including quotations, to support and illustrate interpretations</b>	<b>I can:</b> use quotations to illustrate my views	<b>I can:</b> use quotations to illustrate a range of interpretations	<b>I can:</b> embed quotations into my work coherently to amplify my points	<b>I can:</b> carefully select quotations from the text that fit within my framework	<b>I can:</b> use quotations judiciously
<b>Analyse the language, form and</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>

<b>structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate</b>	use evidence from the text to support my comments	effectively analyse language, structure and/or form	analyse language used by writers and comment on their effect	analyse language/form and comment in detail about their meanings and effects	analyse language/form and use subject terminology
<b>Show understanding of the relationships between texts and the contexts in which they were written</b>	<b>I can:</b> comment on context when it is relevant to the text	<b>I can:</b> comment on context when it is relevant to the task	<b>I can:</b> make detailed comments on context which are linked to the task	<b>I can:</b> carefully select contextual comments which fit the framework of my writing	<b>I can:</b> give thoughtful consideration to ideas/perspectives/contextual factors and comment in detail on them
<b>Use a range of vocabulary and sentence structures for clarity, purpose and effect</b>	<b>I can:</b> use a range of vocabulary for effect	<b>I can:</b> use a range of vocabulary to enhance reader understanding and enjoyment	<b>I can:</b> use appropriate vocabulary for clarity	<b>I can:</b> use appropriate high-level vocabulary for purpose and effect	<b>I can:</b> use a range of appropriate vocabulary and sentence structures to enhance points made
<b>Accurate spelling and punctuation</b>	<b>I can:</b> use most punctuation marks accurately	<b>I can:</b> use all punctuation marks accurately	<b>I can:</b> use punctuation marks for effect and spell most words accurately	<b>I can:</b> spell most high-level words accurately and I am usually error free with my punctuation	<b>I can:</b> spell and punctuate accurately and error free

Mathematics  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Number</b>	<p><b>I can:</b></p> <p>Add and subtract negative integers</p> <p>Round numbers to given powers of 10 and to a given number of decimal places</p> <p>Write down the place value of a digit, for example, what is the value of 4 in 0.24</p> <p>Order decimals, for example which is bigger, 0.24 or 0.3</p> <p>Multiply any three digit number by any two numbers without a calculator</p> <p>Divide any three digit number by any two digit number without a calculator</p> <p>Multiply whole numbers and decimals by 10, 100 and 1000</p>	<p><b>I can:</b></p> <p>Round numbers to one significant figure</p> <p>Multiply and divide negative integers</p> <p>Add and subtract decimals</p> <p>Find one number as a fraction of another</p> <p>Perform calculations with simple fractions involving addition</p> <p>Perform calculations with simple fractions involving multiplication</p> <p>Calculate cubes and cube roots (with and without the use of a calculator)</p>	<p><b>I can:</b></p> <p>Estimate answers to calculations involving division Use the terms square, positive and negative square root, cube and cube root</p> <p>Recall integer squares from 2x2 to 15x15 and the corresponding square roots</p> <p>Recall the cubes of 2,3,4,5 and 10</p> <p>Multiply two decimals such as 2.4 x 0.7</p> <p>Convert decimals to fractions and fractions to decimals</p> <p>Perform calculations with simple fractions involving subtraction</p>	<p><b>I can:</b></p> <p>Find the lowest common multiple (LCM) of two simple numbers</p> <p>Find the highest common factor (HCF) of two simple numbers</p> <p>Write a number as a product of its prime factors</p> <p>Find the reciprocal of a number</p> <p>Estimate answers to calculations</p> <p>Solve numerical problems involving multiplication and division with numbers of any size</p> <p>Use a calculator efficiently and appropriately</p>	<p><b>I can:</b></p> <p>Find the lowest common multiple (LCM) of two or more numbers</p> <p>Find the highest common factor (HCF) of two or more numbers</p> <p>Round to a given number of significant figures</p> <p>Convert recurring decimals to fractions and fractions to recurring decimals</p> <p>Identify recurring and terminating decimals</p> <p>Convert between ordinary and standard index form representations</p> <p>Use standard index form with and without a calculator</p>

	<p>Divide whole numbers and decimals by 10, 100 and 1000</p> <p>Add and subtract decimals to two places Multiply and divide decimals to two places</p> <p>Simplify fractions such as <math>\frac{12}{20}</math></p> <p>Arrange fractions in order of size</p> <p>Work out fractions as quantities, such as <math>\frac{3}{5}</math> of 20</p> <p>Estimate square roots</p> <p>Calculate squares and square roots (with and without the use of a calculator)</p> <p>Understand that percentage means "out of one hundred"</p> <p>Change a percentage to a fraction or a decimal and vice versa</p> <p>Give out a percentage of a given quantity</p> <p>Solve simple ratio and direct proportion problems</p>	<p>Use function keys on a calculator for powers and roots</p> <p>Compare fractions, decimals and percentages</p>	<p>Increase or decrease a quantity by a given percentage</p>	<p>Find minimum and maximum values</p> <p>Understand the effects of multiplying by numbers between 0 and 1 Divide a number by a decimal such as <math>1 \div 0.2</math> and <math>2.8 \div 0.07</math></p> <p>Work out a percentage increase or decrease</p> <p>Express one quantity as a percentage of another</p> <p>Perform calculations with mixed numbers</p> <p>Perform calculations with simple fractions involving division</p> <p>Solve more complex ratio and proportion problems such as sharing out money between two groups in the ratio of their numbers</p> <p>Solve ratio and proportion problems using the unitary method</p>	<p>Work out reverse percentage problems</p> <p>Understand how to use successive percentages</p> <p>Work out compound interest</p> <p>Calculate proportional changes using a calculator</p>
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Algebra	I can:	I can:	I can:	I can:	I can:
	<p>Find a particular term in a sequence involving positive numbers</p> <p>Write the term-to-term rule in a sequence involving positive numbers</p> <p>Describe number patterns and relationships including multiply factor and square Simplify expressions with one variable such as <math>a+2a+3a</math> Use coordinates in all four quadrants</p> <p>Plot points of a conversion graph and read off positive values</p> <p>Use simple formula such as <math>P = 2w + 2h</math></p> <p>Substitute positive numbers into a simple formula</p> <p>Solve equations such as <math>4x = 24</math> and <math>x-3 = 7</math></p>	<p>Find a particular term in a sequence involving negative or fractional numbers</p> <p>Write the term-to-term rule in a sequence involving negative or fractional numbers</p> <p>Simplify expressions with more than one variable such as <math>2a + 5b + a-2b</math></p> <p>Draw lines such as <math>x=3</math> and <math>y = x + 2</math></p> <p>Solve equations such as <math>x/2 = 9</math> and <math>4x - 2 = 22</math></p> <p>Read from a conversion graph for negative values</p> <p>Interpret distance-time graphs</p> <p>Write an expression from a problem</p> <p>Substitute negative numbers into a simple formula</p> <p>Use formulae from Mathematics and other subjects</p> <p>Plot the graphs of straight lines such as <math>x = 3</math> and <math>y = 4</math></p>	<p>Multiply out expressions with brackets such as <math>5(3x - 2)</math></p> <p>Factorise expressions</p> <p>Write the terms of a sequence or series of diagrams given the nth term</p> <p>Draw lines such as <math>y = 2x - 3</math></p> <p>Solve problems involving straight lines</p> <p>Solve linear equations with unknowns on each side such as <math>3x - 4 = 5 \div x</math></p> <p>Solve linear equations with brackets such as <math>2(5x + 1) = 28</math></p> <p>Substitute numbers into more complicated formulae such as <math>c = \frac{(A + 1)D}{9}</math></p> <p>Solve problems involving graphs, such as finding where the line <math>y = x+5</math> crosses the line <math>y = 1</math></p> <p>Draw graphs of simple quadratic functions such as <math>y = 2x^2</math> and <math>y = 2x^2 + 2</math></p>	<p>Find a solution to a problem by forming an equation and solving it</p> <p>Form and solve equations such as <math>x^2 + x = 12</math> using trial and improvement methods</p> <p>Rearrange linear formulae such as <math>s = 4q - 7</math></p> <p>Recognise the equations of straight line graphs Draw graphs of harder quadratic functions such as <math>y = x^2 + 3x - 5</math></p> <p>Find the points of intersection of quadratic graphs with lines</p> <p>Use graphs to find the approximate solutions of quadratic equations</p> <p>Solve inequalities such as <math>3x &gt; 9</math> and <math>12 \leq 3n &lt; 20</math></p> <p>Solve linear inequalities such as <math>4x - 3 &lt; 10</math> and <math>4x &lt; 2x + 7</math></p> <p>Represent sets of solutions on the number line</p>	<p>Solve fractional linear equations such as <math>\frac{2x-1}{6} + \frac{x+3}{3} = \frac{5}{2}</math></p> <p>Expand and simplify two expressions of the form <math>x \pm n</math></p> <p>Factorise quadratic expressions</p> <p>Simplify rational expressions involving quadratic expressions</p> <p>Solve quadratic equations such as <math>x^2 + 6x + 8 = 0</math></p> <p>Rearrange formulae that include brackets, fractions and square roots</p> <p>Explore the gradients of parallel straight line graphs</p> <p>Solve more complex linear inequalities such as <math>x + 13 &gt; 5x - 3</math></p> <p>Solve a set of linear inequalities in 2 variables and represent the solution as a region of a graph</p> <p>Solve a pair of simultaneous equations including two unknowns such as <math>2x + y = 5</math> and <math>2x + 2y = 4</math></p>

		<p>Complete a table of values for equations such as <math>y = 3x + 3</math> and draw the graph</p>			<p>Explain that each equation can be represented by a line on a graph and that the point of the intersections of the lines is the solution</p> <p>Complete tables for, and draw graphs of cubic functions</p> <p>Use cubic graphs to solve equations</p> <p>Complete tables for, and draw graphs of reciprocal functions</p> <p>Use reciprocal graphs to solve equations</p>
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<b>Geometry &amp; Measures</b>	<b>I can:</b> Draw a triangle given three sides, or two angles and a side, or two sides and the included angle  Draw a cuboid on an isometric grid and mark its dimensions  Express fractions of full turns in degrees and vice versa Recognise obtuse, acute and reflex angles  Estimate angles  Measure and draw angles accurately to the nearest degree  Understand the terms “perpendicular lines” and “parallel lines”  Know angles on a straight line adds up to $180^\circ$  Know angles around a point add up to $360^\circ$  Know angles in a triangle add up to $180^\circ$  Work out the perimeter of a simple rectangle	<b>I can:</b> Show that angles of a triangle add up to $180^\circ$ and use this to find angles  Show the exterior angle of a triangle is equal to the sum of the interior opposite angles Use angle properties of equilateral, Isosceles and right-angled triangles  Find the area and perimeter of compound shapes  Calculate interior and exterior angles of a quadrilateral Investigate tessellations Find the volume of a cube or cuboid  Find the height of a cuboid given volume, length and breadth  Reflect shapes in the axes of a graph  Enlarge a shape by a positive scale factor  Find the measurements of the dimensions of an enlarged shape  Use map scales to find distance	<b>I can:</b> Find the area of a triangle, parallelogram, kite and trapezium  Find the area and perimeter of compound shapes  Calculate the area of a circle to an appropriate degree of accuracy  Reflect shapes in lines such as $x = 2$ or $y = -1$  Rotate shapes around the origin  Identify reflective symmetry in 3-D solids  Translate a shape using a description such as 4 units right and 3 units down Enlarge a shape by a positive scale factor from a given centre  Calculate simple average speeds from distance-time graphs  Draw a quadrilateral such as a kite or parallelogram with given measurements  Explain that the lengths of two sides and non-identical	<b>I can:</b> Solve problems involving circles such as finding the perimeter of a semicircle  Solve problems involving circles such as finding the area of a semicircle  Calculate volumes of triangular prisms, parallelogram-based prisms and cylinders  Solve problems involving surface areas of prisms and cylinders  Convert between measures of area  Convert between measures of volume  Classify a quadrilateral by geometric properties  Solve problems using angle and symmetry properties of polygons of intersecting and parallel lines  Calculate interior and exterior angles of a regular polygon Find the midpoint of a line segment	<b>I can:</b> Use the angle properties of a circle  Use the tangent/chord properties of a circle  Distinguish between formulae for perimeter, area and volume by considering dimensions  Find the upper and lower bounds of simple calculations (addition and subtraction) involving quantities given to a particular degree of accuracy  Interpret velocity-time graphs  Discuss and interpret graphs modelling real situations  Match sides and angles of similar triangles given some dimensions  Find the distance between two points given their coordinates Use sine, cosine and tangent to calculate an angle in a right-angled triangle  Use sine, cosine and tangent to calculate a side in a right-angled triangle

	<p>Draw all the lines of symmetry on a 2-D shape</p>		<p>angle do not define a unique triangle</p> <p>Construct and recognise the nets of 3-D solids such as pyramids and triangular prisms</p> <p>Draw plans and elevations of 3-D solids</p> <p>Describe the concept and points of a locus</p>	<p>Use and understand the coordinates in three dimensions</p> <p>Reflect shapes in the line <math>y = x</math> and <math>y = -x</math></p> <p>Rotate shapes about any point</p> <p>Describe fully reflections and rotations about any point</p> <p>Find the centre of rotation and describe it fully</p> <p>Translate a shape by a vector such as <math>(-3)</math></p> <p>Transform shapes by a combination of translation, rotation and reflection</p>	
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		<p>Give the order of rotational symmetry from information about their symmetry</p> <p>Draw the line of reflection for two shapes</p> <p>Give a scale factor of an enlarged shape</p> <p>Convert one metric unit to another</p> <p>Convert between metric and imperial units</p> <p>Make sensible estimates of a range of measures in everyday settings</p> <p>Draw the net of a simple solid such as a cuboid</p>	Solve simple speed problems	<p>Compare the areas of an enlarged shape with the original shape</p> <p>Enlarge a shape by a positive whole number or fractional scale factor</p> <p>Solve more difficult speed problems</p> <p>Understand and use compound measures such as speed and density</p> <p>Recognise accuracy in measurements given to the nearest whole unit</p> <p>Calculate complex average speeds from distance-time graphs</p> <p>Construct the perpendicular bisector of a line</p> <p>Construct the perpendicular from a point to a line</p> <p>Construct angles of <math>60^\circ</math> and <math>90^\circ</math></p> <p>Construct the bisector of an angle</p> <p>Match one side and one angle of congruent triangles given some dimensions</p>	
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				<p>Use Pythagoras' Theorem to find any side of a right-angled triangle</p> <p>Use Pythagoras' Theorem to find the height of an isosceles triangle</p> <p>Use Pythagoras' Theorem in practical problems</p> <p>Construct accurately loci, such as those equidistant from two fixed points</p> <p>Solve loci problems, such as identifying points less than 3cm from point P</p>	
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<b>Data Handling and Probability</b>	<b>I can:</b> Work out the range for a set of numbers	<b>I can:</b> Compare the mean and range of two distributions	<b>I can:</b> Calculate the mean for a frequency distribution	<b>I can:</b> Find the mean for grouped data	<b>I can:</b> Construct a time-series graph and plot the moving average
	Calculate the mean for a set of numbers	Calculate the 'fx' column for a frequency distribution	Construct a stem and leaf diagram (ordered)	Find the median class for grouped data	Use the trend line to estimate other values
	Find the median for an even set of numbers	Construct a pie chart	Construct a frequency diagram	Find the modal class for grouped data	Construct and interpret a cumulative frequency diagram
	Write down the mode from a graph	Interpret a stem and leaf diagram	Interpret a time-series graph	Use measurements of average and range to compare distributions and make inferences	Use a cumulative frequency diagram to estimate the median and interquartile range
	Compare two distributions using the range and one of the mode, median or mean	Design and use a two-way tables for discrete and grouped data	Draw a scatter graph by plotting points on a graph	Draw a line of best fit on a scatter graph by inspection Identify possible sources of bias in the design and use of data collection sheets and questionnaires	Construct and interpret a box plot
	Interpret a pie chart	Understand the difference between experimental and theoretical probabilities	Interpret a scatter graph	Specify hypotheses and test them	Compare two sets of a data using box plots
	Understand and use a probability scale	Understand and use relative frequency	Classify and know the difference between various types of data	Understand relative frequency as an estimate of probability	Complete a tree diagram
	Express a probability as a fraction		Design and use data collection sheets and questionnaires	Use relative frequency to compare outcomes of experiments	
	Display outcomes systematically		Use a variety of different sampling methods		
			Use a two-way table to find a probability		
		Understand mutually exclusive events			
		Use the fact that the probabilities of mutually exclusive events add up to 1			

Biology					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Environment</b>	<p><b>I can:</b></p> <p>State that all organisms in an ecosystem may affect each other and are affected by their environment</p> <p>Construct and interpret simple food chains</p> <p>Identify variation between organisms of the same and different types</p>	<p><b>I can:</b></p> <p>Describe how a change in the numbers of one organism may affect another</p> <p>List some physical environmental factors in an environment</p> <p>Use food webs to write food chains</p>	<p><b>I can</b></p> <p>Use food chains to make food webs</p> <p>Identify predators, prey, consumers, producers, herbivores and carnivores from a food chain</p>	<p><b>I can:</b></p> <p>Describe and explain how organisms may be affected by their environment, with reference to adaptations.</p> <p>Explain how a change in the numbers of one organism may affect another, with reference to competition and predation.</p> <p>I can explain how adaptations increase the chances of survival for organisms.</p>	<p><b>I can:</b></p> <p>Evaluate the impact of humans on other organisms, with reference to the accumulation of toxic materials.</p> <p>Explain how energy is lost in food chains.</p> <p>Interpret and draw pyramid of numbers.</p> <p>Explain the effects of some persistent pesticides on top predators.</p>

<p><b>Body Systems 2</b></p>	<p><b>I can:</b></p> <p>List some nutrients.</p> <p>Name some tissues and organs in the human gas exchange system and label a simple diagram of the human gas exchange system.</p> <p>State that organisms release energy from carbohydrates by respiration.</p>	<p><b>I can:</b></p> <p>Outline the process of digesting food.</p> <p>State what each part of the bell jar model represents.</p> <p>Describe the impact of exercise, asthma and smoking on the human gas exchange system.</p>	<p><b>I can:</b></p> <p>Explain the consequences of imbalances in the diet (obesity, starvation and deficiency related diseases).</p> <p>Calculate and compare energy values of different foods in kJ (using food labels).</p> <p>Name and describe the functions of some tissues and organs in the human digestive system.</p> <p>State what happens to the air, ribs and diaphragm during breathing and describe changes in lung volume.</p>	<p><b>I can:</b></p> <p>Make calculations of energy requirements in a healthy daily diet.</p> <p>Explain how digestion happens, with reference to enzymes.</p> <p>Summarise the reactants and products of aerobic and anaerobic respiration using word equations.</p> <p>Compare and contrast aerobic and anaerobic respiration.</p> <p>Describe some applications of aerobic and anaerobic respiration.</p>	<p><b>I can:</b></p> <p>Link adaptations of different parts of the digestive system to their functions.</p> <p>Evaluate the implications of aerobic and anaerobic respiration for organisms based on the reactants and products.</p> <p>Explain how ventilation occurs with reference to pressure changes and measuring lung volume.</p> <p>Interpret data about and evaluate the impact of exercise, asthma and smoking on the human gas exchange system.</p>
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<p><b>Microbes</b></p>	<p><b>I can:</b></p> <p>Name types of microbes, describe their basic structure and place in order of size.</p> <p>State some uses of microbes.</p> <p>Name some diseases caused by microbes and the pathogens that cause them.</p> <p>Suggest simple ways to stop spread of disease.</p>	<p><b>I can:</b></p> <p>Describe mechanisms for the spread of disease.</p> <p>Identify some of the body's defences.</p> <p>Describe the action of white blood cells.</p> <p>Describe how microbes can make us ill.</p>	<p><b>I can:</b></p> <p>Discuss the benefits of bacteria in the human digestive system.</p> <p>Explain how we have used our knowledge of white blood cells to produce vaccinations.</p> <p>Explain how our ideas of disease have changed over time and the work completed by famous Microbiologist that have led to these changes.</p>	<p><b>I can:</b></p> <p>Explain how Vaccination can prevent the spread of disease and Herd Immunity.</p> <p>Explain the different forms of Immunity.</p> <p>Explain specificity of vaccination using knowledge of antigens and antibodies.</p>	<p><b>I can:</b></p> <p>Evaluate the use of viruses in medicine.</p> <p>Interpret how microbes effect the composition of the atmosphere through Photosynthesis, decomposition and respiration.</p>
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Chemistry					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Materials and Substances</b>	<p><b>I can:</b></p> <p>State that all elements currently known may be found listed in the periodic table</p> <p>Name common elements and use chemical symbols. I can recognise a simple atomic model</p> <p>Identify pure and impure substances from diagrams</p> <p>State that during chemical reactions reactants become products</p> <p>List examples of atoms, elements and compounds.</p>	<p><b>I can:</b></p> <p>Explain the following physical changes in terms of conservation of material, mass and reversibility: melting, freezing, evaporation, sublimation, condensation and dissolving</p> <p>Name some elements in the periodic table when given their symbol</p> <p>Describe pure substances and mixtures, including dissolved substances</p> <p>Describe dissolving, with reference to particles.</p>	<p><b>I can:</b></p> <p>State that mass is conserved during changes of state and chemical reactions</p> <p>State that during chemical reactions atoms are rearranged in order for reactants to become products</p> <p>Name the products of combustion</p> <p>Describe the difference between complete and incomplete combustion</p> <p>Explain why mass is conserved during changes of state and chemical reactions</p> <p>Represent chemical reactions using word equations</p> <p>Represent elements using chemical symbols</p>	<p><b>I can:</b></p> <p>Write word equations for the thermal decomposition on metal carbonates</p> <p>Explain why there is a period of constant temperature during melting and freezing</p> <p>Identify pure and impure substances from data</p>	<p><b>I can:</b></p> <p>Write a balanced symbol equation for incomplete combustion</p> <p>Represent compounds using chemical formulae</p> <p>Explain how collisions are random and must be successful in order for a reaction to occur</p>

<p><b>Geology</b></p>	<p><b>I can:</b></p> <p>Name the three types of rock.</p> <p>Describe the general structure of the Earth.</p>	<p><b>I can:</b></p> <p>Describe how the three types of rock are formed.</p> <p>Describe how crystal size is dependent on cooling time.</p> <p>Describe the processes of Weathering, Erosion, Transportation and Deposition.</p>	<p><b>I can:</b></p> <p>Link crystal size to Intrusive and Extrusive rocks.</p> <p>Explain fossil formation linking ideas of the Rock Processes.</p>	<p><b>I can:</b></p> <p>Explain in detail how the three different types of rocks are formed, with reference to factors that may alter the appearance and properties of these rocks.</p> <p>Explain why some rocks will not contain fossils.</p>	<p><b>I can:</b></p> <p>Link the formation of rocks together to describe and explain the rock cycle in detail.</p> <p>Identify unfamiliar rocks from data provided for me.</p>
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Physics					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Magnetism</b>	<p><b>I can:</b></p> <p>State the poles on a magnet</p> <p>State what will happen like and unlike poles are put together</p> <p>Identify materials that are magnetic</p>	<p><b>I can:</b></p> <p>Use a plotting compass to draw fields around a magnet</p> <p>Describe the difference between magnetic and magnet</p> <p>Describe the difference between a magnet and an electromagnet</p>	<p><b>I can:</b></p> <p>Explain why and object is magnetic using Domains</p> <p>Use a plotting compass to draw the fields around a current carrying wire (solenoid)</p> <p>Use practical skills to investigate variables affecting field strength of electromagnets</p>	<p><b>I can:</b></p> <p>Explain changes to the force exerted by a magnet using domain theory (field direction and strength)</p> <p>Form conclusions based on practical evidence</p>	<p><b>I can:</b></p> <p>Explain and evaluate the uses of magnets and electromagnets using data provided</p> <p>Consider the reliability of my evidence</p>
<b>Space</b>	<p><b>I can:</b></p> <p>State that gravity always pulls towards the centre of an object</p> <p>Identify gravity as the force which exists between the Moon and the Earth and between the Sun and the Earth</p> <p>List planets in our solar system in order</p> <p>List the seasons of the Earth in order</p>	<p><b>I can:</b></p> <p>State that gravity is a non-contact force that affects objects within a gravitational field</p> <p>State that all objects have a gravitational field, that this varies in strength and that the gravitational field strength of Earth is 10 N</p> <p>Describe celestial bodies in order of magnitude</p> <p>Define a day, a lunar month and a year with reference to Earth, and I can state how long each of these are on Earth</p>	<p><b>I can:</b></p> <p>Describe weight as the force an object experiences due to a gravitational field pulling on it</p> <p>Describe how the seasons are due to the orbit of the Earth around the Sun and the fact the Earth is tilted on its axis</p>	<p><b>I can:</b></p> <p>Calculate weight when given mass and gravitational field strength</p> <p>Explain that the movement of light is measured in light years, and that this is how far light travels in one year</p> <p>Describe that this is a measurement of distance and not time</p> <p>Explain the existence of a leap year, with reference to the fact that an Earth year is actually 365.25 days</p>	<p><b>I can:</b></p> <p>Link my knowledge to light waves to explain how light and heat energy travels to Earth from the Sun as an electromagnetic wave</p> <p>Explain how the different seasons occur in the northern hemisphere, with reference to the tilt of the Earth and proximity to the Sun</p>

		I can describe a solar system as a collection of planets and other objects orbiting a star			
<b>Heat Transfer</b>	<p><b>I can:</b></p> <p>draw particles in solid, liquid and gas</p> <p>State that thermal energy is transferred from hotter objects to colder objects</p>	<p><b>I can:</b></p> <p>State that thermal energy is transferred by conduction in solids, convection in liquids and radiation in vacuums and transparent objects</p> <p>Describe several situations where energy is transferred</p> <p>Describe and explain how thermal energy is transferred by conduction, in terms of particles</p>	<p><b>I can:</b></p> <p>Describe and explain how thermal energy is transferred by convection, in terms of particles</p> <p>Describe and explain the expansion of heated materials</p> <p>Describe and explain how thermal energy is transferred by radiation, in terms of particles</p>	<p><b>I can:</b></p> <p>Suggest how thermal energy transfer by convection, conduction and radiation may be changed</p>	<p><b>I can:</b></p> <p>Suggest why thermal insulators reduce thermal energy transfer</p>
<b>Light and Sound</b>	<p><b>I can:</b></p> <p>State that white light is a mixture of colours</p> <p>State that light waves are able to travel through a vacuum</p> <p>State that light waves are transverse</p> <p>State that during specular reflection in a plane mirror, the angle of incidence is always equal to the angle of reflection</p> <p>State that pinhole cameras, cameras with lenses and the</p>	<p><b>I can:</b></p> <p>List the colours of the spectrum of light in order</p> <p>Label the main parts of the human eye</p> <p>State that in a vacuum, light waves have a maximum speed, the speed of light</p> <p>State that light waves may be absorbed, reflected (diffuse and specular), refracted and diffused</p> <p>State that different types of waves can travel through</p>	<p><b>I can:</b></p> <p>Describe how white light is a mixture of colours with reference to frequency</p> <p>Label and state the functions of the main parts of the human eye: cornea, pupil, iris, lens, retina, optic nerve</p> <p>Give some examples of when light is absorbed or reflected, and describe what is meant by absorbing and reflecting light</p> <p>Describe refraction using a ray model diagram</p>	<p><b>I can:</b></p> <p>Explain how a prism may be used to diffuse the different colours of light, with reference to refraction and wave speed</p> <p>Describe how a pinhole camera works using a ray diagram</p> <p>Explain how we see different colours, with reference to the colour of the object and the colour of the light available</p> <p>Describe the superposition of observed waves in water</p>	<p><b>I can:</b></p> <p>Explain light as a transverse electromagnetic wave, with reference to oscillations and energy (transverse waves) and magnetic and electric fields (electromagnetic wave)</p> <p>Apply my knowledge of light waves to explaining why refraction occurs, with reference to particles and the speed of light</p> <p>Apply my knowledge of light waves to explain how colour blindness occurs, with reference to rods and cones</p>

	<p>human eye form images from light</p> <p>Simply state the function of the human eye</p> <p>State that waves transfer energy. I can state that waves may be reflected, refracted, dispersed or experience superposition</p> <p>State that sound waves are longitudinal</p> <p>State that sound cannot travel through a vacuum</p> <p>Label parts of the ear</p> <p>State the auditory range of humans and name some animals that have different auditory ranges to humans</p> <p>State that sound is produced by vibrations and name some devices that detect sound, including microphones and ear drums</p>	<p>matter and vacuums, and I can name some types of waves including water waves, sound waves, pressure waves and light waves</p> <p>Describe what frequency is and state that it is measured in hertz</p> <p>Describe the function of parts of the ear</p> <p>Recognise and label a diagram of a longitudinal wave, including compressions and rarefactions</p>	<p>Describe the formation of an image from specular reflection in a plane mirror using a ray model diagram</p> <p>Describe how the human eye forms an image using ray diagrams</p> <p>Describe the reflection of an observed wave in water</p> <p>Describe how sound requires matter to travel, and I can explain which material sound will travel fastest through with reference to particle arrangement</p> <p>Describe the reflection of a sound wave as an echo and describe some applications of echoes, including sonar, ultrasound and echolocation</p> <p>Explain what it means to describe sound as a longitudinal wave, with reference to the direction of vibrations and energy</p>	<p>Compare and contrast longitudinal and transverse waves</p>	<p>Describe how sound waves can be used to transfer information if they are converted to electrical signals</p>
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Geography KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Contextual knowledge of locations and places</b>	<p><b>I can:</b></p> <p>recall very basic information about physical and human regions studied and their specific environmental characteristics</p> <p>recognise that on the wider scale, places have different regions, and make basic comparisons</p>	<p><b>I can:</b></p> <p>recall basic information about physical and human environments, with basic comments about specific locations</p>	<p><b>I can:</b></p> <p>recall information about physical and human environments, with valid comments about specific locations</p>	<p><b>I can:</b></p> <p>describe a wider variety of information about physical and human environments using case study detail</p>	<p><b>I can:</b></p> <p>Describe detailed information about physical and human environments studied, including appropriate case study detail and location</p>
<b>Understanding of Patterns, Processes and Environmental Change</b>	<p><b>I can:</b></p> <p>suggest reasons for why places change with comments about physical and human processes</p> <p>describe the relationship between physical and human environments and people, and why sustainable management is needed</p>	<p><b>I can:</b></p> <p>recognise and begin to explain multiple reasons why places change because of physical and human processes</p> <p>describe how people have different values and attitudes to the changes of physical and human environments</p>	<p><b>I can:</b></p> <p>explain multiple reasons why places and environments change using specific case studies</p> <p>explain different sequences of events with comments about a greater number of physical and human processes</p> <p>explain how the different views of people have different effects on how environments are used and managed</p>	<p><b>I can:</b></p> <p>accurately explain and show the relationships between different sequences of events and processes</p> <p>explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas</p>	<p><b>I can:</b></p> <p>Accurately explain a range of geographical processes and start to apply this to unfamiliar contexts</p> <p>Accurately choose a case study or example, and link it to my studies. I can explain why sustainable development is important, and that opinions, including my own, will vary depending on the stakeholders involved</p>
<b>Competence in Geographical Enquiry</b>	<p><b>I can:</b></p> <p>conduct a geographical enquiry, collect data from primary and secondary sources, collate the</p>	<p><b>I can:</b></p> <p>conduct a geographical enquiry, collect data from primary and secondary sources, collate the</p>	<p><b>I can:</b></p> <p>conduct a geographical enquiry, collecting appropriate data from</p>	<p><b>I can:</b></p> <p>conduct a geographical enquiry, identifying key questions or hypotheses to support</p>	<p><b>I can:</b></p> <p>Conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support,</p>

	<p>information and present my findings using a number of simplistic techniques e.g. multiple line graphs</p> <p>make some decisions from the outcomes of my data, using some key terminology</p>	<p>information and present my findings using a wider range of simplistic techniques</p> <p>describe in detail the outcomes of my enquiry, using a range of key terminology accurately</p>	<p>primary and secondary sources</p> <p>make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry</p>	<p>suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support my enquiry</p> <p>collate and present my data using a wide range of techniques including some sophisticated techniques. I can explain my findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry</p>	<p>offering greater contextualisation for my enquiry</p> <p>Collect primary and secondary data, and collate and present my findings using a range of sophisticated techniques e.g. located graphs (bar graphs and pie charts). I can begin to analyse data, interpret my results and link the evidence to a relevant geographical theory</p> <p>Evaluate the process of enquiry and make some suggestions for improving the limitations, reliability and validity of my conclusions</p>
<p><b>Application of Geographical Skills</b></p>	<p><b>I can:</b></p> <p>use numerical and statistical skills to describe and compare geographical data</p>	<p><b>I can:</b></p> <p>recognise the patterns made by physical and human features on maps and use a range of cartographical skills to interpret and give reasons for the trends</p> <p>use statistical and numerical skills with more accuracy and begin to use wider statistical techniques e.g. percentage increase or decrease when explaining data</p>	<p><b>I can:</b></p> <p>use a range of graphical skills and interpret different types of photographs from a range of different landscapes</p> <p>link photographic evidence to OS maps using grid references. I can use more sophisticated statistical skills e.g. percentage change or cumulative frequency</p>	<p><b>I can:</b></p> <p>use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale</p> <p>draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values</p>	<p><b>I can:</b></p> <p>Accurately identify and describe patterns of human and physical features on maps. I can draw and interpret a variety of graphs and mapping techniques e.g. choropleth, and begin to analyse the patterns using a range of statistical skills</p>

History KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Knowledge and understanding</b>	<b>I can:</b> describe accurately different people, events and periods. I may begin to make simple comparisons	<b>I am:</b> beginning to explain accurately different features, events and people of the past. I may begin to make links between what happened and say good and bad points about what happened	<b>I can:</b> explain accurately and in detail features, events, people. I make links between what happened and evaluate any actions taken	<b>I can:</b> analyse different features of the past and evaluate fully	<b>I can:</b> accurately analyse different features of the past and evaluate fully
<b>Written communication</b>	<b>I can:</b> write in full sentences, starting to use paragraphs  use SPAG with reasonable accuracy and with a limited range of specialist language	<b>I can:</b> write in paragraphs and use connectives to develop ideas.  use SPAG with reasonable accuracy and with a limited range of specialist language	<b>I can:</b> use an introduction and conclusion effectively.  use SPAG considerably accurately and with a good range of specialist language	<b>I can:</b> link paragraphs together to form an argument.  use SPAG considerably accurately and with a good range of specialist language	<b>I can:</b> plan answers carefully with well-structured arguments. I can use SPAG consistently accurately and with a wide range of specialist language
<b>Chronology</b>	<b>I can:</b>  put events and people into a chronological framework	<b>I can:</b>  put events and people into the context of a chronological framework	-	-	-
<b>Change and Continuity</b>	<b>I can:</b>  describe how things have changed and continued over a specific time period	<b>I can:</b>  explain the reasons and consequences of change and continuity across a specific time period	<b>I can:</b>  explain the extent of change and continuity across a specific time period	<b>I can:</b>  explain the speed of change and continuity across a specific time period	<b>I can:</b>  analyse and evaluate the speed of change and continuity across a specific time period

<b>Significance</b>	<b>I can:</b> describe a significant event/person	<b>I can:</b> begin to recognise that some events/people are more significant.	<b>I can:</b> explore criteria/respond to prompts for making a judgement about the most significant events, people and changes	<b>I can:</b> begin to explain how the significance of events, people and changes are varied according to differing perspectives	<b>I can:</b> explain how the significance of events, people and changes are varied according to differing perspectives
<b>Cause and Consequence</b>	<b>I can:</b> describe the causes or consequences of an event	<b>I can:</b> explain the causes or consequences of an event. I may suggest links between them	<b>I start:</b> to explain the links between different causes or consequences of an event	<b>I can:</b> fully analyse the links e.g. may explain short and long term causes fully	<b>I can:</b> fully analyse and evaluate the links e.g. may explain short and long term causes fully
<b>Evidence</b>	<b>I can:</b> use sources (quotes/descriptions) to answer questions about the past. I can describe what a source suggests as well as says	<b>I am:</b> beginning to evaluate sources. I can compare and combine the evidence from different sources	<b>I can:</b> evaluate sources. I can explain the strengths and weaknesses of a source	<b>I can:</b> explain why a source is or isn't useful or reliable with a full explanation. I can critically consider origin, nature and purpose	<b>I can:</b> analyse and evaluate why a source is or isn't useful or reliable with a full explanation. I can critically consider origin, nature and purpose  begin to use sources for creating my own enquiries
<b>Interpretation</b>	<b>I can:</b> describe different interpretations and begin to test hypothesis	<b>I can:</b> suggest some reasons why interpretations differ	<b>I am:</b> beginning to explain how and why interpretations differ	<b>I can:</b> fully explain how and why interpretations differ	<b>I can:</b> Analyse and evaluate how and why interpretations differ  begin to critically consider the origin, nature and purpose of the interpretation

Modern Foreign Languages KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Listening</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>understand basic classroom commands</li> <li>transcribe simple words that I hear accurately</li> <li>answer simple questions about what I hear</li> <li>match simple sentences I hear to the English meaning or picture</li> <li>understand tenses</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>understand basic classroom language</li> <li>transcribe phrases accurately most of the time</li> <li>translate phrases and simple sentences I hear into English</li> <li>pick out a few of the main points and simple opinions from a short spoken passage made up of familiar language, including the third person</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>understand more complex classroom language</li> <li>confidently understand a spoken passage in the first and third person</li> <li>pick out the main points, opinions, and a few details from a spoken passage of familiar language</li> <li>understand passages containing two tenses</li> <li>transcribe phrases containing unknown words</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>use context and my own knowledge to work out the meaning of unfamiliar words I hear</li> <li>pick out the main points, opinions, and details from a longer spoken passage</li> <li>understand longer passages which contain a variety of tenses and structures</li> <li>transcribe whole sentences</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>pick out the main points, opinions, and most/all specific details from a longer and more complex spoken passage on different topics, including the past, present AND future tenses</li> <li>transcribe whole sentences containing two tenses and unknown words</li> </ul>
<b>Reading</b>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>use my exercise book or a dictionary to find out the meaning of words or some phrases independently</li> <li>read and translate phrases into English</li> <li>read and match simple sentences to the English meaning or picture</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>read and translate a few sentences into English</li> <li>look up unfamiliar words in a dictionary</li> <li>pick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>read and translate a short text into English with the help of a dictionary or my exercise book</li> <li>confidently read and understand a text written in the first and third person</li> <li>pick out the main points, opinions, and a few details from a longer text made up of familiar language</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>use context and my own knowledge to work out the meaning of unfamiliar words</li> <li>pick out the main points, opinions and details from a longer text containing a variety of tenses and structures</li> <li>translate a short text (35 words) containing simple structures and three tenses</li> </ul>	<p><b>I can:</b></p> <ul style="list-style-type: none"> <li>read and translate sentences into English using the past and future tenses</li> <li>pick out the main points, opinions, and most/all specific details from a longer and more complex text on different topics, including the past, present AND future tenses</li> <li>I can translate a text (50 words) containing complex structures, and a variety of</li> </ul>

			translate longer sentences containing two tenses	read and understand short passages from a literary text or magazine article	tenses and vocabulary, with fair accuracy
<b>Speaking</b>	<p><b>I can:</b></p> <p>say simple sentences, including some classroom language phrases</p> <p>My accent is good enough for my teacher to understand me</p> <p>remember what my teacher has taught me and answer questions, but I may make mistakes</p>	<p><b>I can:</b></p> <p>ask and answer more difficult questions, sometimes spontaneously</p> <p>give opinions</p> <p>My accent is easily understandable</p> <p>use classroom language more often</p> <p>start to talk about other people using the third person</p>	<p><b>I can/am:</b></p> <p>take part in a short conversation</p> <p>give and justify my own opinions</p> <p>My accent is usually good</p> <p>quite confidently speak in the first and third person</p> <p>use my knowledge of grammar to create my own sentences with some help from my teacher</p> <p>becoming more spontaneous</p> <p>starting to use the TL meaningfully for classroom routine purposes</p> <p>use two tenses</p>	<p><b>I can/am:</b></p> <p>take part in a longer conversation</p> <p>give and justify my own opinions</p> <p>speak with a generally good accent and some intonation</p> <p>confidently speak in the first and third person</p> <p>quite spontaneous with my questions and answers, and classroom interaction</p> <p>create my own sentences more independently</p> <p>vary the language I use, and can use three tenses</p>	<p>I can:</p> <p>give a presentation or take part in a longer conversation</p> <p>use a variety of structures to create detailed and extended answers</p> <p>refer to something in the past and the future tense</p> <p>accent is good and my intonation shows some confidence</p> <p>spontaneous with my spoken language and classroom interaction</p> <p>sound natural, even if my accuracy is not perfect</p> <p>occasionally narrate events</p> <p>use more complex linguistic structures and more varied vocabulary and tenses</p>
<b>Writing</b>	<p><b>I can:</b></p> <p>write words and phrases from memory without making too many mistakes</p>	<p><b>I can/am:</b></p> <p>write longer sentences and give opinions, sometimes spontaneously</p>	<p><b>I can:</b></p> <p>write a short paragraph</p>	<p><b>I can:</b></p> <p>write a longer paragraph</p>	<p>I can:</p> <p>produce a detailed, extended piece of writing using a variety</p>

	<p>transcribe words when I hear them, although I may make mistakes</p> <p>write short sentences following a model from my teacher</p> <p>translate short sentences using "I" into the target language</p>	<p>write sentences from memory, and my spelling is easily understandable</p> <p>getting more accurate when I transcribe what I hear or translate in the TL</p> <p>starting to write about other people using the third person</p>	<p>give my own opinions and justify them</p> <p>use conjunctions to make my sentences more complex</p> <p>My spelling is usually good</p> <p>use my knowledge of grammar to create my own sentences with some help from my teacher</p> <p>quite confidently write in the first and third person</p> <p>write sentences with increasing spontaneity</p> <p>When transcribing and translating into the Target Language, I may still make mistakes, but my work is mainly correct</p> <p>use two different tenses</p> <p>translate short sentences using "I" in two tenses into the Target Language</p>	<p>give my own opinions and justify them</p> <p>use conjunctions to make my sentences more complex</p> <p>My spelling is generally good</p> <p>use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries</p> <p>confidently write in the first and third person</p> <p>write sentences with increasing spontaneity, without the help of resources</p> <p>When transcribing and translating into the Target Language, my work is mainly correct</p> <p>incorporate a wider range of structures and vocabulary, and three tenses</p> <p>translate sentences using "I" in three tenses into the Target Language</p>	<p>of structures, tenses and vocabulary</p> <p>refer to something in the past and the future</p> <p>ask questions in my writing</p> <p>My use of more complex grammar shows some confidence</p> <p>When transcribing and translating more difficult sentences into the TL, my work is mainly correct – I only make a few mistakes with verb forms</p> <p>translate sentences using "I", "he", and "she" in three tenses into the TL</p>
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Art KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>DEVELOP</b></p> <p><i>Develop/generation of ideas through investigations, demonstrating critical understanding of sources</i></p>	<p><b>I can:</b></p> <p>show a basic development of ideas from investigating other artworks</p> <p>show a basic ability to understand other artists' work in relation to my own</p>	<p><b>I can:</b></p> <p>show a competent development of ideas from investigating other artworks</p> <p>I can show a secure understanding of other artists' work in relation to my own</p>	<p><b>I can:</b></p> <p>develop ideas from investigating other artworks and artefacts</p> <p>understand other artists' work and critically relate this to my own work</p>	<p><b>I can:</b></p> <p>develop a range of ideas through investigating other artworks or artefacts</p> <p>make judgements and critically relate my work to the work of other artists'</p>	<p><b>I can:</b></p> <p>confidently develop a range of ideas through investigating other artworks or artefacts.</p> <p>confidently make judgements and critically relate my work to the work of other artists'.</p>
<p><b>REFINE</b></p> <p><i>Making work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</i></p>	<p><b>I can:</b></p> <p>show an ability to refine my work through looking at previous work I have completed</p> <p>explore ideas through using a few processes of experimentation and review</p> <p>select some media, techniques and processes which relate to my intentions</p>	<p><b>I can:</b></p> <p>competently refine my work through looking at others work, and my own</p> <p>competently explore ideas through using a range of processes of experimentation and review</p> <p>appropriately select media, techniques and processes which relate to my intentions</p>	<p><b>I can:</b></p> <p>consistently refine my work, through feedback, viewing other artworks and my own</p> <p>consistently explore ideas through using a range of processes of experimentation and review</p> <p>consistently select the correct media, techniques and processes which relate directly to my intentions</p>	<p><b>I can:</b></p> <p>competently and consistently refine my work through feedback, viewing other artworks and my own</p> <p>competently and consistently explore ideas through using a range of processes of experimentation and review</p> <p>competently and consistently select the correct media, techniques and processes which relate directly to my intentions</p>	<p><b>I can:</b></p> <p>confidently refine my work through feedback, viewing other artworks and my own</p> <p>confidently explore ideas through using a range of processes of experimentation and review</p> <p>confidently select the correct media, techniques and processes which relate d directly to my intentions</p>
<p><b>RECORD</b></p>	<p><b>I can:</b></p>	<p><b>I can:</b></p>	<p><b>I can:</b></p>	<p><b>I can:</b></p>	<p><b>I can:</b></p>

<p><i>Drawing and record ideas, observations and insights relevant to intentions as work progresses.</i></p>	<p>draw using an appropriate set of mark-making techniques for purpose</p> <p>write about my artwork and use DIRT time effectively to develop my skills</p>	<p>draw using a range of appropriate mark-making techniques, showing skill and purpose</p> <p>write independently about my artwork and use DIRT time to effectively develop my skills in art</p>	<p>consistently draw using a variety and range of mark-making techniques, showing skill and purpose</p> <p>write independently and give an opinion about my artwork</p> <p>use DIRT time well, to develop my skills in art</p>	<p>competently and consistently draw using a variety and range of mark-making techniques, showing skill and purpose</p> <p>write independently and critically about my artwork</p> <p>use DIRT time very well, to develop my skills in art</p>	<p>confidently draw using a variety and range of mark-making techniques, showing skill and purpose</p> <p>confidently write independently and critically about my artwork</p> <p>confidently use DIRT time very well, to develop my skills in art</p>
<p><b>PRESENT</b></p> <p><i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i></p>	<p><b>I can:</b></p> <p>present a response to the tasks set in and outside of lessons</p> <p>show a basic understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques</p>	<p><b>I can:</b></p> <p>present a purposeful response to the tasks set in and outside of lessons</p> <p>show a competent understanding of using the formal elements</p>	<p><b>I can:</b></p> <p>consistently present a purposeful and meaningful response to all tasks set in and outside of lessons</p> <p>show a consistent understanding of using the formal elements to communicate my ideas</p>	<p><b>I can:</b></p> <p>competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons</p> <p>show a competent and consistent understanding of using the formal elements to communicate my ideas</p>	<p><b>I can:</b></p> <p>confidently present a purposeful and meaningful response to all tasks set in and outside of lessons</p> <p>confidently show a competent and consistent understanding of using the formal elements to communicate my ideas</p>

Computer Science					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Algorithms</b>	<p><b>I / I can:</b></p> <p>understand that algorithms are implemented on digital devices as program</p> <p>design simple algorithms using loops, and selection i.e. if statements</p> <p>use logical reasoning to predict outcomes</p> <p>detect and correct errors i.e. debugging, in algorithms</p>	<p><b>I can:</b></p> <p>design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else</p> <p>use diagrams to express solutions.</p> <p>use logical reasoning to predict outputs, having an awareness of inputs.</p>	<p><b>I can:</b></p> <p>show an awareness of tasks best completed by humans or computers</p> <p>design solutions by decomposing a problem and creates a sub-solution for each of these parts</p> <p>recognise that different solutions exist for the same problem</p>	<p><b>I can:</b></p> <p>understands that iteration is the repetition of a process such as a loop</p> <p>recognises that different algorithms exist for the same problem</p> <p>represents solutions using a structured programme</p> <p>identify similarities and differences in situations and can use these to solve problems (pattern recognition)</p> <p>be able to create a basic search and bubble sort algorithm</p>	<p><b>I can:</b></p> <p>understand a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem</p> <p>recognise that some problems share the same characteristics and use the same algorithm to solve both</p> <p>understand the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task</p>
<b>Programming &amp; Development</b>	<p><b>I can:</b></p> <p>use arithmetic operators, if statements, and loops, within programs</p> <p>use logical reasoning to predict the behaviour of programs</p> <p>detect and corrects simple semantic errors i.e. debugging, in programs</p>	<p><b>I can:</b></p> <p>create programs that implement algorithms to achieve given goals</p> <p>declare and assigns variables</p> <p>use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an "if, then and else" statement</p>	<p><b>I/I can:</b></p> <p>understand the difference between, and appropriately uses if and if, then and else statements</p> <p>use a variable and relational operators within a loop to govern termination</p> <p>design, writes and debugs modular programs using procedures know that a procedure can be used to hide the detail with sub-solution</p>	<p><b>I/I can:</b></p> <p>understand that programming bridges the gap between algorithmic solutions and computers</p> <p>practical experience of a high-level textual language, including using standard libraries when programming</p> <p>use a range of operators and expressions e.g. Boolean, and applies them in the context of</p>	<p><b>I can:</b></p> <p>use nested selection statements</p> <p>appreciate the need for, and writes, custom functions including use of parameters</p> <p>tell the difference between, and uses appropriately, procedures and functions</p> <p>understand and uses negation with operators</p>

				<p>program control.</p> <p>selects the appropriate data types</p> <p>recognises the purpose of translators and facilities of languages</p>	<p>use and manipulates one <u>and two</u> dimensional data structures</p> <p>detect and corrects syntactical errors</p> <p><u>can write basic file handling routines</u></p>
<b>Data &amp; Data Representation</b>	<p><b>I/I can:</b></p> <p>recognise different types of data: text, number</p> <p>appreciate that programs can work with different types of data</p> <p>recognise that data can be structured in tables to make it useful</p> <p>know some ways of keeping data safe</p>	<p><b>I/I can:</b></p> <p>understand the difference between data and information</p> <p>know why sorting data in a flat file can improve searching for information</p> <p>use filters or can perform single criteria searches for information</p> <p>can explain basic data security rules</p>	<p><b>I can:</b></p> <p>perform more complex searches for information e.g. using Boolean and relational operators</p> <p>analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions</p> <p>list a wide range of security measures</p>	<p><b>I/I can:</b></p> <p>know that digital computers use binary to represent all data</p> <p>understand how bit patterns represent numbers and images</p> <p>know that computers transfer data in binary</p> <p>understand the relationship between binary and file size (uncompressed)</p> <p>define data types: real numbers and Boolean</p> <p>query data on one table using a typical query language</p> <p>identify forms of attack and how to avoid them e.g. DDOS, SQL injections</p>	<p>I can:</p> <p>understand how numbers, images, sounds and character sets use the same bit patterns</p> <p>perform simple operations using bit patterns e.g. binary addition</p> <p>understand the relationship between resolution and colour depth, including the effect on file size</p> <p>distinguish between data used in a simple program (a variable) and the storage structure for that data</p> <p>knows a wide range of system security vulnerabilities and how to avoid them</p>
<b>Hardware &amp; Processing</b>	<p><b>I/I can:</b></p> <p>recognise that a range of digital devices can be considered a computer</p> <p>recognise and can use a range of input and output devices</p> <p>understand how programs specify the</p>	<p><b>I/I can:</b></p> <p>know that computers collect data from various input devices, including sensors and application software</p>	<p><b>I/I can:</b></p> <p>understand why and when computers are used</p> <p>understand the main functions of the operating system</p>	<p><b>I/I can:</b></p> <p>recognise and understands the function of the main internal parts of basic computer architecture</p>	<p>I can:</p> <p>understand the <u>von Neumann</u> architecture in relation to the fetch- execute cycle, including how data is stored in memory</p>

	function of a general purpose computer	understand the difference between hardware and application software, and their roles within a computer system	know the difference between physical, wireless and mobile networks	understand CPU components and their functions, and how they relate to memory  understands the concepts behind the fetch-execute cycle  knows that there is a range of operating systems and application software for the same hardware  knows the utilities available to maintain them	understand the purpose of embedded systems  understand the basic function and operation of location addressable memory.
<b>Communication &amp; Networks</b>	<p><b>I/I can:</b></p> <p>navigates the web and can carry out simple web searches to collect digital content</p> <p>demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online</p>	<p><b>I/I can:</b></p> <p>understand the difference between the internet and internet service e.g. world wide web</p> <p>shows an awareness of, and can use a range of internet services e.g. VOIP</p> <p>recognise what is acceptable and unacceptable behaviour when using technologies and online services</p>	<p><b>I/I can:</b></p> <p>understand how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'</p> <p>select, combine and uses internet services</p> <p>demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns</p>	<p><b>I/I can:</b></p> <p>understand how search engines rank search results</p> <p>understand how to construct static web pages using HTML and CSS</p> <p>understand data transmission between digital computers over networks; Including the cloud and the concept of virtual networks including the internet i.e. IP addresses and packet switching</p> <p>understand the difference between a LAN and WAN and can explain the function of the main components</p> <p>recognise star and mesh network topologies</p>	<p><b>I can:</b></p> <p>know the names of hardware e.g. hubs, routers, switches, and the names of protocols; SMTP, iMAP, POP, FTP, <u>HTTP/S</u>, TCP/ IP, associated with networking computer systems</p> <p>use technologies and online services securely, and knows how to identify and report inappropriate conduct</p> <p>understands packet switching</p>

<p><b>Information Technology</b></p>	<p><b>I/I can:</b></p> <p>use technology with increasing independence to purposefully organise digital content</p> <p>show an awareness for the quality of digital content collected</p> <p>use a variety of software to manipulate and present digital content: data and information</p> <p>share their experiences of technology in school and beyond the classroom</p> <p>talk about their work and makes improvements to solutions based on feedback received</p>	<p><b>I/I can:</b></p> <p>collect, organise and present data and information in digital content</p> <p>creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging</p> <p>make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution</p>	<p><b>I/I can:</b></p> <p>make judgements about digital content when evaluating and repurposing it for a given audience</p> <p>recognise the audience when designing and creating digital content</p> <p>understand the potential of information technology for collaboration when computers are networked</p> <p>use criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions</p>	<p><b>I/I can:</b></p> <p>evaluate the appropriateness of digital devices, internet services and application software to achieve given goals</p> <p>recognise ethical issues surrounding the application of information technology beyond school</p> <p>design criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution</p>	<p><b>I can:</b></p> <p>justifies the choice of and independently combines and uses multiple digital devices, internet services and application software to achieve given goals</p> <p>evaluate the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artifacts for a known audience</p> <p>identify and explains how the use of technology can impact on society</p> <p>designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution</p>
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Drama  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Rehearsal and preparing to perform</b>	<p><b>I/I can:</b></p> <p>work effectively with the majority of my class</p> <p>share ideas but am reticent to do so</p> <p>struggle with implementing ideas, but try to in the time allowed</p> <p>occasionally struggle to complete tasks within the time allowed. This can result in some aspects of my performance work being poor and underprepared</p>	<p><b>I/I can:</b></p> <p>work with any member of the class</p> <p>offer my own ideas to the group and demonstrate creativity and imagination that benefits my own work</p> <p>use rehearsal time effectively to prepare for performance</p> <p>respond to the ideas of others</p> <p>play both lead and minor roles</p> <p>consider blocking, entrances and exits in my work</p>	<p><b>I/I can:</b></p> <p>work effectively with any member of the class to create pieces of work for performance</p> <p>have adequate understanding of the content of the performance</p> <p>use rehearsal time effectively to prepare for performance within the constraints of the genre or style</p> <p>respond to and develop the ideas of others</p> <p>play both lead and minor roles that are both stereotypical and realistic</p>	<p><b>I/I can:</b></p> <p>work effectively with any member of the class offering ideas and acting on the ideas of others</p> <p>feel comfortable working in the group and am clear of the intention of the piece</p> <p>use rehearsal effectively and ensure that the intention of the piece is realised for the audience</p> <p>I develop the ideas of others as well as my own</p> <p>I take risks with the characters I play and rehearse them in a number of ways in order to develop them</p>	<p><b>I/I can:</b></p> <p>able to work with any member of the class offering ideas and can take on a leadership role without dominating the group</p> <p>make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently</p> <p>communicate ideas which demonstrate excellent creativity, imagination that benefits my work and the work of others</p> <p>use the influence of theatre practitioners to develop my work</p>
<b>Performing</b>	<p><b>I/I can:</b></p> <p>use my voice with some attention to detail when playing a character</p> <p>stay in role for most of the performance</p> <p>use movement with some attention to detail when playing a character</p>	<p><b>I/I can:</b></p> <p>use my voice with attention to detail when playing a character</p> <p>use movement with attention to detail when playing a character</p> <p>use a range of drama techniques or strategies with some control</p>	<p><b>I/I can:</b></p> <p>make good use of pitch, pause, pace and tone when using vocal skills for my character</p> <p>make good use of gesture, stillness, fluency and expression when using my movement skills to play a character</p>	<p><b>I/I can:</b></p> <p>make considered use of pitch, pause, pace and tone when using vocal skills for my character</p> <p>make considered use of gesture, stillness, fluency and expression when using my movement skills to play a character</p>	<p><b>I/I can:</b></p> <p>make excellent use of pitch, pause, pace and tone when using vocal skills for my character</p> <p>make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character</p>

	<p>create a well organised performance and I am aware of my responsibilities when performing in front of an audience</p> <p>choose vocabulary and language to match the person, place and time to match my character's situation</p>	<p>create a well organised performance and I am aware of my responsibilities when I am performing in front of an audience</p> <p>choose vocabulary and language to match the person, place and time to match my character's situation this is referenced subtly in the character performance</p>	<p>create characters with some originality and stay committed through a performance</p> <p>use a range of strategies and in a range of genres, styles and stage types with some control</p> <p>communicate with members of the audience, other performers and the examiner</p>	<p>create characters with originality and begin to build a rapport with my group</p> <p>use a range of strategies and in a range of genres, styles and stage types with control</p> <p>communicate competently and confidently with members of the audience, other performers and the examiner</p>	<p>perform using any strategies and in any genre, style, type of stage type with excellent control</p> <p>communicate to an excellent standard with other performers, audience members and the examiner</p>
<b>Evaluation and Written Work</b>	<p><b>I/I can:</b></p> <p>give written and oral feedback that reflects some knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement</p> <p>use subject specific language</p> <p>can offer largely descriptive reviews</p> <p>submit home learning that shows some commitment and this is usually handed in on time</p> <p>research adequately, but it may be copied from the internet without my reflections</p> <p>use spelling punctuation and grammar with little accuracy and the selected style and form is basic</p>	<p><b>I/I can:</b></p> <p>give oral and written feedback that reflects knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using drama terminology correctly</p> <p>show commitment and effort in my evaluations</p> <p>makes use of subject specific language</p> <p>reviews are coherent and show some judgement occasionally offering examples to illustrate my argument</p> <p>research adequately, but it may be copied from the internet with my reflections</p>	<p><b>I/I can:</b></p> <p>give oral and written feedback that reflects secure knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using drama terminology securely</p>	<p><b>I/I can:</b></p> <p>give oral and written feedback that reflects a competent and confident knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using drama terminology competently and confidently</p>	<p><b>I/I can:</b></p> <p>give oral and written feedback that reflects a complex knowledge of drama terminology and strategies</p> <p>evaluate my own work and that of my peers and try to discuss strengths and areas for improvement using more complex drama terminology correctly and effectively to bring improvements to the work of others</p>

Music  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Listening, Appraising and Reading Music</b>	<p><b>I can:</b></p> <p>explore the contexts, origins and traditions of different musical styles</p> <p>identify different genres of music and their features in a listening task</p> <p>evaluate how venue, occasion and purpose affect the way music is created, performed and heard</p> <p>consider successful/non-successful outcomes and improve my own and other's work</p> <p>recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note values</p> <p>read treble clef notation with ledger lines</p> <p>identify tones and semitones on the keyboard including sharps and flats</p>	<p><b>I can:</b></p> <p>describe and compare musical features in listening tasks using appropriate vocabulary</p> <p>evaluate the success of my work and set realistic targets for improvement</p> <p>read bass clef notation with ledger lines</p> <p>construct and recognise the difference between major, minor and chromatic scales</p>	<p><b>I can:</b></p> <p>analyse music in detail, using key words and musical terminology</p> <p>evaluate how different contexts are reflected in my own and other's work</p> <p>notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers and their rest signs) and pitches using the Grand Staff using simple time-signatures and bar lines</p> <p>construct major and minor chords</p>	<p><b>I can:</b></p> <p>write accurate descriptions, using technical music vocabulary to give detailed answers</p> <p>evaluate and make critical judgements about the use of musical conventions</p> <p>read/write notation in compound time-signatures</p> <p>determine tonality by ear and recognise/write all major key signatures</p>	<p><b>I can:</b></p> <p>display excellent knowledge of key words for topics covered and musical terminology with detailed descriptions of musical features identified</p> <p>determine tonality by ear and recognise/write all major and minor key signatures</p> <p>construct primary and secondary chords using the traditional and Roman Numeral system of figuration</p>

<p><b>Performance</b></p>	<p><b>I can:</b></p> <p>perform pieces of music using a pitch range of 2 octaves using a note guide</p> <p>perform fluently and accurately on the keyboard from a score with letter names</p> <p>maintain my part during group performances</p> <p>play three chords on the ukulele</p> <p>demonstrate reasonable confidence during performances</p>	<p><b>I can:</b></p> <p>perform fluently and accurately on the keyboard without a note guide</p> <p>read/play from tab notation</p> <p>adjust my part showing awareness of the needs of others during group/ensemble playing</p> <p>Perform longer parts from memory/ or music notations</p> <p>demonstrate a high level of confidence during performances</p>	<p><b>I can:</b></p> <p>perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing</p> <p>play from a musical score without the letter names written on to assist me</p> <p>coordinate my part with the other performers considering timing</p> <p>add a chordal accompaniment to a melody</p>	<p><b>I can:</b></p> <p>play more challenging parts on my own instrument or the keyboard following complex rhythms and playing more than one part (ABRSM Grade 1)</p> <p>read a musical score coherently</p> <p>make appropriate adjustments to my part within an ensemble considering sound balance</p>	<p><b>I can:</b></p> <p>perform extended pieces of music in different styles using relevant notations</p> <p>demonstrate good performing skills and demonstrate secure technical ability on my own instrument (ABRSM Grade 2)</p> <p>collaborate effectively with other performers</p>
<p><b>Composition</b></p>	<p><b>I can:</b></p> <p>create melodic and rhythmic material within a given structure and key/scale</p> <p>use tempo and dynamics creatively</p> <p>refine and improve initial ideas effectively during rehearsals</p>	<p><b>I can:</b></p> <p>create/compose music for different genres which explore the music elements and devices</p> <p>use relevant notation to plan and score my composition</p> <p>develop musical ideas in rehearsal time</p>	<p><b>I can:</b></p> <p>create/compose musical compositions using a range of music elements and devices</p> <p>compose complementary parts</p>	<p><b>I can:</b></p> <p>create/compose musical compositions exploiting the music elements and devices</p> <p>explore a range of different styles, genres and traditions</p> <p>use music software to score my composition</p>	<p><b>I can:</b></p> <p>compose extended, memorable pieces with a clear structure and a sense of direction and shape</p> <p>adapt, improvise, extend and discard musical ideas within a chosen musical style</p>

Physical Education					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Demonstrate skills in physical activity and sport (individual and team), applying appropriate technique(s)</b>	<b>I can:</b> demonstrate a range of basic skills with more control, accuracy and some fluency within drills, although these can often deteriorate	<b>I can:</b> demonstrate more complex skills with some control, although I might make mistakes, resulting in a deterioration of skill. I will be trying these skills in drills and conditioned games	<b>I can:</b> demonstrate more complex skills with greater control and consistency to help outwit my opponent in either drills or conditioned games. These skills may sometimes deteriorate under pressure	<b>I can:</b> demonstrate complex and transferable skills consistently within drills and conditioned games to effectively outwit my opponent(s)	<b>I can:</b> demonstrate a range of advanced, transferable skills that allow me to effectively outwit my opponent(s) whilst under increasing pressure
<b>Demonstrate and apply appropriate decision making skills, strategies and/or compositional ideas within physical activity and sport, taking into account personal strengths and weaknesses, and of others</b>	<b>I can:</b> use basic strategies and compositional ideas within my play/performance to allow my contribution to be performed with control whilst reacting to others	<b>I can:</b> use a range of more complex strategies and compositional ideas to control my contribution to an activity and seek an advantage over others	<b>I can:</b> use and develop more complex strategies and compositional ideas to overcome opponents in team and individual games, whilst demonstrating control and consistency to take advantage of my own (and team's) strengths	<b>I can:</b> use and develop a range of complex strategies to consistently and effectively take advantage of my own (and team's) strengths, whilst recognising the weaknesses of opponents	<b>I can:</b> use advanced strategies and compositional ideas to effectively make use of my own (and team's) strengths, whilst taking advantage of the weaknesses of my opponent
<b>Using communication and leadership skills, demonstrate ideas and problem solving solutions in spontaneous and/or pre-determined ways whilst under pressure in physical activity and sport</b>	<b>I can:</b> communicate basic ideas whilst demonstrating control (listening) to help solve problems	<b>I can:</b> show leadership skills through communicating more complex ideas to help myself and others achieve success.  show control through listening and cooperating with others	<b>I can:</b> consistently show leadership skills, such as communication and cooperation, to develop my own or team performance to be successful whilst using more complex ideas with control	<b>I can:</b> consistently use my leadership skills, such as communication and cooperation, to be an effective leader that ensures complex ideas are performed successfully	<b>I can:</b> develop advanced ideas and communicate these clearly to allow me to be an effective leader and impact the performance
<b>Use appropriate physical characteristics/attributes (eg strength, stamina, speed, agility, flexibility, coordination) to achieve successful performance, and achieve a collective</b>	<b>I have:</b> a basic understanding of the components of fitness and will be able to name some, whilst performing them with control	<b>I have:</b> a more complex understanding of the components of fitness and can make links between them and the exercises	<b>I have/can:</b> a more complex understanding of the components of fitness and the links/effects to different body systems.	<b>I have/can:</b> a more complex understanding of the components of fitness and the links/effects to different body systems.	<b>I have:</b> an advanced understanding of the components of fitness and the links/effects to different body systems; I can apply this effectively to develop training

<b>outcome, in physical activity and sport</b>		perform with control	perform the components consistently and with control under test conditions	perform the components consistently and be effective in the set up and delivery of fitness tests	ideas, whilst also being able to administer and test myself and others
<b>Adhere to 'rules', health and safety guidelines, 'fair play' and consider appropriate risk management strategies in physical activity and sport</b>	<b>I have:</b> a basic understanding of the rules regarding safety in PE and sport and can control myself accordingly	<b>I have</b> a more complex understanding of a range of rules and safety considerations in PE and sport and control myself accordingly	<b>I have:</b> a more complex understanding of a range of rules and safety considerations in PE and sport and consistently control myself accordingly	–	–
<b>Analyse and evaluate performance to bring about personal improvement in physical activity and sport</b>	<b>I can:</b> take control over describing basic strengths and weaknesses of my own performance and that of others	<b>I can:</b> take control over explaining more complex strengths and weaknesses of my own performance and that of others	<b>I can:</b> consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst taking control through suggesting improvements	<b>I can:</b> consistently make more complex judgements on the strengths and weaknesses of my own performance and that of others, whilst justifying the effectiveness of my suggestions for improvement	<b>I can:</b> analyse and evaluate performances using advanced observations to be effective in bringing about improvement in myself and others.

Technology KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	GCSE Grade 2	GCSE Grade 3	GCSE Grade 4	GCSE Grade 5	GCSE Grade 6
	Emerging	Developing	Securing	Mastering	Beyond
<b>Investigating</b>	<b>I can:</b> search mostly images to help inspire ideas	<b>I can:</b> respond to a brief or specification superficially  search for specific images to help inspire ideas	<b>I can:</b>  responds well to a brief or specification  research to show a good level of detail which is relevant	<b>I can:</b>  choose and collect relevant research that will provide inspiration	<b>I can:</b>  understand clearly a design brief and respond with detailed analysis and a detailed plan for research
<b>Designing</b>	<b>I can:</b>  show simple Initial ideas  label designs with key words	<b>I can:</b>  create simplistic sketches showing little development  label designs with key information.  use CAD with some assistance	<b>I can:</b>  produce ideas demonstrating a degree of creativity	<b>I can:</b>  produce ideas that show some originality and further development	<b>I can:</b>  produce a design criteria that reflects the design brief  clearly identify a target market
<b>Social Ethical Environmental and Sustainability</b>	<b>I can:</b>  understand that making and design can impact on the environment	<b>I can:</b>  apply at least two environmental issues to my work	<b>I can:</b>  understand the importance of environmental issues on design	<b>I can:</b>  change my design to incorporate environmental issues	<b>I can:</b>  apply my knowledge of environmental issues to my design ideas
<b>Making</b>	<b>I can:</b>  produces outcome with constant support whilst making.  use equipment with close supervision	<b>I can:</b>  name and demonstrate the use of different types of tools and equipment  produce outcomes with support and guidance. provide some QC evidence to ensure I can produce an	<b>I can:</b>  select ingredients/components and material that are appropriate to my design  use equipment safely with some support	<b>I can:</b>  select equipment and tools safely and effectively to produce a good outcome	<b>I can:</b>  choose a wide range of materials and give reasons for my choice independently

		<p>outcome that meets the initial brief.</p> <p>use equipment and machinery safely with support.</p>			
<b>Analysis And evaluation</b>	<p><b>I can:</b></p> <p>evaluate verbally to show limited knowledge of development</p>	<p><b>I can:</b></p> <p>take some action following advice and feedback</p>	<p><b>I can:</b></p> <p>test most aspects of the final outcome against my specification</p>	<p><b>I can:</b></p> <p>test most aspects of the final outcome against the original specification</p> <p>evaluate and justify the need for further modifications</p>	<p><b>I can:</b></p> <p>test my product in detail and evaluate appropriately throughout the designing and making process taking into account my client</p>

Spelling, Punctuation and Grammar & Social, Moral, Spiritual & Cultural Learning  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>SPAG</b></p> <p><i>Spelling, punctuation and grammar</i></p>	<p><b>I can:</b></p> <p>write in mostly incomplete sentences</p> <p>use SPAG with some accuracy and with a very limited range of specialist language</p>	<p><b>I can:</b></p> <p>write in full sentences, starting to use paragraphs</p> <p>use SPAG with reasonable accuracy and with a limited range of specialist language</p>	<p><b>I can:</b></p> <p>write in paragraphs and use connectives to develop ideas</p> <p>use SPAG with reasonable accuracy and with a limited range of specialist language</p>	<p><b>I can:</b></p> <p>use an introduction and conclusion effectively</p> <p>use SPAG considerably accurately and with a good range of specialist language</p>	<p><b>I can:</b></p> <p>link paragraphs together to form a critical response</p> <p>use SPAG considerably accurately and with a good range of specialist language</p>
<p><b>SMSC</b></p> <p><i>Social, moral spiritual and cultural understanding</i></p>	<p><b>I can:</b></p> <p>link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual representation</p>	<p><b>I can:</b></p> <p>link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual understanding. I can respect the work of others'</p>	<p><b>I can:</b></p> <p>link my work or the work of others, to British Values, different beliefs and indicate social, moral and spiritual understanding. I can respect the work of others'</p>	<p><b>I can:</b></p> <p>consistently link my work or the work of others, to British Values, different beliefs as well as clearly indicate social, moral and spiritual understanding. I can respect the work of others'</p>	<p><b>I can:</b></p> <p>consistently link my work or the work of others, to British Values, different beliefs as well as clearly indicate social, moral and spiritual understanding. I can respect the work of others'</p>