

# ART

Autumn 1 and 2



## Topic: insects

In this unit students explore insects as a starting point. They create a range of drawings which inform a design for a sculpture. The design is then made into a sculpture made out of cardboard. They will develop skills in cutting, measuring, gluing and manipulating cardboard. They will also learn about artists who use bugs and insects as their starting point, this will be done mainly through home learning tasks. Students develop work in sketchbooks as well as producing a final outcome using cardboard and acrylic paint.

### Standard of work

#### Working towards the expected standard

- I can draw insects to a basic standard
- I can design a simple cross breed insect sculpture
- I can cut cardboard and make a simple 3D relief sculpture using glue with some layers
- I can paint my cardboard sculpture but could be more careful with application
- I can present my sketchbook work to a limited but need to work on taking more care with my presentation

#### Working at the expected standard

- I can draw insects to a good standard
- I can design a good cross breed insect sculpture
- I can cut cardboard and make an effective 3D relief sculpture using glue with multiple layers
- I can paint my cardboard sculpture and apply metallic colour in an effective way
- I can present my sketchbook work to a good standard and take care with presentation

#### Working at greater depth

- I can draw insects confidently with detail and accuracy with neat colour and tone
- I can design an exciting and innovative cross breed insect sculpture
- I can cut cardboard and make an effective 3D relief sculpture using glue with multiple layers and interesting details
- I can paint my cardboard sculpture and apply metallic colour in an effective way to enhance my work
- I can present my sketchbook work to a high standard and take great care with presentation

# Computing

Autumn 1

## BBC MicroBit

<b>Learning Objective</b>	<p>The BBC MicroBit unit of work builds upon the knowledge learnt in Year 7 Scratch Unit of Work. Students will further develop their use of block based programming to show sequence, selection and iteration and making use of functions and variables. Students will learn how to develop a program on BBC MicroBit from a scenario and look at how BBC MicroBit can incorporate arithmetic functions. This is then translated into concepts of formula in the spreadsheet unit following on.</p> <p><i>NC Strands</i></p> <ul style="list-style-type: none"><li>• Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</li><li>• are responsible, competent, confident and creative users of information and communication technology</li><li>• create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</li><li>• understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</li><li>• understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</li></ul>	
	<b>Theory</b>	<b>Practical</b>
<b>Working at greater depth</b>	<ul style="list-style-type: none"><li>• Make advanced use of function</li><li>• Use a range of event-driven programming effectively to create a complex project</li><li>• Effectively design, implement and refine their own algorithms</li><li>• Compare the effectiveness of their algorithms with those of peers</li><li>• Critically analyse the limitations of their projects</li><li>• Able to trace and identify areas of error</li><li>• Effective and correct use of conditional statements / loops</li><li>• Advanced use of variables to control their program</li><li>• Nested conditional statements / loops</li></ul>	Using BBC MicroBit to solve a computational challenge with efficient programming techniques
<b>Working at the expected standard</b>	<ul style="list-style-type: none"><li>• Write their own instructions to create and use a simple list (inventory)</li><li>• Use the broadcast function in Scratch at a simple level</li><li>• -Make good use of operators</li><li>• Mostly effective and correct use of conditional statements / loops</li><li>• Make use of iteration within a program</li><li>• Make use of variables and boolean operator</li></ul>	Using BBC MicroBit to solve a computational challenge with some inefficient code

	<ul style="list-style-type: none"><li>● Use of functions</li><li>● Make use of event-driven programming</li></ul>	
<b>Working towards the expected standard</b>	<ul style="list-style-type: none"><li>● Understand the term Algorithm</li><li>● Be able to describe Sequence, Selection &amp; Iteration</li><li>● Understand what a variable is</li><li>● Make use of event-driven programming</li><li>● Understand simple boolean logic: AND, OR &amp; NOT</li></ul>	Using BBC MicroBit to almost solve a computational challenge with some erroneous code

## Autumn 2

# Spreadsheet

<b>Learning Objective</b>	<p>It is a practical, skills-based unit covering the principles of creating and formatting basic spreadsheets to produce and use simple computer models. It is suitable for pupils who have a basic knowledge of spreadsheets including cell references, simple formulae and formatting, although these topics are revised in the first lesson, making it also suitable for pupils new to spreadsheets. The unit is centred around creating a financial model for a TV show. Pupils start by looking at different types of model and then use basic spreadsheet techniques to create and format a simple financial model to calculate the expected income from viewers' voting. The model is then extended to include sales from merchandising, with the introduction of "what if" scenarios. Finally, the pupils create a seating plan, book seats and calculate income from seat sales. Spreadsheet features covered include SUM, MAX, IF and COUNTIF functions, cell naming for absolute referencing, conditional formatting, validation, charting and simple macros.</p> <p><b>NC Strands</b></p> <ul style="list-style-type: none"> <li>• Design, use, and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.</li> <li>• are responsible, competent, confident and creative users of information and communication technology</li> <li>• create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability</li> <li>• understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem</li> <li>• understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]</li> <li>• undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</li> </ul> <p><b>Previous Learning</b></p> <p>The tasks in this unit assume that most pupils will have some experience of creating basic spreadsheets from Key Stage 2. Pupils' knowledge and experience is assessed during the first lesson of this unit so that teachers can adapt subsequent lessons accordingly.</p>	
	<b>Theory</b>	<b>Practical</b>
<b>Working at greater depth</b>	<ul style="list-style-type: none"> <li>• Justify the formatting they have used in a spreadsheet model</li> <li>• Present information from a spreadsheet model in a variety of formats</li> <li>• Create a macro and assign it to a button on the spreadsheet</li> <li>• Customise a chart to present information effectively</li> <li>• Evaluate the effectiveness of a computer model</li> </ul>	<p>Use Google Sheets to produce a variety of fully working models relating to 'The Next Big Thing' talent show. Using accurate and efficient formula.</p>
<b>Working at the expected standard</b>	<ul style="list-style-type: none"> <li>• Explain what is meant by a financial model</li> <li>• Explain the advantages of naming cells in a spreadsheet model</li> <li>• Format, construct and manipulate a simple spreadsheet model using formulae</li> <li>• Use conditional functions in calculations</li> <li>• Use conditional formatting</li> <li>• Use a spreadsheet model to predict and test the outcomes for different scenarios</li> </ul>	<p>Use Google Sheets to produce a variety of fully working models relating to 'The Next Big Thing' talent show. Using mostly accurate and efficient formula with some inefficiencies</p>

**Working towards the expected standard**

- Give examples of how computer models are used in the real world
- Format a simple spreadsheet model
- Use simple formulae and functions
- Name cells in a spreadsheet model
- Use a simple spreadsheet model to explore different “what if” scenarios
- Create a basic pie chart to display results

Use Google Sheets to produce a variety of fully working models relating to ‘The Next Big Thing’ talent show. Using some formula to enhance the spreadsheet.

# Design and Technology - 3D

## All Terms

<b>Knowledge and Understanding: 3D Design Focus – Tangram Puzzle and Box.</b>		<b>Literacy</b>
<b>Working at a greater Depth</b>	<p>Show a <b>highly developed</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate Tangram Puzzle and produce three or more purposeful pieces of research e.g. a mood board.</li> <li>• I can explain my choice of research and give my opinions on the research, both positive and negative.</li> <li>• I can use my research to clearly develop my Tangram Puzzle design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create four or more different Tangram Puzzle design ideas.</li> <li>• I can review my Tangram Puzzle designs, explaining my choices in detail.</li> <li>• I can further refine my chosen my Tangram Puzzle design several times to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a high level. Including, colour, shading and annotation where required.</li> <li>• I can reflect on my decisions and articulate them clearly using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish my Tangram Puzzle practical to a high standard.</li> <li>• Demonstrate a wide variety of skills and techniques using the laser cutter and various hand and machine tools.</li> <li>• Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.</p>
<b>Working at the expected standard</b>	<p>Show a <b>consistent</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can investigate my Tangram Puzzle theme and produce at least two pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice for my Tangram Puzzle research.</li> <li>• I can use my research to develop my Tangram Puzzle design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create three different Tangram Puzzle design ideas.</li> <li>• I can review my Tangram Puzzle designs, explaining my choices.</li> <li>• I can further refine my chosen my Tangram Puzzle design to improve it.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work to a good level. Including, colour and annotation where required.</li> <li>• I can reflect on my decisions and explain them using appropriate vocabulary.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish my Tangram Puzzle practical to a good standard with a painted finish.</li> <li>• Demonstrate a variety of skills and techniques using hand and machine tools.</li> <li>• Explain and evaluate the outcome in sentences and using appropriate vocabulary.</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of techniques.</p> <p>I have structured my work and I spell and punctuate accurately with some errors.</p>
<b>Working towards the expected standard</b>	<p>Show <b>some</b> ability to meet the listed requirements.</p> <p>A01: Research and Developing ideas.</p> <ul style="list-style-type: none"> <li>• I can produce a piece of research linked to my Tangram Puzzle e.g. a mood board.</li> <li>• I can explain my research.</li> <li>• I can use my research to produce my Tangram Puzzle design ideas.</li> </ul> <p>A02: Improving and refining my work, experimenting with skills and techniques.</p> <ul style="list-style-type: none"> <li>• I can create two Tangram Puzzle design ideas.</li> <li>• I can label my Tangram Puzzle ideas.</li> <li>• I can choose a final my Tangram Puzzle design.</li> </ul> <p>A03: Recording my ideas and explaining them as I make decisions.</p> <ul style="list-style-type: none"> <li>• I can present my work neatly and use colour and some annotation.</li> <li>• I can briefly explain my ideas.</li> </ul> <p>A04: Present a finished practical piece.</p> <ul style="list-style-type: none"> <li>• Finish my Tangram Puzzle practical using a painted finish.</li> <li>• Demonstrate some techniques using hand tools.</li> <li>• Explain if you have met the requirements for my Tangram Puzzle design.</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

# Design and Technology - Food

## All Terms

Year 8 Knowledge and Understanding: Food Focus: Food science.		Literacy Below are for Student and Teacher
<p>Working at a greater Depth  (Expert Chef)</p>	<p>Show a <b>highly developed</b> ability to meet the listed requirements.                      A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>• I can create my own recipe sheets with a <b>high level of detail</b>, plus sensory analysis and evaluate my dishes with 13 points of reference or more.</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>• I can clearly show use of knowledge and <b>skills to a high level</b> as noticeably improved from the start to end of the rotation. (75% or higher in the end of rotation test).</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>• I can be trusted to <b>work independently and safely in the food room to a high standard. (6 different safety skills).</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>• I can demonstrate a <b>wide variety of hand skills and techniques in food preparation</b> and nutrition, plus evaluating my own dishes. An excellent understanding of the science of how sauces thicken and how bread rises. Produce 4 excellent practical dishes.</li> </ul>	<p>I have expressed myself effectively, giving clear, well-reasoned explanations.</p> <p>I have used subject specific vocabulary throughout my work.</p> <p>I have written clear and succinct definitions of techniques.</p> <p>I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct. Completed analysis and evaluation on most homework set</p>
<p>Working at the expected standard  (Sous-chef)</p>	<p>Show a <b>consistent</b> ability to meet the listed requirements.                      A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>• I can create my own recipe sheets with a <b>good level of detail</b>, plus sensory analysis and evaluate my dishes with 10 or more points of reference.</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>• I can clearly show use of knowledge and <b>skills to a good level</b> and improve from the start to end of the rotation. (55% or higher in the end of rotation test).</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>• I can be trusted to <b>work independently and safely in the food room to a very good standard. (5 different safety skills).</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>• I can demonstrate a <b>good variety of cooking skills</b> and techniques in food preparation and nutrition, plus evaluating my own dishes. A good understanding of the science of how sauces thicken and how bread rises. Produce 3 excellent practical dishes).</li> </ul>	<p>I have expressed myself well, giving reasoned explanations.</p> <p>I have used subject specific vocabulary.</p> <p>I have written definitions of required vocabulary</p> <p>I have structured my work and I spell and punctuate accurately with some errors. Completed analysis and evaluation on most homework set</p>
<p>Working towards the expected standard  (Novice Chef)</p>	<p>Show <b>some</b> ability to meet the listed requirements.                      A01: Analysis and evaluation dishes and organisational skills.</p> <ul style="list-style-type: none"> <li>• I can create my own recipe sheets with <b>some</b> detail, plus sensory analysis and evaluate my dishes with 8 or more points of reference.</li> </ul> <p>A02: Improvement over time</p> <ul style="list-style-type: none"> <li>• I can clearly show use of knowledge and skills and <b>make some improvement</b> from the start to end of the rotation. (40% or higher in the end of rotation test).</li> </ul> <p>A03: Safety</p> <ul style="list-style-type: none"> <li>• I can be trusted to <b>work safely in the food room possibly with supervision. (3 or more safety skills).</b></li> </ul> <p>A04: Present a finished practical food dishes to a high standard</p> <ul style="list-style-type: none"> <li>• I can demonstrate a <b>variety of cooking skills</b> and techniques in food preparation and nutrition, plus evaluating my own dishes. An understanding of the science of how sauces thicken and how bread rises. Produce 2 or more excellent practical dishes).</li> </ul>	<p>I have given some reasoned explanations.</p> <p>I have used some subject specific vocabulary.</p> <p>I spell and punctuate but with some errors.</p> <p>Completed some evaluation on some homework set</p>

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.

# Design and Technology - Textiles

## All Terms

<b>Knowledge and Understanding:</b> <b>Textiles Focus</b> - Environmentally themed tote bag.		<b>Literacy</b>
<b>Working at greater Depth-</b>	Show a <b>highly developed</b> ability to meet the listed requirements. A01: Research and Developing ideas. <ul style="list-style-type: none"> <li>• I can investigate a theme and produce three or more pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice of research and give my opinions on the research, both positive and negative.</li> <li>• I can use my research to clearly develop design ideas.</li> </ul> A02: Improving and refining my work, experimenting with skills and techniques. <ul style="list-style-type: none"> <li>• I can create four or more different design ideas.</li> <li>• I can review my designs, explaining my choices in detail.</li> <li>• I can further refine my chosen design several times to improve it.</li> </ul> A03: Recording my ideas and explaining them as I make decisions. <ul style="list-style-type: none"> <li>• I can present my work to a high level. Including, colour, shading and annotation where required.</li> <li>• I can reflect on my decisions and articulate them clearly using appropriate vocabulary.</li> </ul> A04: Present a finished practical piece. <ul style="list-style-type: none"> <li>• Finish the practical work to a high standard.</li> <li>• Demonstrate a wide variety of skills and techniques.</li> <li>• Explain and evaluate the outcome in sentences, giving opinions, linking back to the theme and using appropriate vocabulary.</li> </ul>	I have expressed myself effectively, giving clear, well-reasoned explanations.  I have used subject specific vocabulary throughout my work.  I have written clear and succinct definitions of techniques.  I have structured my work clearly and I spell accurately with only a small number of occasional errors and my punctuation is mostly correct.
<b>Working at the expected standard</b>	Show a <b>consistent</b> ability to meet the listed requirements. A01: Research and Developing ideas. <ul style="list-style-type: none"> <li>• I can investigate a theme and produce two pieces of purposeful research e.g. a mood board.</li> <li>• I can explain my choice of research.</li> <li>• I can use my research to develop design ideas.</li> </ul> A02: Improving and refining my work, experimenting with skills and techniques. <ul style="list-style-type: none"> <li>• I can create three different design ideas.</li> <li>• I can review my designs, explaining my choices.</li> <li>• I can further refine my chosen design to improve it.</li> </ul> A03: Recording my ideas and explaining them as I make decisions. <ul style="list-style-type: none"> <li>• I can present my work to a good level. Including, colour and annotation where required.</li> <li>• I can reflect on my decisions and explain them using appropriate vocabulary.</li> </ul> A04: Present a finished practical piece. <ul style="list-style-type: none"> <li>• Finish the practical work to a good standard.</li> <li>• Demonstrate a variety of skills and techniques.</li> <li>• Explain and evaluate the outcome in sentences and using appropriate vocabulary.</li> </ul>	I have expressed myself well, giving reasoned explanations.  I have used subject specific vocabulary.  I have written definitions of techniques.  I have structured my work and I spell and punctuate accurately with some errors.
<b>Working towards the expected standard</b>	Show <b>some</b> ability to meet the listed requirements. A01: Research and Developing ideas. <ul style="list-style-type: none"> <li>• I can produce a piece of research linked to a theme e.g. a mood board.</li> <li>• I can explain my research.</li> <li>• I can use my research to produce design ideas.</li> </ul> A02: Improving and refining my work, experimenting with skills and techniques. <ul style="list-style-type: none"> <li>• I can create two design ideas.</li> <li>• I can label my ideas.</li> <li>• I can choose a final design.</li> </ul> A03: Recording my ideas and explaining them as I make decisions. <ul style="list-style-type: none"> <li>• I can present my work neatly and use colour and some annotation.</li> <li>• I can briefly explain my ideas.</li> </ul> A04: Present a finished practical piece. <ul style="list-style-type: none"> <li>• Finish the practical work.</li> <li>• Demonstrate some techniques.</li> <li>• Explain if you have met the requirements for your design.</li> </ul>	I have given some reasoned explanations.  I have used some subject specific vocabulary.  I spell and punctuate but with some errors.

Assessment: Students will receive verbal feedback throughout their rotations with whole class feedback as required. Each rotation will be marked at an appropriate time through the rotation with clear next steps feedback. A final mark is awarded for the written and practical work. These marks are tracked across the rotations throughout the year.



# Drama

Autumn 1

Autumn 2



## Topic: Devices

### Assessment Focus: Creating

#### This unit is a creative introduction to dramatic techniques

'Devices' is the catch-all term used to describe any and every drama technique employed to create drama, interpret text, explore ideas and develop performance skills. They will be familiar to most students after only a very short time of learning in and through drama.

These sessions are designed as both refresher and pointer towards ways of using a host of techniques in the drama studio, which will widen drama vocabulary and strengthen the student toolbox whether you are devising or performing text.

Your assessment will be based on the process of creating and rehearsal in class and by the end of the unit you will have:

- Developed your 'toolbox' of drama devices and their vocabulary
- Understood how devices and techniques produce dramatic effects
- Worked collaboratively to improve drama skills
- Explored a range of ideas and concepts.

#### Standard of work

##### Working towards the expected standard

- I can work confidently with other people
- I can share ideas for performance
- I can help to develop ideas from stimulus to performance
- I can explain ideas and intentions, showing that I understand some dramatic conventions
- I can perform devised and scripted dramas

##### Working at the expected standard

- I can share and develop a range of ideas for performance to convey meaning
- I can explore issues and relationships
- I can offer more detailed explanations of the creative intentions for performance
- I am engaged throughout the process of collaboration, rehearsal and refinement

##### Working at greater depth

- I can devise dramas in various forms, based on a range of issues and themes
- I can refine and develop my own complex and clearly defined role(s)
- I make regular and important contributions
- I can participate in sound practical creation, development and refinement of ideas from stimuli to communicate meaning
- I incorporate a range of styles and techniques in my performance work



# Topic: Naturalism

## Assessment Focus: Performing

### This unit is a creative introduction to performing in a specific style

*'Create your own method. Don't depend slavishly on mine. Make up something that will work for you! But keep breaking traditions, I beg you.'* (Konstantin Stanislavski)

Stanislavski was one of the most influential theatre practitioners of the twentieth century, creating a detailed and disciplined system by which an actor could create a sense of truth on stage, challenging the melodramatic and declamatory style of acting present in theatres at the time. In this scheme we pick out some key elements of Stanislavski's system to use in the classroom as a way of highlighting to students the idea that actors have to train to learn their craft.

Your assessment will be based on performing in class and by the end of the unit you will have:

- An understanding of why Stanislavski developed his system
- An understanding of what was expected from actors training with Stanislavski's methods
- Explored practically a number of key ideas within Stanislavski's system
- Created and developed work within a naturalistic style.

### Standard of work

#### Working towards the expected standard

- I can apply performance skills to portray a character and tell a story
- I can begin to control my vocal and physical skills
- I have explored a range of roles in performance
- I am aware of other performers and the audience

#### Working at the expected standard

- I can apply appropriate performance skills to portray a character and tell a story
- I can demonstrate adequate vocal and physical control
- I have achieved success in a range of roles and can remain in role throughout a performance
- I have experimented with a range of styles and techniques

#### Working at greater depth

- I can apply performance skills effectively to portray a range of characters
- I can demonstrate sound vocal control when applying use of clarity, pace, inflection, pitch and projection
- I can display sound physical control when applying use of space, gesture, stillness and stance
- I have mastered a range of styles and techniques
- I can remain in role for extended periods
- I have a good rapport with fellow performers and the audience

# English

Autumn 1

## Poetry Around the World

**Assessment:** Compare the presentations of themes in two of our studied poems

Greater Depth	<p><b>Analysis:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> My answer is fully focused on the question throughout</li><li><input type="checkbox"/> I can identify specific points of comparison from across the two poems</li><li><input type="checkbox"/> I can use evidence from both poems to support my comparison point</li><li><input type="checkbox"/> I can identify more than one accurate method used by the writer with correct terminology</li><li><input type="checkbox"/> I can make points in my paragraphs that focus clearly on what the writer is trying to do</li><li><input type="checkbox"/> I can identify deliberate choices being made by the writer</li><li><input type="checkbox"/> I can use accurate, short quotations and embed it within my sentences</li><li><input type="checkbox"/> I can make more than one inference and deduction based on the writer's choice of words or phrases - these are usually accurate</li><li><input type="checkbox"/> I have a clear understanding of the effect on the reader and can offer some explanation.</li><li><input type="checkbox"/> I can offer some comment about how the features together create an overall effect on the reader</li><li><input type="checkbox"/> I can make a clear comment about the context of the writing, and how this might affect the reader</li></ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"><li>● metre</li><li>● form</li><li>● volta</li><li>● Irony</li></ul>
Working At	<p><b>Analysis:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> My answer is fully focused on the question</li><li><input type="checkbox"/> I can identify accurate methods used by the writer with correct terminology</li><li><input type="checkbox"/> I can make relevant points of comparison in my paragraphs</li><li><input type="checkbox"/> I can identify some deliberate choices being made by the writer</li><li><input type="checkbox"/> I can use a quotation from both poems and embed it within my sentences</li><li><input type="checkbox"/> I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases.</li><li><input type="checkbox"/> I have some understanding of the effect on the reader and can offer some explanation.</li><li><input type="checkbox"/> I can make some comment about the context of the writing, and how this might affect the reader</li><li><input type="checkbox"/> I can make a comment on comparison, identifying a similarity or difference between the poems and explaining why this might be different</li></ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"><li>● caesura</li><li>● enjambment</li><li>● assonance</li><li>● alliteration</li><li>● dialect</li><li>● Ambiguity</li></ul>
Working Towards	<p><b>Analysis:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> My answer is mostly focused on the question</li><li><input type="checkbox"/> I can make a simple comment on comparison, identifying an obvious similarity or difference between the poems</li><li><input type="checkbox"/> I can identify the writer's methods eg: simile, metaphor, noun</li><li><input type="checkbox"/> I can choose and use an accurate quotation from both poems that fits the question - my quotations are sometimes long or not completely fitting to the answer</li><li><input type="checkbox"/> I can explain what the quotation means literally</li><li><input type="checkbox"/> I attempt to make some inference (read between the lines) based on the writer's choices</li><li><input type="checkbox"/> I can identify the overall effect the writer's choices might have on the reader</li><li><input type="checkbox"/> I can use simple subject terminology, (eg: writer, evidence, audience) accurately</li><li><input type="checkbox"/> I can make some comment about the context of the writing - this might not always be clear or specific enough</li></ul>	<p><b>Terminology I can use correctly:</b></p> <ul style="list-style-type: none"><li>● Stanza</li><li>● Poet</li><li>● couplet</li><li>● Rhyme</li><li>● Rhythm</li><li>● Narrative</li><li>● Annotation</li></ul>

# English

Autumn 2

## The Art of Rhetoric



**Assessment:** Should the use of mobile phones be banned in secondary school?

<p>Greater Depth</p>	<p><b>Speaking and Listening - Oracy:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My answer is fully focused on the question throughout</li> <li><input type="checkbox"/> I can identify specific points on the topic of the question</li> <li><input type="checkbox"/> I can apply DAFORREST techniques effectively across my entire speech</li> <li><input type="checkbox"/> My ideas are sophisticated and I can use a range of vocabulary in presenting my arguments</li> <li><input type="checkbox"/> I can listen to the thoughts and views of others and respond directly in an appropriate manner</li> <li><input type="checkbox"/> I effectively follow the structure of a speech</li> <li><input type="checkbox"/> I can understand and adapt my speech to suit my audience, understanding the nuances of a sociolect, idiolect and dialect</li> <li><input type="checkbox"/> I can make more than one inference and deduction based on the views of others - these are usually accurate</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <p>Direct Address Alliteration Facts Opinion Rhetorical Question Repetition Emotive Language Statistics Triplets Dialect Anecdote Sociolect Idiolect</p>
<p>Working At</p>	<p>Analysis:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My answer is fully focused on the question</li> <li><input type="checkbox"/> I can identify points on the topic of the question</li> <li><input type="checkbox"/> I can use DAFORREST techniques across my speech</li> <li><input type="checkbox"/> I have a range of ideas and can present them well</li> <li><input type="checkbox"/> I listen to the views of others effectively when they are making arguments</li> <li><input type="checkbox"/> I can follow the structure of a speech</li> <li><input type="checkbox"/> I can understand and adapt my speech to suit my audience, understanding sociolect, idiolect and dialect</li> <li><input type="checkbox"/> I can make an inference and deduce the views of others</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <p>Direct Address Alliteration Facts Opinion Rhetorical Question Repetition Emotive Language Statistics Triplets Dialect Sociolect Idiolect</p>
<p>Working Towards</p>	<p>Analysis:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> My answer is mostly focused on the question</li> <li><input type="checkbox"/> I can identify points on the topic of the question</li> <li><input type="checkbox"/> I can use DAFORREST techniques in my speech</li> <li><input type="checkbox"/> I have ideas and can present them in my speech</li> <li><input type="checkbox"/> I listen to the views of others when they are making arguments</li> <li><input type="checkbox"/> I understand the structure of a speech</li> <li><input type="checkbox"/> I can understand and follow different levels of formality</li> <li><input type="checkbox"/> I can understand ideas and perspectives of others</li> </ul>	<p><b>Terminology I can use correctly:</b></p> <p>Direct Address Alliteration Facts Opinion Rhetorical Question Repetition Emotive Language Statistics Triplets</p>

# French

Autumn 1

## Year 8 French Learning Journey – Autumn term 1 Assessment criteria


	<b>Communication</b> (Content / Key message / Spontaneity) 	<b>Quality</b> (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 	
<p><b>Holidays</b></p> <p>To be able to describe what I usually do during the summer holidays and what I did last year.</p> <p><b>Assessed pieces:</b></p> <p>Listening &amp; dictation: End of Module.</p> 	<p><b>(G)</b> WORKING AT <b>GREATER DEPTH</b></p>	<p>I can say what I usually do during the holidays and give detailed and justified opinions about a range of different holiday activities</p> <p>I can ask my friends what they like to do or don't like to do during the holidays and use this information to write sentences in the third person.</p> <p>I can talk about where I went on holiday, how I got there, what I did and problems that I encountered.</p> <p>I can give a detailed description of a holiday in the past including details of what other people did and an opinion.</p>	<p>I can use verbs of opinion in the first and third person singular (I, He, She). I am beginning to use verbs in the first and third person plural (We, they)</p> <p>I can use my sentence builder to help me write longer sentences describing what I and others like to do / do not like to do during the holidays.</p> <p>I can use a range of verbs in the perfect tense to describe what I did on holiday in the past and what someone else did in the past.</p> <p>I can recognise vocabulary relating to holidays in the past and present tenses in detailed listening or reading texts.</p>
	<p><b>(A)</b> WORKING AT <b>THE EXPECTED STANDARD</b></p>	<p>I can talk about what I usually do during the school holidays including opinions of different holiday activities.</p> <p>I can ask my friends what they like to do during the holidays and use their responses to write a sentence in the third person.</p> <p>I can talk about where I went on holiday last year, how I got there and what I did including an opinion.</p> <p>I can talk about problems that I had on a past holiday.</p>	<p>I can use verbs of opinion in the first and third person singular (I, He, She)</p> <p>I can use my sentence builder to help me write longer sentences describing what I and other like to do on holiday.</p> <p>I can give a longer description of what I usually do on holiday including at least one opinion.</p> <p>I can use some key verbs in the perfect tense to describe what I did on a holiday in the past.</p> <p>I can recognise vocabulary relating to holidays in the past and present tenses in a longer listening or reading text</p>
	<p><b>(T)</b> WORKING <b>TOWARDS THE EXPECTED STANDARD</b></p>	<p>I can say how many weeks school holiday we have in the summer</p> <p>I can list some activities that I usually do during the summer holidays.</p> <p>I can say where I went last year and how I travelled there.</p> <p>I can write a short sentence about what I did on holiday last year.</p> <p>I can recognise verbs in the past and present tenses.</p>	<p>I can use verbs of opinion in the first person singular (I) with some success.</p> <p>I can use my sentence builder to help me write short sentences describing what I usually do during the summer holidays .</p> <p>I can recognise simple vocabulary relating to holidays in a short listening or reading text.</p> <p>I can recognise some verbs in the past and present tenses.</p>

	<b>Communication</b>  (Content / Key message / Spontaneity)		<b>Quality</b>  (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures)
<p><b>Celebrations</b></p> <p>To be able to describe celebrations and what you do and eat for those in the present and future tense.</p> <p><b>Assessed pieces:</b> Speaking</p> 	<p><b>(G)</b> WORKING AT GREATER DEPTH</p>	<p>I can say what I usually do for a celebration and give detailed and justified opinions about a range of different celebrations</p> <p>I can ask my friends what they like to do or don't like to do for a celebration and use this information to write sentences in the third person.</p> <p>I can talk about where I am going for a future celebration, what I am going to do, what I am going to eat .</p> <p>I can give a detailed description of a future celebration and what other are going to do.</p>	<p>I can use verbs of opinion in the first and third person singular (I, He, She). I am beginning to use verbs in the first and third person plural (We, they)</p> <p>I can use my sentence builder to help me write longer sentences describing what I and others do / do not like to do for a celebration.</p> <p>I can use a range of verbs in the future tense to describe what I am going to do for a celebration in the future and what someone else is going to do in the future.</p> <p>I can recognise vocabulary relating to holidays in the past and present tenses in detailed listening or reading texts.</p>
	<p><b>(A)</b> WORKING AT THE EXPECTED STANDARD</p>	<p>I can talk about what I usually do during celebrations.</p> <p>I can ask my friends what they like to do during celebrations and use their responses to write a sentence in the third person.</p> <p>I can talk about what I am going to do for a future celebration.</p> <p>I can talk about buying quantities of food at a market.</p>	<p>I can use my sentence builder to help me write longer sentences describing what I and other like to do for a celebration.</p> <p>I can give a longer description of what I usually do for a celebration with at least one opinion.</p> <p>I can use some key verbs in the future tense to describe what I am going to do for a celebration in the future.</p> <p>I can recognise vocabulary relating to celebrations in the future and present tenses in a longer listening or reading text</p>
	<p><b>(T)</b> WORKING TOWARDS THE EXPECTED STANDARD</p>	<p>I can describe a celebration and a festival</p> <p>I can talk about buying food at a market.</p> <p>I can talk about a future trip.</p> <p>I can write a short sentence describing a celebration.</p> <p>I can recognise verbs in the future and present tenses.</p>	<p>I can use my sentence builder to help me write short sentences describing a celebration.</p> <p>I can recognise simple vocabulary relating to celebrations in a short listening or reading text.</p> <p>I can recognise some verbs in the future and present tenses.</p>

# Geography

Autumn 1

## Rivers

	<b>Knowledge and Understanding</b>	<b>Geographical Skills (Literacy and numeracy)</b>
<b>Working at Greater Depth</b>	<ul style="list-style-type: none"> <li>You have a detailed knowledge and understanding of the water cycle and rivers' role in the cycle</li> <li>You have a detailed knowledge and understanding of the importance of rivers to people and the environment</li> <li>You have a detailed understanding of the processes of erosion, transportation and deposition and its impact on people and the environment in rivers</li> <li>You have a detailed understanding of the various landforms that are created by river in the landscape</li> <li>You have detailed understanding of how river processes and landforms change through the three courses of a river</li> <li>You have a detailed understanding of the role of rivers in flood events and the measures employed to reduce the impacts</li> <li>You can effectively evaluate the positives and negatives of flood defence technology.</li> <li>You accurately and effectively apply your knowledge and understanding in the context of a case study.</li> <li>You often go above and beyond with classwork or homework</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of the use of appropriate secondary sources gained from independent learning.</li> <li>Use of a wide range of specialised terms to enhance explanations.</li> <li>Clear understanding shown through the application of chosen sustainable options.</li> <li>Ideas expressed clearly, logically and fluently with accurate use of SPaG.</li> <li>Location skills and terminology are precise.</li> <li>Use of an atlas is accurate</li> <li>Ability to interpret and create diagrams to illustrate river processes and landforms.</li> </ul>
<b>Working at the Expected standard</b>	<ul style="list-style-type: none"> <li>You have some knowledge and understanding of the water cycle and rivers' role in the cycle</li> <li>You have some knowledge and understanding of the importance of rivers to people and the environment</li> <li>You have some understanding of the processes of erosion, transportation and deposition and its impact on people and the environment in rivers</li> <li>You have some understanding of the various landforms that are created by river in the landscape</li> <li>You have some understanding of how river processes and landforms change through the three courses of a river</li> <li>You have some understanding of the role of rivers in flood events and the measures employed to reduce the impacts</li> <li>You can somewhat evaluate the positives and negatives of flood defence technology.</li> <li>You somewhat accurately and effectively apply your knowledge and understanding in the context of a case study.</li> <li>You go above and beyond with classwork or homework on some occasions</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of independent learning to research and discuss a location.</li> <li>Appropriate specialised terms have been used correctly.</li> <li>Ideas expressed clearly, logically and fluently with a good use of SPaG .</li> <li>Location skills and descriptions are useful.</li> <li>Use of an atlas is good</li> </ul>

**Working  
towards  
the  
expected  
standard**

- You have basic knowledge and understanding of the water cycle and rivers' role in the cycle
- You have basic knowledge and understanding of the importance of rivers to people and the environment
- You have basic understanding of the processes of erosion, transportation and deposition and its impact on people and the environment in rivers
- You have basic understanding of the various landforms that are created by river in the landscape
- You have basic understanding of how river processes and landforms change through the three courses of a river
- You have basic understanding of the role of rivers in flood events and the measures employed to reduce the impacts
- You can identify the positives and negatives of flood defence technology.
- You apply your knowledge and understanding in the context of a case study in a basic way.
- You rarely go above and beyond with classwork or homework
- Your classwork is often incomplete

- Some researching of the task to find information about a location using independent learning.
- Application of Information is correct about the place.
- Simplistic geographical terminology is used to describe a place .
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic





## Knowledge and Understanding

## Geographical Skills (Literacy and numeracy)

### **Working at Greater Depth**

- You can give the detailed sequence needed to describe the human and physical of Russia.
- You know how to identify the location of Russia and the countries physical features.
- You can explain why Russia is viewed as a “prisoner of geographer”.
- You can compare climate graphs in contrasting areas of Russia.
- You can explain detailed adaptations by humans and animals in cold conditions.
- You can analyse Russia’s energy output and explain why it contributes to the countries superpower status.
- You can analyse in detail the population structures of Russia.
- You can define the term superpower, and make an educated judgement on whether Russia meets the criteria.

- Evidence of the use of appropriate secondary sources gained from independent learning.
- Use of a wide range of specialised terms to enhance explanations.
- Clear understanding shown through the application of chosen sustainable options.
- Ideas expressed clearly, logically and fluently with accurate use of SPaG.
- Location skills and terminology are precise.
- Use of an atlas is accurate

### **Working at the Expected standard**

- You can remember information needed to describe the human and physical of Russia.
- You know how to identify the location of Russia on a map.
- You can provide one reason why Russia is viewed as a “prisoner of geographer”.
- You can understand climate graphs in contrasting areas of Russia.
- You can explain adaptations by humans and animals in cold conditions.
- You can analyse Russia’s energy output.
- You can understand in detail the population structures of Russia.

- Evidence of independent learning to research and discuss a location.
- Appropriate specialised terms have been used correctly.
- Ideas expressed clearly, logically and fluently with a good use of SPaG.
- Location skills and descriptions are useful.
- Use of an atlas is good

### **Working towards the expected standard**

- You can remember basic facts about Russia.
- You are able to name 2 cities in Russia.
- You understand how to do a basic sketch of a scene and describe a place
- You have a basic understanding of what questions to ask to find out about Russia.
- You can give a brief description of what Russia is like.
- Your work is often incomplete.

- Some researching of the task to find information about a location using independent learning.
- Application of Information is correct about the place.
- Simplistic geographical terminology is used to describe a place.
- Some accuracy in the use of spelling, punctuation and grammar but there are many errors.
- Use of an atlas is basic

# History

Autumn 1

Henry VIII and the Break with Rome

<b>Topic:</b> Making of the United Kingdom	<b>Learning Objective:</b> produce a narrative account; demonstrate precise historical knowledge; describe linked sequence of events.
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**Question:** Write a *narrative account* of the events leading to the Break with Rome. You may use the following in your answer:

-Henry's marriage to Catherine of Aragon

-the Break with Rome.

**You must also use information of your own.**

	Key skills and assessment criteria	Suggested content/examples ( <i>other relevant content will be credited</i> )
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>- The narrative is given, showing <b>good organisation of material</b> into a <b>sequence of events</b> leading to an outcome.</li> <li>-The account shows <b>some analysis of the links between events</b>, but some passages <b>may lack coherence/organisation</b>.</li> <li>-Accurate and relevant information is included, <b>showing precise and accurate knowledge and understanding</b> of the key features or characteristics of the events.</li> <li>-the account goes <b>beyond the 2 suggested stimulus</b> points</li> </ul>	<p><b>The narrative is a clear sequence:</b> Henry's marriage - role of Anne Boleyn                      - role of the Pope - Break with Rome  <b>Shows some links:</b> Henry's failure to have a son with Catherine links to Anne Boleyn's role as she was younger and more likely to have a male heir.  <b>Precise knowledge:</b> Henry thought he could not have a son as his marriage was cursed by God because he had married his brother's widow- this was against the teachings of the church.</p>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-A narrative is given, showing <b>some organisation of material</b> into a <b>sequence of events</b> leading to an outcome.</li> <li>-some accurate and relevant information is added, showing <b>some knowledge and understanding</b> of the events.</li> <li>-the account goes <b>beyond the 2 suggested stimulus</b> points</li> </ul>	<p><b>Some organisation into a sequence:</b> e.g. Henry wanted to divorce Catherine - to do this he had to break with Rome as he could not get a divorce  <b>Some relevant knowledge:</b> Henry wanted a son to be his heir and Catherine could not have one so he needed to get a new wife.  <b>Goes beyond stimulus points:</b> mentions other key events such as the role of Anne Boleyn and the Pope.</p>

<b>Working towards expected standard</b>	<p>-<b>simple or generalised narrative</b> is provided</p> <p>-the account shows <b>limited analysis and organisation</b> of the events</p> <p>-<b>Some limited knowledge and understanding</b> of the events is shown but does not go beyond the stimulus points.</p>	<p><b>Generalised narrative with limited analysis and knowledge:</b> Henry needed to have a son/wanted to divorce Catherine. This is what caused the Break with Rome.</p> <p>May be inaccuracies in their knowledge.</p>
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### KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Henry VIII and the Church in England</u></p> <ul style="list-style-type: none"> <li>Henry's marriage to Catherine of Aragon and his need for a son</li> <li>The role of Anne Boleyn</li> <li>The role of the Pope</li> <li>The events that led to the Break with Rome - laws passed in Parliament by Henry.</li> </ul>	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p><a href="#">Webpage</a> covering events of break with Rome</p> <p><a href="#">BBC bitesize</a> overview of Break with Rome including a clip about the key events.</p> <p><a href="#">TV timelines clip</a> which covers the main events in the Break with Rome</p> <p><a href="#">Cartoon strip</a> summarising the story of the Break with Rome.</p>	<p>How will write a narrative account of the events leading to the Break with Rome and will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>-produce a narrative account that is correct chronologically</li> <li>-show precise and accurate knowledge of the events</li> <li>-show how events in the sequence are linked.</li> </ul> <p>-Use the advice from the <a href="#">preparation lesson</a> you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li>-<i>Working towards expected standard</i></li> <li>-<i>working at expected standard</i></li> <li>-<i>greater depth.</i></li> </ul>

Autumn 2  
Threats to Elizabeth

<b>Topic:</b> Making of the United Kingdom	<b>Learning Objective:</b> analyse and evaluate reasons for a historical event; demonstrate precise historical knowledge; make and support a judgement
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**Question:** ““The threat from Mary Queen of Scots was the greatest challenge faced by Elizabeth during her reign”. How far do you agree?”

	<b>Key skills and assessment criteria</b>	<b>Suggested content/examples</b> ( <i>other relevant content will be credited</i> )
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-You give clear and detailed explanations of the ways in which Mary and the Armada threatened Elizabeth</li> <li>-You use a wide range of precise and specific evidence to support your answer.</li> <li>-You compare them in the context of other threats during Elizabeth’s reign.</li> <li>-You produce well-structured work</li> <li>-You give and sustain a clear judgement which is backed up with detailed reasons comparing relative seriousness of threats</li> </ul>	<ul style="list-style-type: none"> <li>-for example, you might explain how foreign support for Mary, her dynastic position and her religion all made her a threat.</li> <li>-you could give detailed evidence on the Armada’s size, plans, tactics etc to show how they were a serious threat</li> <li>-you might refer to other threats such as religious divisions, the Irish rebellion</li> <li>-your judgement will show awareness that whilst one threat could be seen as serious, the other threat was more dangerous to Elizabeth, and you will give specific reasons to back up your answer.</li> </ul>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-You can explain a range of reasons why both the Armada and Mary Queen of Scots threatened Elizabeth and you may compare to other threats</li> <li>-you show a range of accurate knowledge to back up your answer</li> <li>-Your work is generally well structured and logical</li> <li>-You give a judgement on the question which is backed up with a few reasons.</li> </ul>	<ul style="list-style-type: none"> <li>-you could explain 2-3 ways that Mary was a threat to Elizabeth, mentioning her claim to the throne, her religion and her role in some of the plots against Elizabeth</li> <li>-you give accurate knowledge for example details of what the Babington Plot was.</li> <li>-your final conclusion gives clear reasons why you agree or disagree e.g. Mary was the most serious threat because she was the focus of several plots against Elizabeth.</li> </ul>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-You can describe a few aspects of the Armada/Mary and give some reasons why both threatened Elizabeth but your discussion of the issues may not be even.</li> <li>-you give some accurate but undeveloped knowledge</li> <li>-You are starting to use paragraphs and structure your work</li> <li>-You structure your work into paragraphs</li> <li>-You give a simple judgement on which posed the most threat with a couple of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>-you give a couple of simple reasons why the Armada/Mary was a threat to Elizabeth e.g the Armada was a large force that tried to invade England</li> <li>-your knowledge is accurate e.g. Mary was involved in lots of plots, but it is not very detailed or developed overall</li> <li>-you might discuss one threat in more detail than the other.</li> <li>-you give a final view with a simple reason.</li> </ul>

## KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Threats to Elizabeth I</u></p> <ul style="list-style-type: none"> <li>● key events of Elizabeth's reign</li> <li>● the threat from the Spanish Armada</li> <li>● the threat from Mary Queen of Scots</li> </ul>	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>-<a href="#">summary</a> of the key events of Elizabeth's reign</p> <p>-<a href="#">clip</a> summarising key events of the Armada</p> <p>-<a href="#">clip</a> giving a clear overview of the threat from Mary Queen of Scot</p> <p>-<a href="#">BBC bitesize page</a> which has sections on Mary Queen of Scot and Armada</p> <p>-<b>extend your knowledge</b> - look at this <a href="#">GCSE webpage</a> which summarises the threat from Mary Queen of Scots - there is a short video clip on this. This section covers the <a href="#">Spanish Armada</a>.</p>	<p>You will write an essay to answer a question about which threats to Elizabeth were most serious and will be assessed on your ability to:</p> <ul style="list-style-type: none"> <li>-write an essay to answer the question</li> <li>-agree and disagree with the statement (show both sides)</li> <li>-use precise evidence to back up your ideas</li> <li>-make and support a judgement on the statement</li> </ul> <p>Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> <li>-<i>Working towards expected standard</i></li> <li>-<i>working at expected standard</i></li> <li>-<i>greater depth.</i></li> </ul>

# Maths

Autumn 1 and 2

	Working at greater depth	Working at the expected standard	Working towards the expected standard
Ratio and Scale	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Express ratios in the form 1n.</li> <li><input type="checkbox"/> Understand gradient of a line as a ratio.</li> <li><input type="checkbox"/> Understand pi as the ratio between diameter and circumference.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving ratios of the form 1n or n:1.</li> <li><input type="checkbox"/> Solve proportional problems involving the ratio mn.</li> <li><input type="checkbox"/> Divide a value into a given ratio. Compare ratios and related fractions.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand the meaning and representation of ratio.</li> <li><input type="checkbox"/> Understand and use ratio notation.</li> <li><input type="checkbox"/> Express ratios in their simplest integer form</li> </ul>
Multiplicative change	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore direct proportion graphs.</li> <li><input type="checkbox"/> Explore relationships between similar shapes</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Solve problems involving direct proportion.</li> <li><input type="checkbox"/> Convert between currencies.</li> <li><input type="checkbox"/> Understand scale factors as multiplicative relationships.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore conversion graphs. Draw and interpret scale diagrams.</li> </ul>
Multiplying and dividing fractions	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiply and divide improper and mixed fractions.</li> <li><input type="checkbox"/> Multiply and divide algebraic fractions</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Multiply a fraction by an integer</li> <li><input type="checkbox"/> Find the product of a pair of unit fractions</li> <li><input type="checkbox"/> Find the product of a pair of any fractions</li> <li><input type="checkbox"/> Divide an integer by a fraction</li> <li><input type="checkbox"/> Divide a fraction by a unit fraction</li> <li><input type="checkbox"/> Understand and use the reciprocal</li> <li><input type="checkbox"/> Divide any pair of fractions</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Interpret maps using scale factors and ratio</li> <li><input type="checkbox"/> Represent multiplication of fractions</li> </ul>
Working in the cartesian plane	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore the gradient of the line <math>y=kx</math>.</li> <li><input type="checkbox"/> Explore non-linear graphs.</li> <li><input type="checkbox"/> Find the midpoint of a line segment</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Link <math>y=kx</math> to direct proportion problems. Recognise and use lines of the form <math>y=x+a</math></li> <li><input type="checkbox"/> Explore graphs with negative gradients (<math>y=-kx</math>, <math>y=a-x</math>, <math>x+y=a</math>)</li> <li><input type="checkbox"/> Link graphs to linear sequences</li> <li><input type="checkbox"/> Plot graphs of the form <math>y=mx+c</math></li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Work with coordinates in all four quadrants</li> <li><input type="checkbox"/> Identify and draw lines that are parallel to the axes</li> <li><input type="checkbox"/> Recognise and use the line <math>y=x</math>. Recognise and use lines of the form <math>y=kx</math></li> </ul>
Representing data	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify non-linear relationships.</li> <li><input type="checkbox"/> Represent continuous data grouped into equal classes</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw and use a line of best fit.</li> <li><input type="checkbox"/> Read and interpret ungrouped frequency tables.</li> <li><input type="checkbox"/> Read and interpret grouped frequency tables.</li> <li><input type="checkbox"/> Represent grouped discrete data.</li> <li><input type="checkbox"/> Represent data in two-way tables</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Draw and interpret scatter graphs.</li> <li><input type="checkbox"/> Understand and describe linear correlation.</li> <li><input type="checkbox"/> Identify different types of data.</li> <li><input type="checkbox"/> Identify non-linear relationships</li> </ul>

Tables and probability	<p>I can:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Use the product rule for finding the total number of possible outcomes.</li><li><input type="checkbox"/> Find probabilities from Venn diagrams</li></ul>	<p>I can:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Find probabilities from two-way tables</li></ul>	<p>I can:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Construct sample spaces for 1 or more events.</li><li><input type="checkbox"/> Find probabilities from sample space diagrams</li></ul>
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# Music

Autumn 1



## Topic: Blues & Jazz

This unit is all about you becoming a jazz musician!

You will learn about the history, origin and development of the **Blues (and jazz)** and its characteristic **12-bar Blues** structure. You will explore how a **walking bass** line is developed from the 12 bar blues and **7th chords** and develop your keyboard skills. You will also learn how to **improvise** like a pro jazz musician with the **Blues scale** and '**swung**' rhythms performing as an ensemble with your class or on your own. Most of this will be on the keyboard (and ukulele/guitar) but if you play another instrument let your teacher know and they can adapt the work so you can perform on that instrument as well.

Your assessment will be at the end of the topic on how well you can perform the 12 bar blues (and blues scale) in a jazz performance to a jazzy backing track (either on your own or in a pair). This will be recorded and uploaded onto Google classroom.

Key vocabulary for this topic is in **bold** above.

### Standard of work

#### Working towards the expected standard

- I can find the notes of the blues scale on the keyboard using the pattern given to me
- I understand that the blues scale can be used to improvise
- I can find the triads of C, F & G on my keyboard using the diagrams provided
- I can move between these triads
- I can keep hear the pulse of the music and can hear where my triads or blues scale should fit with the accompaniment
- I am practising moving between my triads to get them into the correct order

#### Working at the expected standard

- I can play the blues scale on the keyboard using some of the notes to improvise over an accompaniment
- I can play in time with the accompaniment and understand swung rhythms
- I can play the triads of C, F and G and play them in the correct order for the 12 Bar Blues
- I can perform the blues scale and 12 bar blues separately to the rest of the class as part of my end of topic assessment

#### Working at greater depth

- I can improvise fluently using the blues scale in multiple octaves keeping in time with the accompaniment
- I will be able to use a variety of rhythms including swung rhythms
- I can play the 12 bar blues chord sequence fluently using 7th chords
- I may be able to play with two hands together with the 12 bar blues in the left hand and the blues scale in the right hand
- I may also have played and practised other jazz and blues pieces and have an awareness of different styles of jazz





# Topic: space

**This unit is all about understanding how music can sound like space!**

You will listen to some famous pieces of music written about space (*Also Sprach Zarathustra* by Strauss and Holst's *The Planets*) to get ideas for your own space themed composition. You will use these ideas (including the musical devices of a **drone** and an **ostinato**) to create your own space composition using keyboards or Garageband. You will also learn how to use **dynamics** effectively.

Your assessment will be at the end of the topic and you and your partner will perform your space composition to the rest of the class and it will be recorded.

Key vocabulary for this topic is in **bold** above.

## Standard of work

### Working towards the expected standard

- I understand what a **drone** is
- I understand what an **ostinato** is
- I can use some **Key Elements** to describe music I'm listening to
- I can perform a composition with my partner

### Working at the expected standard

- I can perform a drone
- I can perform ostinati patterns and understand why composers use this to create the mood of space
- I can compose my own ostinati patterns and put them with a drone to create a space composition
- I can perform my space composition with my partner to the rest of the class

### Working at greater depth

- I can perform a drone and understand why composers use this to create the mood of space
- I will have listened to more space themed music outside of the pieces listened to in the classroom
- I will be able to compose an effective space themed piece using a drone and multiple ostinati patterns that develop
- I will introduce further creative ideas into my space composition and probably take a leading role in the performance and rehearsal process

# Physical Education

Autumn 1 and 2

	Athletics	Gymnastics	Dance	Team / Invasion Games	Net / Striking	Health & Fitness	Outdoor & Adventurous Activities
Grade 4+	<p>Their techniques are refined and remain accurately replicated on each attempt. Scores are maximised through correct application and high levels of physical fitness. Their skills are imaginatively applied across a range of activities. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p>	<p>Each discipline is executed with high levels of precision and with perfect techniques on each attempt. Skills are appropriately and accurately applied to maximise their performance. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p>	<p>Multiple styles can be replicated and produced with high levels of precision and with perfect technique. Can perform to a faultlessly in all performances standard in group and individuals elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>All techniques for a variety of roles and positions are produced to a perfect standard with high levels of precision. Influence within the game situation is high consistently and can respond to adaptations. Will outwit opponents with ease and regularity. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.</p>	<p>All strokes and techniques are highly accurate and performed with perfect technique and application of fitness. High level game play showing precise control and accuracy throughout winning games with ease. Has the ability to be an influence within a game and can respond to change effectively. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness.</p>	<p>Full range of components of fitness are displayed with maximum efficiency throughout tasks and tests. Scores are "EXCELLENT in comparison to the National Average for Ks3 scores. Faultless knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others.</p>	<p>Can complete all tasks with ease using high levels of skill, communication and teamwork regardless of challenge or time pressure. Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>
Grade 5	<p>They perform with confidence and style. Their techniques are refined and remain consistent under pressure. Their skills are imaginatively applied across a range of activities. Decision-making is constantly changing situations. They evaluate their own work and that of others consistently and accurately and refine skills based on their own analysis of performance. They support others and will take a lead in group and team performances.</p>	<p>Able to select and combine a range of techniques, skills and apply them appropriately and accurately. Movements flow together and are at the right pace demonstrating control and precision in all activities. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make informed suggestions on how to develop further and provide feedback.</p>	<p>Mastered a range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a very high standard in group and individual elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>Can perform and replicate skills to a high level showing flair and originality. Has the ability to be an influence within the game situation and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p>	<p>Can perform and replicate strokes to a high level showing control and accuracy throughout. Has the ability to be an influence within a game and can respond to change effectively. Will outwit opponents with ease. Understands and evaluates performance and can see how skill, tactics, strategies and fitness affect overall team effectiveness. Able to create plans to improve performance and create fitness programmes for themselves and others.</p>	<p>Can work and maintain maximum level for of duration of ALL fitness activities Very high levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can work within and explain the 'target HR zone' when aerobic training and can describe the differences between aerobic and anaerobic activities. Understand and explain what is needed within a fitness programme to improve their performance and that of others. Can analyse the relationship between their own fitness and performance levels in other sports</p>	<p>Mastered techniques in all events whilst demonstrating a secure understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand and know ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>
Grade 6	<p>Able to replicate techniques to a high level and confidently compete in a wide range of events Show a sound knowledge of the relationship between fitness, technique and strategy. Can work independently on own training programme and monitor own performance. Can adapt and modify technique through analysis of their own and others performance.</p>	<p>Able to select and combine a range of techniques, skills and apply them appropriately with a good degree of accuracy. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.</p>	<p>Able to perform an outstanding range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a high standard in group and individual elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.</p>	<p>An advanced level of skill and technique is evident most of the time even under pressure. Can select an excellent range of skills to outwit an opponent. Is able to demonstrate a very good level of tactical awareness and can apply these to suit both defensive and attacking situations. Can analyse their opponent's play using sound technical knowledge, and plan ways to improve team/ individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out.</p>	<p>Can use and replicate an excellent range of shots to outwit an opponent. An advanced level of skills/shot selection and consistent technique even under pressure. Is able to demonstrate a very good level of tactical awareness and can adapt and apply these to suit both defensive and attacking situations. Can analyse their own opponent's play using sound technical knowledge, and plan ways to improve individual performance. Can plan their own exercise and activity programme to suit their specific needs and carry it out</p>	<p>Can work at maximum level for the most of the duration of ALL fitness activities High levels of knowledge when planning an action plan, using key concepts and key words consistently and correctly. Can apply the principles of training to an action plan. Can perform in activities showing high levels of fitness and determination. Plan and carry out warm up and cool down activities with support. Can explain in detail the relationship between their own fitness and performance levels in other sports</p>	<p>Confidently replicate techniques in a wide range of events whilst demonstrating a solid understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance</p>

E x p e c t e d P r o g r e s s +	Replicate techniques in a wide range of events They demonstrate a good understanding of the principles of effective athletic performance. Can focus on aspects of their technique to improve and understand ways to perform in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance	Able to select and combine a range of techniques, skills and apply them appropriately. Movements flow together and are at the right pace demonstrating control and precision. Advanced movements are being attempted. Able to use knowledge of own and others abilities to develop group sequences and can analyse performances and make some suggestions on how to develop further.	Able to perform a wide range of choreographed movements showing accurate rhythm and timing. Able and confident to lead groups making decision about content and artistic composition of a sequence. Can perform to a good standard in group and individual elements of the dance routine with accuracy, style and emotion. Can identify and improve performances with constructive and effective feedback. Can lead a detailed warm up and explain why exercise is good for health and a sustainable life.	Good skill level and shows accurate replication within game situations. Becoming more influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise help with health and fitness and can suggest ways of warming up and cooling down.	Good shot selection and shows very accurate replication within game situations. Is influential in the game and successfully outwits opponents. Can change strategies and tactics to exploit opponents' weaknesses. Can analyse and explain how skills etc have been used and suggest ways to improve further. Will understand how different types of exercise helps with health and fitness and can suggest ways of warming up and cooling down.	Can work at maximum level for the duration of MOST fitness activities. Good levels of knowledge when planning an action plan, using key concepts and some key words consistently and correctly. Can analyse fitness test results and create an action plan for improvement. Can perform in activities showing above average levels of fitness. Plan a relevant warm up and cool down programme including exercises for specific muscle groups used in that activity. Can make good links between their fitness levels and other sports	Replicate techniques in a wide range of events whilst demonstrating a good understanding of the principles of an effective OAA performance. Can focus on aspects of their performance and understand ways to improve in an event. Can provide others with effective feedback to help them improve. Can explain how warming up and cooling down help performance.
E x p e c t e d P r o g r e s s	Demonstrates clear replication of techniques in all events and can explain the different demands of various events. Can adapt and change technique and identify ways to improve including tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Can suggest and undertake an appropriate training programme for specific events.	Able to perform all of the basic techniques, agility's and balances with little help. Style and control are present but sometimes variable, however sequences do show fluency. Able to experiment and plan own sequences and help others with their work. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Able to perform an excellent range of choreographed movements smoothly and accurately with a good knowledge of rhythm and timing with little or no help. Able to experiment and plan group sequences and help others with their work. Can perform in a group or in individual elements of the dance routine with some levels of accuracy, style or emotion. Can identify good performances and suggest ways to improve dance routines. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Control is consistent and skills are performed much more quickly in response to opposition pressures. Can select a very good range of skills to outwit an opponent. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their skills and techniques. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Can select and accurately replicate a good range of skills to outwit an opponent. Control of the shots are consistent and performed fairly quickly in response to opposition pressure. Is able to demonstrate a sound level of tactical awareness and can respond to changing situations by changing and refining their stroke selection. Can suggest ways to improve performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.	Can work at maximum level for the duration of SOME fitness activities Basic levels of knowledge when planning an action plan, using key concepts and some key words correctly. Undertake fitness tests and explain which component is being assessed. Can make basic links between components of fitness, their fitness levels and other sports. Can show responsibility for personal warm up programme	Demonstrates clear replication of all techniques and can explain the different demands of various skills. Can identify, adapt and refine team tactics and strategies. Can identify good performances. Can conduct a suitable warm up and explain why exercise is good for health and a sustainable life.
E x p e c t e d P r o g r e s s -	Good replication of skills across throws, jumps and runs and applies a reasonable knowledge of the principles related to athletics. Can describe parts of their performances which are effective and explain what they can improve with practice. Can describe the effects of athletic exercise on their body. Applies basic safety principles. Can explain how athletics improves overall fitness levels.	Able to perform most of the basic agility movements and developed some advanced routines. Sometimes requires support, showing increased precision and control and fluency. Able to link movements together with reasonable precision. Demonstrates creativity with partner sequences and balances. Can see the difference between their performances and others and use this knowledge to improve. Applies basic safety principles. Can explain how gymnastics improves overall fitness level.	Able to perform dance movements with good timing and has choreographed some movements to the set music. Sometimes requires support, showing increased fluency of movement and rhythm and able to link 6 to 7 various movements together with reasonable precision. Demonstrates creativity within their group often leading others. Can see the difference between their performances and others and use this knowledge to improve. Can explain how dance improves overall fitness levels.	Can use skills and techniques together with accuracy to outwit an opponent. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Maintain skills and techniques in conditioned/ modified games. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise.	Can use skills and techniques together with accuracy to outwit an opponent and maintains a controlled rally. Can demonstrate skills successfully and begins to understand importance of strategy and tactics when attacking. Able to compare their own and others work and see the differences so that they can improve their own performance. Able to explain in simple terms the physical effects of exercise on their body and safe way of preparing for exercise. A deeper understanding of the health and fitness and the importance to badminton	Can work at maximum level for part of the duration of SOME fitness activities. Can explain key terms linked to components of fitness consistently and accurately. Can explain why it is important to lead a balanced activity healthy lifestyle. Able to link different components of fitness to a variety of sports/athletes. Demonstrate activities for specific aspects of warm up – stretching, joint mobility, raising heart and breathing rates.	Good replication of skills and applies a reasonable knowledge of the underpinning principles related to outdoor education. Display improving teamwork and leadership skills. Can describe the effects of exercise on their body. Applies basic safety principles. Can explain how OAA can improve individual interpersonal skills.
T o w a r d s P r o g r e s s +	Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.	Can accurately replicate techniques for running, jumping and throwing activities but some mistakes as challenge increases. Can identify some of the basic principles of technique. Reasonable success across all athletic disciplines and begins to set achievable goals for future events. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.	Able to perform a number of movements with reasonable control and timing within a group sequence. Requires support, showing some fluency of movement and rhythm and able to link a 4 to 5 various movements together with some precision. Tries to improve own performance after seeing others and can suggest ways they may improve. Often follows others lead offering little creativity. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can replicate skills with good accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.	Can use basic techniques in a small sided game and can replicate shots with reasonable accuracy and can maintain a rally with few mistakes. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Uses basic game strategy effectively. Is able to try tactics and think of ways to improve performance. Understand why activity is good for health.	Can work at moderate level the duration of SOME fitness activities. Can describe key terms linked to components of fitness with some support needed. Can briefly explain why taking part in exercise is good for you. Able to make a basic link to different components of fitness to a variety of sports/athletes. Demonstrate all round safe practice, including handling of equipment, safety of self and others. Can describe changes in body temperature, HR and breathing.	Can accurately replicate map reading techniques. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.

T o w a r d s p r o g r e s s	Can replicate basic techniques of for running, jumping and throwing with occasional success Demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language. Interpret a range of information about performance to draw simple conclusions. Safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance.	Able to perform a number of agility rolls and balances with reasonable control and can use these to make up a simple sequence. Can hold basic balances and some low level partner balances. Tries to improve own performance after seeing others and can suggest ways they may improve. Can suggest why it is important to warm up before gymnastics. Understands need to warm up and the importance of making health lifestyle options.	Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing moderate fluency of movement and rhythm and able to link 2 or 3 movements together with moderate precision. Tries to improve own performance after seeing others and needs help to recognise good technique. Can suggest why it is important to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can pass and shoot with some accuracy. Can demonstrate techniques usually applied with co-ordination and control to gain an advance over an opponent. Can verbally explain rules and concepts of the game. Can see the differences between their performances and others. Understands need to warm up and the importance of making health lifestyle options.	Can use basic techniques in a small sided games and can replicate shots with some accuracy but makes mistakes with more complicated shots. Can demonstrate techniques usually applied with some co-ordination and control to gain an advance over an opponent. Can verbally explain basic tactics and rules. Uses basic game strategy occasionally. Understand why activity is good for health.	Can work at moderate level the duration of a FEW fitness activities. Can describe basic key terms linked to components of fitness with support needed. Can briefly describe why taking part in exercise is good for you. Can link a component of fitness to a single example of an athlete/ sport/ performer. Demonstrate safe practice, including handling of equipment, safety of self and others Recognise changes in body temperature, HR and breathing.	Can map read with some degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.
T o w a r d s P r o g r e s s -	Can occasionally replicate basic techniques of for running, jumping and throwing with limited success. Demonstrate some knowledge and understanding of some factors affecting performance using everyday language. Interpret a simple range of information about performance to draw some conclusions on event Safely apply basic techniques, strategies and/or compositional ideas demonstrating limited control in their performance.	Able to perform a few basic number of agilities rolls and balances with limited control and requiring support, and can use these to make up a simple sequence. Balances need support to complete them Tries to improve own performance after feedback and can suggest basic ways others may improve. Can suggest how to warm up before gymnastics. Understands the basic need to warm up and the importance of making health lifestyle options.	Able to perform a number of movements with some control and timing within a sequence. Requires frequent support, showing limited fluency of movement and rhythm and able to link 1 or 2 movements together with limited precision. Limited attempt to improve own performance after seeing others and needs lots of help to recognise good technique. Can suggest how to warm up before dance and understands the importance of making health lifestyle options.	Can use basic techniques in a small sided game and can pass and shoot with little accuracy. Can demonstrate a few techniques usually applied with limited co-ordination and control to use against an opponent. Can verbally explain basic rules and concepts of the game. Can see the differences between their performances and correct technique. Understands the basic need to warm up and the importance of making health lifestyle options.	Can use some basic techniques in a small sided games and can replicate shots with limited accuracy and makes mistakes with some basic shots. Can demonstrate limited techniques usually applied with moderate co-ordination and control to hit the shuttle. Can verbally state basic tactics and rules. Uses basic game strategy rarely. Can state in basic terms why activity is good for health.	Can work at low level for the duration of a FEW fitness activities. Can state basic key terms linked to components of fitness with support needed. Can state why taking part in exercise is good for you.. Can link a component of fitness to a single example of an athlete/ sport/ performer with support Demonstrate safe practice, including handling of equipment, safety of self and others	Can map read with limited degree of accuracy. Can identify some of the basic principles of techniques showing some teamwork skills with support and guidance. Can warm up safely with guidance. Can comment on some of the basic factors which make an effective performance.

# Philosophy, Religion, Ethics

Autumn 1 and 2

## Ancient Greek Philosophy

<b>Topic:</b> Ancient Greek Philosophy	<b>Learning Objective:</b> to explain abstract philosophical arguments regarding truth; to compare arguments between philosophers on their merits; to identify and evaluate strengths and weaknesses; to accurately explain philosophical arguments; to precisely use keywords
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**Questions 1-10** Assessing student knowledge and understanding of key ideas and abstract concepts

**Question 11** Assessing student understanding and ability to explain abstract arguments

**Question 12** Assessing student understanding and ability to compare arguments and evaluate their merits to reach a justified conclusion

	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content is credited)</i>
<b>Greater depth</b>	<ul style="list-style-type: none"> <li>-Makes a sound judgement on whether an argument is successful with justified reasoning</li> <li>-Evaluates the strengths and weaknesses of arguments</li> <li>-Makes comparisons between other arguments for the nature of truth and knowledge confidently and accurately</li> <li>-Confidently and accurately explains the argument in question and how it reaches its conclusion</li> <li>-Uses keywords where possible and accurately</li> </ul>	<p><b>Developed reasoning leading to justified conclusions</b> <i>When looking at the arguments, we can see that because of...</i></p> <p><b>Considered evaluation of strengths and weaknesses and comparisons</b> <i>Argument X has a strong argument because... However, the criticism of Y challenges this because...</i></p> <p><b>Accurate and detailed explanations of arguments</b> <i>The Philosopher X was trying to show that... They use the argument of... For example, one step of the argument is...</i></p> <p><b>Relevant interpretations and inferences</b> <i>Personally, I think that X is convincing because...</i></p>
<b>Working at expected standard</b>	<ul style="list-style-type: none"> <li>-Attempts a conclusive judgement on whether an argument is successful with some reasoning, although not always justified</li> <li>-Identifies some strengths and/or weaknesses, but doesn't critically evaluate these themselves</li> <li>-May reference another idea or argument, but does not fully integrate or compare.</li> <li>-May describe a general idea of the argument without making specific arguments, premises or conclusions</li> <li>-Attempts to use keywords with some precision</li> </ul>	<p><b>Some justified reasoning leading to a conclusion</b> <i>Because of my argument, I think that...</i></p> <p><b>Descriptions of strengths and weaknesses</b> <i>This argument isn't the best because of X... which is...</i></p> <p><b>Attempted descriptions of arguments</b> <i>Some people think that...</i></p> <p><b>Some use of interpretation</b> <i>This is a good/bad argument because...</i></p>
<b>Working towards expected standard</b>	<ul style="list-style-type: none"> <li>-May give their opinion on the essay question, but does not utilise sound judgement, evaluation or relevant arguments from lessons</li> <li>-May list some strengths or weakness but provides no further detail or reasoning</li> <li>-Describes some general ideas behind the argument without explaining the reasoning</li> <li>-Attempts to use keywords, although not always accurate</li> </ul>	<p><b>May make simple descriptions of arguments made in lessons</b> <i>The argument basically says that...</i></p> <p><b>Simple and unjustified conclusions and inferences</b> <i>I think...</i></p>

### KEY ADVICE AND GUIDANCE

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Arguments for God</u></p> <ul style="list-style-type: none"> <li>● Keywords used in lessons</li> <li>● Different philosophers and their arguments, in as much detail as possible</li> <li>● Strengths and weaknesses of each argument</li> </ul>	<p><u>The best place to start your revision is with your exercise book. You might also find the following of use:</u></p> <ul style="list-style-type: none"> <li>● Your Google Classroom website (your lessons along with any resources will be uploaded here before assessments)</li> </ul>	<p>You will complete 10 multiple choice questions (MCQs), as well as explaining in detail some of the ideas of a philosopher, as well as an evaluative essay on whose ideas are most convincing</p> <p>Use the advice from the revision lesson you have with your PRE teacher – you can look at the PowerPoint again at home which has all the key guidance and examples, as well as the lessons we have covered.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <p><i>-Working towards expected standard</i></p> <p><i>-working at expected standard</i></p> <p><i>-greater depth.</i></p>

# Science

Autumn 1 and 2

Year 8 Science - Biology		
<b>Autumn Term</b>  <b>10.2</b> <b>Reproduction</b>	Working at greater depth	<ul style="list-style-type: none"><li>I can explain the difference between adolescence and puberty</li><li>I can explain the main changes that take place during puberty</li><li>I can describe the main structure in the male and female reproductive systems, and describe their function</li><li>I can explain the adaptations of some of the main structures that help them function</li><li>I can discuss some causes of infertility and how these may be treated</li><li>I can explain the sequence of fertilisation and implantation</li><li>I can describe what happens during gestation and birth.</li><li>I can predict the effect of cigarettes, alcohol or drugs on the developing foetus.</li><li>I can state the average length of the menstrual cycle, and describe the main stages in the menstrual cycle</li><li>I can make deductions about how contraception methods work.</li></ul>
	Working at the expected standard	<ul style="list-style-type: none"><li>I can state the definition of puberty and describe the changes that take place during puberty.</li><li>I can describe the main structure in the male and female reproductive systems, and describe their function</li><li>I can define infertility and describe causes of infertility.</li><li>I can describe the process of fertilisation and where it occurs in the body.</li><li>I can describe what happens during gestation and birth.</li><li>I can state the average length of the menstrual cycle, and name the main stages in the menstrual cycle</li></ul>
	Working towards the expected standard	<ul style="list-style-type: none"><li>I can define puberty</li><li>I can state changes to the bodies of boys and girls during puberty</li><li>I can name the main structures of the male and female reproductive systems, and state their functions</li><li>I can define infertility</li><li>I can define fertilisation</li><li>I can state how long pregnancy lasts in humans</li><li>I can state the average length of the menstrual cycle, and name the main stages in the menstrual cycle</li></ul>

## Year 8 Science - Chemistry

<b>Autumn Term</b>  <b>Matter 2</b>	<b>Working at greater depth</b>	<b>All of 'as expected', plus:</b> I can use particle diagrams to help to explain why a compound has different properties to the elements whose atoms it contains. I can deduce a pattern in the formula of similar compounds and use it to suggest formulae for unfamiliar ones. I can find the element whose atoms contribute the greatest mass to the compound, given relative masses of atoms. I can compare properties of different polymers.
	<b>Working at the expected standard</b>	I can correctly write down the chemical symbols of 16 elements and, given chemical symbols, write down their names. I can represent atoms and elements using particle diagrams. I can compare the properties of an atom of an element to the properties of many atoms. I can represent elements, mixtures, and compounds using particle diagrams. I can name compounds using their chemical formulae. I can name the elements present and their relative proportions, given chemical formulae. I can explain how polymer properties make them suitable for their uses.
	<b>Working towards the expected standard</b>	I can state what an element is. I can state the chemical symbols of 16 elements. I can state what an atom is. I can state that every element has its own type of atom. I can state what a compound is. I can use particle diagrams to classify a substance as an element, mixture, or compound. I can name simple compounds. I can use particle diagrams to classify a substance as an element or compound. I can represent simple compounds using models. I can state what a polymer is. I can state some uses of polymers. I can describe the structure of a polymer.



**Year 8 Science - Chemistry**

	<b>Year 8 Science - Chemistry</b>	
<p><b>Autumn Term</b></p> <p><b>Matter 2</b></p> <p><b>5.4 The Periodic Table</b></p>	<p>Working at greater depth</p>	<p><b>All of 'as expected', plus:</b></p> <p>I can use data about the properties of elements to identify similarities, patterns, and anomalies.</p> <p>I can explain how to predict missing data values using trends in properties.</p> <p>I can choose elements for different uses from their position in the Periodic Table.</p> <p>I can predict the position of an element in the Periodic Table based on information about its chemical properties.</p>
	<p>Working at the expected standard</p>	<p><b>All of 'working towards', plus:</b></p> <p>I can use data to describe a trend in physical properties.</p> <p>I can use data showing a pattern in physical properties to predict the missing value for an element.</p> <p>I can identify control measures when working with Group 7 elements.</p> <p>I can describe the reactions of Group 0 elements.</p>
	<p>Working towards the expected standard</p>	<p>I can state that the horizontal rows of the Periodic Table are called periods, and the vertical columns are called groups.</p> <p>I can state that as you go down a group and across a period the elements show patterns in physical properties.</p> <p>I can state that the elements in Group 1 all react in a similar way and show a pattern in reactivity.</p> <p>I can make and record observations of chemical reactions in a table.</p> <p>I can state that the elements in Group 7 all react in a similar way and show a pattern in reactivity.</p> <p>I can identify hazards of working with Group 7 elements.</p> <p>I can state that the elements in Group 0 are unreactive.</p>

**Year 8 Science - Physics**

<p><b>Autumn Term</b></p> <p><b>Forces 2</b></p> <p><b>Contact Forces and Pressure</b></p>	<p>Working at greater depth</p>	<p>I can explain the effect of drag forces and friction in terms of forces.</p> <p>I can explain why drag forces and friction slow things down in terms of forces.</p> <p>I can interpret the motion of objects subject to drag forces and friction.</p> <p>I can plan and carry out an experiment, stating the independent, dependent, and control variables.</p> <p>I can explain how forces deform objects in a range of situations.</p> <p>I can explain how solid surfaces provide a support force, using scientific terminology and bonding.</p> <p>I can apply Hooke's Law to make quantitative predictions with unfamiliar materials.</p> <p>I can present data in a graph and recognise quantitative patterns and errors.</p> <p>I can apply the concept of moments to everyday situations.</p> <p>I can use calculations to explain situations involving moments.</p> <p>I can suggest relevant, testable questions.</p> <p>I can explain a range of observations in terms of fluid pressure.</p> <p>I can calculate fluid pressure in a range of situations.</p> <p>I can predict the changes to the effects of atmospheric pressure at different altitudes or temperature.</p> <p>I can explain why liquid pressure changes with depth.</p> <p>I can explain why an object will float or sink in terms of forces or density.</p> <p>I can use the equation for calculating fluid pressure to explain how hydraulic machines work.</p> <p>I can calculate stress in multistep problems.</p> <p>I can compare stress in different situations, explaining the differences in pressure using scientific knowledge.</p> <p>I can predict quantitatively the effect of changing area and/or force on stress in a range of situations.</p>
	<p>Working at the expected standard</p>	<p>I can describe the effect of drag forces and friction.</p> <p>I can explain why drag forces and friction arise.</p> <p>I can describe what happens to a moving object when the resultant force acting on it is zero.</p> <p>I can plan and carry out an experiment to investigate friction, selecting suitable equipment.</p> <p>I can describe how forces deform objects.</p> <p>I can explain how solid surfaces provide a support force.</p> <p>I can use Hooke's Law to predict the extension of a spring.</p> <p>I can present data in a graph and identify a quantitative relationship in the pattern.</p> <p>I can describe what is meant by a moment.</p> <p>I can calculate the moment of a force.</p> <p>I can independently identify scientific questions from results.</p> <p>I can explain why fluids exert a pressure.</p> <p>I can calculate fluid pressure.</p> <p>I can describe how atmospheric pressure changes with height.</p> <p>I can describe how liquid pressure changes with depth.</p>

		<p>I can explain why some things float and some things sink, using force diagrams.</p> <p>I can use the equation for calculating fluid pressure.</p> <p>I can calculate stress.</p> <p>I can apply ideas of stress to different situations.</p> <p>I can predict qualitatively the effect of changing area and/or force on stress.</p>
	<p>Working towards the expected standard</p>	<p>I can identify examples of drag forces and friction.</p> <p>I can describe how drag forces and friction arise.</p> <p>I can write down two things an object can do when the resultant force on it is zero.</p> <p>I can carry out an experiment to test a prediction of friction caused by different surfaces.</p> <p>I can state an example of a force deforming an object.</p> <p>I can recognise a support force.</p> <p>I can use Hooke's Law to identify proportional stretching.</p> <p>I can state how you know from a graph that a relationship is linear, present data in a line graph, and identify a pattern.</p> <p>I can state the law of moments.</p> <p>I can state the equation to calculate a turning force.</p> <p>I can identify questions from results with help.</p> <p>I can describe the motion of particles in a fluid.</p> <p>I can calculate fluid pressure with support.</p> <p>I can state the cause of atmospheric pressure.</p> <p>I can state simply what happens to pressure with depth.</p> <p>I can describe characteristics of some objects that float and some that sink.</p> <p>I can write down the equation for calculating fluid pressure.</p> <p>I can state the equation of stress.</p> <p>I can use ideas of stress to qualitatively describe familiar situations.</p> <p>I can predict qualitatively the effect of changing area and/or force on stress.</p>

**Year 8 Science - Biology**

**Autumn Term**  
**Organisms 2**  
**8.3 Breathing**

Working at greater depth

**All of 'as expected', plus:**

I can explain how the adaptations of the parts of the gas exchange system help them perform their function.  
I can explain the similarities and differences between the bell jar and the breathing system.  
I can explain in detail how to measure lung volumes and can use appropriately calibrated apparatus to obtain an accurate lung volume, evaluating the precision of instruments involved.  
I can explain how recreational drugs can have a negative effect on people's lifestyles.  
I can explain in detail how alcohol affects health and behaviour, detailing its effect on life processes.  
I can explain the importance of providing information about drinking to the general public, not just pregnant women.  
I can explain how smoking causes disease.  
I can record data in a well-organised table (with headings and units) and plot an appropriate graph to present results, and evaluate the quality of the data.  
I can interpret and present secondary data in an appropriate manner. I can then draw conclusions, extrapolate data from trends shown and suggest ways to improve the experiment.

Working at the expected standard

**All of 'working towards', plus:**

I can describe how the parts of the gas exchange system are adapted to their function.  
I can interpret data given to compare the difference in the composition of inhaled and exhaled air.  
I can describe the processes of inhaling and exhaling air and can describe how a bell jar can be used to model what happens during breathing.  
I can describe the difference between recreational and medicinal drugs.  
I can describe the effects of drugs, alcohol and tobacco smoke on health and behaviour.  
I can describe the effect alcohol and tobacco smoke has on conception and pregnancy.  
I can interpret experimental observations and secondary data to draw simple conclusions.  
I can collect and record experimental data in a suitable results table and plot subsequent experimental data on an appropriate graph.

Working towards the expected standard





I can name the parts of the gas exchange system.  
I can state what happens to the ribcage and diaphragm during inhaling and exhaling.  
I can name some recreational and medicinal drugs.  
I can state one effect of a drug, alcohol and tobacco smoke on health or behaviour.  
I can state whether alcohol and tobacco smoke affects conception, pregnancy and development of a foetus.  
I can make observations during an experiment.  
I can collect and record experimental data in a given table and plot a graph of results obtained.

**Year 8 Science - Biology**




<p><b>Autumn Term</b></p> <p><b>Organisms 2</b></p> <p><b>8.4 Digestion</b></p>	<p>Working at greater depth</p>	<p><b>All of 'as expected', plus:</b></p> <p>I can use appropriate techniques to carry out a full range of food tests safely. I can interpret the findings and relate them to everyday situations.</p> <p>I can explain how an unhealthy diet causes health issues.</p> <p>I can explain that different people require different amounts of energy. I can use energy calculations and data to support explanations.</p> <p>I can explain why food needs to be digested and how each part of the digestive system works in sequence, including how the small intestine is adapted for its function, how enzymes affect the rate of digestion and how some bacteria improve health.</p> <p>I can record data in a well-organised table (with headings and units) and plot an appropriate graph to present results, and evaluate the quality of the data.</p> <p>I can interpret and present secondary data in an appropriate manner. I can then draw conclusions, extrapolate data from trends shown and suggest ways to improve the experiment.</p>
	<p>Working at the expected standard</p>	<p><b>All of 'working towards', plus:</b></p> <p>I can describe the components of a healthy diet and some health issues caused by an unhealthy diet.</p> <p>I can explain the role of each nutrient in the body.</p> <p>I can describe the positive result for each food test.</p> <p>I can calculate the energy requirements of different people.</p> <p>I can describe the structure and function of the main parts of the digestive system.</p> <p>I can describe the process of digestion, including the role of enzymes and bacteria.</p> <p>I can interpret experimental observations and secondary data to draw simple conclusions.</p> <p>I can collect and record experimental data in a suitable results table and plot subsequent experimental data on an appropriate graph.</p>
	<p>Working towards the expected standard</p>	<p>I can name nutrients required by the human body and can state one potential problem for someone with an unhealthy diet.</p> <p>I can extract nutritional information from food packaging.</p> <p>I can name and perform the appropriate food tests for starch, lipids, sugar and protein safely.</p> <p>I can state what is meant by digestion and can name the main parts of the digestive system.</p> <p>I can name some enzymes used in digestion and where bacteria are found in the digestive system.</p> <p>I can make observations during an experiment.</p> <p>I can collect and record experimental data in a given table and plot a graph of results obtained.</p>

# Spanish

## Year 8 Spanish Learning Journey – Autumn term 1 Assessment criteria

	<b>Communication</b> (Content / Key message / Spontaneity) 	<b>Quality</b> (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 	
<p><b>Going out with friends</b></p> <p>To be able to make arrangements to go out and describe how I get ready and what I wear when I go out.</p> <p><b>Assessed pieces:</b> Writing</p> 	<p><b>(G)</b> WORKING AT GREATER DEPTH</p>	<p>I can take part in a longer conversation making arrangements to go out including making excuses and suggesting alternatives.            I can write longer sentence to say how I get ready to go out and how others get ready to go out.            I can write longer sentences describing what I wear to go out and what others wear to go out including additional information such as colours.</p>	<p>I can use my sentence builder to help me write longer sentences describing how I and others get ready to go out            I can ask and answer a range of questions to make arrangements to go out including making excuses and suggesting alternatives.            I can write longer sentence using reflexive verbs to say how I and/or others get ready to go out.            I can write longer sentences to say what I and/or others wear to go out including additional information such as colour and materials for clothing.            I can recognise vocabulary relating to free time activities and opinions and arrangements to go out in detailed listening or reading texts.</p>
	<p><b>(A)</b> WORKING AT THE EXPECTED STANDARD</p>	<p>I can respond to a range of questions making arrangements to go out.            I can write a longer sentence to say how I get ready to go out.            I can write a longer sentence describing what I wear to go out including additional information such as colours.</p>	<p>I can use my sentence builder to help me write longer sentences describing how I and others get ready to go out            I can ask and answer a range of questions to make arrangements to go out.            I can write a longer sentence using reflexive verbs to say how I get ready to go out.            I can write a longer sentence to say what I wear to go out including additional information such as colour and materials for clothing.            I can recognise vocabulary relating to free time activities and arrangements to go out in a longer listening or reading text</p>
	<p><b>(T)</b> WORKING TOWARDS THE EXPECTED STANDARD</p>	<p>I can respond to some questions making arrangements to go out.            I can write a simple sentence to say how I get ready to go out.            I can write a short sentence describing what I wear to go out.</p>	<p>I can use my sentence builder to help me write short sentences describing how I get ready to go out.            I can answer simple questions to make arrangements to go out.            I can write a simple sentence using reflexive verbs to say how I get ready to go out.            I can write a simple sentence to say what I wear to go out including at least 1 colour.            I can recognise simple vocabulary relating to free time activities and arrangements to go out in a short listening or reading text.</p>

## Year 8 Spanish Learning Journey – Spring term 2 Assessment criteria

	<b>Communication</b> (Content / Key message / Spontaneity) 	<b>Quality</b> (Range / Accuracy / Pronunciation / Intonation / Grammatical knowledge and structures) 	
<p><b>Spanish Short Stories</b></p> <p>The goal of Spanish stories is to enhance the enjoyment of reading within the Spanish curriculum, perfectly aligning with the school's literacy objectives. Through reading aloud, students will practice their phonics skills, while also exploring cultural themes and honing their reading abilities. This initiative promises to foster a love for reading and deepen students' understanding of diverse cultures.</p> <p><b>Assessed pieces:</b> Reading</p> 	<p><b>(G)</b> WORKING AT GREATER DEPTH</p>	<p>I can demonstrate a thorough understanding of the story's themes and nuances.</p> <p>I can provide detailed and insightful interpretations.</p> <p>I can revise the past tense and say what I did during the holidays.</p> <p>I can learn vocabulary about different genres and express my reading preferences.</p> <p>I can clearly articulate the main ideas and underlying messages with sophistication.</p> <p>I can give my opinion effectively.</p> <p>I can respond naturally and fluently, showing a high level of comfort and adaptability in discussions.</p> <p>I can understand instructions and draw the monster from the legend of the Cuele.</p>	<p>I can use a wide range of vocabulary and complex structures effectively.</p> <p>I can describe the hero of my story and learn vocabulary about different genres.</p> <p>I can maintain high accuracy with minimal errors. I can describe scenes and make comparisons accurately.</p> <p>I can pronounce words clearly and accurately, with appropriate stress and rhythm.</p> <p>I can use intonation effectively to convey meaning and emotion.</p> <p>I can demonstrate a strong grasp of advanced grammatical structures and use them correctly. I can revise the time and daily routine, read and analyse a story, and understand descriptions of different scenes.</p>
	<p><b>(A)</b> WORKING AT THE EXPECTED STANDARD</p>	<p>I can show a good understanding of the story's main themes and ideas.</p> <p>I can provide relevant interpretations.</p> <p>I can revise the past tense and say what I did during the half term holidays.</p> <p>I can learn vocabulary about different genres and express my reading preferences.</p> <p>I can communicate the main ideas and messages clearly and accurately.</p> <p>I can give my opinion.</p> <p>I can respond appropriately and with some fluency, though I may occasionally hesitate or need prompting.</p> <p>I can understand instructions and draw the monster from the legend of the Cuele.</p>	<p>I can use a good range of vocabulary and structures, though I may occasionally rely on simpler forms.</p> <p>I can describe the hero of my story and learn vocabulary about different genres.</p> <p>I can generally be accurate with some minor errors that do not impede understanding.</p> <p>I can describe scenes and make comparisons.</p> <p>I can pronounce words generally clearly, with occasional lapses.</p> <p>I can use intonation appropriately, though I may be somewhat inconsistent.</p> <p>I can show a good understanding of grammatical structures and use them correctly most of the time.</p> <p>I can revise the time and daily routine, read and analyse a story, and understand descriptions of different scenes.</p>
	<p><b>(T)</b> WORKING TOWARDS THE EXPECTED STANDARD</p>	<p>I can demonstrate a basic understanding of the story's themes. My interpretations may be simple or incomplete.</p> <p>I can revise the past tense and say what I did during the half term holidays with few mistakes.</p> <p>I can learn vocabulary about different genres and express my reading preferences.</p> <p>I can communicate the main ideas but may lack clarity or detail.</p> <p>I can give my opinion.</p> <p>I can respond, but I am often hesitant and may require significant prompting.</p> <p>I can understand instructions and draw the monster from the legend of the Cuele.</p>	<p>I can use a limited range of vocabulary and structures.</p> <p>I can attempt to describe the hero of my story and learn vocabulary about different genres.</p> <p>I can make frequent errors that may sometimes impede understanding.</p> <p>I can attempt to describe scenes and make comparisons.</p> <p>I can pronounce words, but they may be unclear or inconsistent.</p> <p>I can use intonation, but it is often flat or inappropriate.</p> <p>I can demonstrate a basic understanding of grammatical structures, with frequent errors. I can attempt to revise the time and daily routine, read and analyse a story, and understand descriptions of different scenes.</p>