

English KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>R1 Reading and understanding</b>	I can suggest a range of my own ideas about a text.	I can begin to recognise patterns and themes in texts.	I can begin to explore the ideas in a text.	I can explore the ideas in a text in some detail.	I can write a detailed exploration of at least one idea in a text.
<b>R2 Exploring the writer's craft</b>	I can recognise that words have connotations and identify at least one clear example.	I can recognise the connotations of words and suggest a range of relevant examples.	I can consider the connotations of language in some detail.	I can begin to analyse a writer's choices.	I can demonstrate some evidence of sustained analysis.
<b>R3 Making judgements</b>	I can consider different ideas and opinions.	I can begin to question a text's ideas and importance.	I can begin to explore range of possible interpretations of a text.	I can weigh up the value of a judgement about a text.	I can begin to respond to a judgement about a text.
<b>R4 Synthesising ideas</b>	I can find at least one link between texts and write about it with some success.	I can find links between texts and write about them successfully.	I can find links between texts and provide evidence to support my ideas.	I can write about the links between texts using evidence to support my increasingly relevant ideas.	I can write about the links between texts using evidence to support a range of relevant ideas.
<b>R5 Context</b>	I can offer my ideas about a range of simple ideas about how a text relates to its context.	I can write in detail about one area in which a text is linked to its context.	I can write in detail about a range of areas in which context is shown in the text.	I can recognise the influence context has on a text.	I can identify specific historical events or cultural phenomena which may have had an influence on a text.
<b>R6 Evidence</b>	I can include information from the text using quotation marks.	I can select some relevant evidence from the text and use quotation marks.	I can select increasingly relevant evidence from the text using quotation marks.	I can embed relevant quotations using quotation marks.	I can use well-chosen quotations to support the ideas I have about the text.
<b>W1 Clear and correct writing</b>	I can write in simple, compound and complex sentences.	I can select sentence types for effect.	I can write in an appropriate form with some success.	I can successfully follow a given form of writing.	I can begin to mimic the style of a given form of writing.
<b>W2 Organising writing</b>	I can organise my writing into paragraphs which flow well and help readers understand my ideas.	I can begin to organise my writing for effect.	I can organise my writing for effect.	I can begin to use some discourse markers in my writing.	I can use a range of discourse markers to organise my ideas.

<b>W3 Ambitious vocabulary</b>	I can begin to choose words for effect in my writing.	I can combine vocabulary for imaginative effect.	I can begin to use ambitious vocabulary with some success.	I can use ambitious vocabulary appropriately.	I can use a range of ambitious vocabulary with increasing accuracy.
<b>W4 Spelling, punctuation, grammar and accuracy</b>	I can begin to show some accuracy in my SPaG.	I can produce work with elements of good accuracy in at least one area of SPaG.	I can produce work with good accuracy in at least two areas of SPaG.	I can produce work with good levels of accuracy across SPaG with only infrequent errors.	I can produce work which shows high levels of accuracy in SPaG.
<b>W5 Imaginative writing</b>	I can use at least one example of a language device imaginatively.	I can use a range of language devices accurately and with some imaginative success.	I can use a range of language devices imaginatively.	I can write imaginatively following the rules of a specific genre.	I can use language devices to create an appropriate mood.
<b>SL1 Building Knowledge</b>	I can remember the names of characters and setting in texts.	I can remember the themes and message of texts.	I can recognise connections between similar texts that I have read when supported.	I can independently recognise connections between similar texts I have read.	I can recognise connections between texts across genre and forms.
<b>SL2 Verbal Articulation</b>	I can speak using a range of vocabulary.	I can speak using some ambitious vocabulary.	I can speak with some consideration for purpose, audience and form.	I can speak with sound understanding of purpose, audience and form.	I can speak with some use of persuasive devices.

**Mathematics**  
**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

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<b>Number</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>
<b>N1 – Understanding place value</b>	<p>Write down the place value of a digit, for example, what is the value of 4 in <i>0.24</i></p> <p>Order decimals, for example which is bigger, <i>0.24</i> or <i>0.3</i></p> <p>Know how to express numbers in digits and words</p>	<p>Know how to place negative numbers on a number line</p> <p>Place decimals to 1 decimal place on a number line</p>	<p>Place positive and negative decimals to 2 or more decimal places on a number line</p>	<p>Identify recurring and terminating decimals</p>	<p>Order terminating and recurring decimals</p>
<b>N2 - Rounding</b>	<p>Round numbers to given powers of 10 and to a given number of decimal places</p>	<p>Round numbers to 2 or more decimal places</p> <p>Round integers to 1 significant figure</p>	<p>Round integers and decimals to 2 or more significant figures</p>	<p>Find minimum and maximum values</p> <p>Start to identify upper and lower bounds of numbers</p>	<p>Start to identify upper and lower bounds of calculations</p>
<b>N3 – The four operations</b>	<p>Multiply whole numbers and decimals by 10, 100 and 1000</p> <p>Divide whole numbers and decimals by 10, 100 and 1000</p> <p>Multiply any three-digit number by any two-digit numbers without a calculator</p>	<p>Divide any three-digit number by any two-digit number without a calculator</p> <p>Multiply and divide negative integers</p> <p>Add and subtract negative integers</p> <p>Add and subtract decimals</p>	<p>Estimate and approximate answers to calculations</p>	<p>Solve numerical problems involving multiplication and division with numbers of any size</p>	

	Add and subtract decimals to two places				
<b>N4 – Powers and Roots</b>	<p>Know key square numbers up to 100</p> <p>Calculate squares and square roots (with and without the use of a calculator)</p>	<p>Calculate cubes and cube roots (with and without the use of a calculator)</p> <p>Know square roots and square numbers up to <math>15 \times 15 = 225</math></p>	<p>Be able to find powers of values with and without a calculator</p> <p>Understand that squaring and square rooting are inverse operations</p> <p>Confidently use terminology surround powers and roots.</p>	Know how to calculate integer roots using product of prime factors	Understand how to calculate positive and negative roots of complex integers
<b>N5 – Factors, Multiples and Primes</b>	<p>Find all of the factors of a number</p> <p>Know how to identify multiples of simple numbers</p>	Understand what common multiples and common factors are	<p>Find the lowest common multiple (LCM) of two simple numbers</p> <p>Find the highest common factor (HCF) of two simple numbers</p>	<p>Find the lowest common multiple of two more complex numbers</p> <p>Find the highest common factor of two more complex numbers</p> <p>Write more complex numbers as a product of their prime factors</p>	<p>Find the highest common factor (HCF) of two or more numbers using product of prime factors</p> <p>Find the lowest common multiple (LCM) of two or more numbers using product of prime factors</p>
<b>N6 – BIDMAS and the order of operations</b>	Use and apply the order of operations for sums involving addition, subtraction, multiplication and division	Use and apply the order of operations involving all operations	Understand how to apply BIDMAS to other areas of the curriculum including substitution and averages		
<b>N7 – Fractions</b>	Find equivalent fractions Simplify fractions such as $12/20$	Arrange fractions in order of size	Know how to convert between improper fractions and mixed numbers	Add, subtract, multiply and divide mixed numbers	To be able to use all operations with mixed numbers and apply BIDMAS

	Work out fractions of quantities such as $\frac{3}{5}$ of 20	Express one number as a fraction of another  Add, subtract, multiply and divide simple fractions	Add, subtract, multiply and divide more complex fractions		To be able to solve worded problems involving mixed numbers
<b>N8 – Percentages</b>	Work out percentages of a number such as 15% or 60% with and without a calculator	Be able to solve simple worded percentage problems  Be able to increase and decrease an amount by 10%, 50%, 5%	Increase or decrease a quantity by a given percentage	Work out a percentage increase or decrease  Express one quantity as a percentage of another  Use reverse percentages to calculate original values  Know how to perform a repeated percentage change (compound interest)	Work out compound interest and compound depreciation  To be able to calculate percentage profit and loss
<b>N9 – FDP (Fractions, Decimals and Percentages)</b>	Change a percentage into a decimal and vice versa  Change a percentage to a fraction	Convert freely between fractions, decimals and percentages	Know how to order fractions, decimals and percentages	Divide a number by a decimal such as $1 \div 0.2$ and $2.8 \div 0.07$	Convert single recurring decimals to fractions and fractions to recurring decimals
<b>N10 – Ratio and proportion</b>	Simplify a two-part ratio  Solve direct proportion problems	Know how to simplify a three-part ratio  Know how to share an amount by a simple ratio (e.g. divide £30 in the ratio 2:3)	Know how to share an amount by a three-part ratio  Be able to solve worded ratio problems	Solve more complex ratio and proportion problems such as sharing out money between two groups in the ratio of their numbers  Solve ratio and proportion problems using the unitary method	Calculate proportional changes using a calculator

**Mathematics**  
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<b>Algebra</b>	I can:	I can:	I can:	I can:	I can:
<b>A1 – Use key algebra facts (Algebraic Manipulation)</b>		Write an expression from a problem	Multiply out expressions with brackets such as $5(3x - 2)$	Rearrange linear formulae such as $s = 4q - 7$	Rearrange formulae that include brackets, fractions and square roots
<b>A2 – Collecting like terms and simplifying</b>	Simplify expressions with one variable such as $a + 2a + 3a$  <i>Simplify expressions such as <math>3 \times 2a</math></i>	Simplify expressions with more than one variable such as $2a + 5b + a - 2b$  <i>Simplify expressions involving powers such as <math>2a \times 3a</math></i>	Know how to simplify expressions involving division	Expand and simplify expressions	Expand and simplify expressions involving quadratics
<b>A3 – Solving equations</b>	Solve equations such as $4x = 24$ and $x - 3 = 7$	Solve equations such as $x/2 = 9$ and $4x - 2 = 22$	Solve linear equations with unknowns on each side such as $3x - 4 = 5 + x$  Solve linear equations with brackets such as $2(5x + 1) = 28$	Find a solution to a problem by forming an equation and solving it	Solve fractional linear equations
<b>A4 – Substitution</b>	Use a formula written in words such as <i>cost = 20 x distance travelled in miles</i>  Substitute positive numbers into a simple formula	Use a simple formula such as $P = 2w + 2h$  Substitute negative numbers into a simple formula  Use formulae from Mathematics and other subjects	Substitute numbers into more complicated formulae	Know how to create a formula from a worded scenario and substitute values into it	Be able to apply values into higher level Mathematics formulas e.g. SUVAT

<b>A5 – Sequences and the “n”th term</b>	<p>Find a missing term in a sequence of positive numbers</p> <p>Write the term-to-term rule in a sequence involving positive numbers</p>	<p>Find a particular term in a sequence involving negative or fractional numbers</p> <p>Write the term-to-term rule in a sequence involving negative or fractional numbers</p>	<p>Write the terms of a sequence or series given the nth term</p> <p>Calculate the nth term from a series of diagrams</p>	<p>Be able to identify key patterns e.g. Fibonacci sequence</p>	<p>Know how to generate and describe sequences involving "n squared"</p>
<b>A6 - Coordinates</b>	<p>Use coordinates in all four quadrants</p>	<p>Know how to find the midpoint of two coordinates</p>	<p>Know how to find the area of shapes created by coordinates</p>		
<b>A7 – Expanding and Factorising</b>		<p>Understand the terms and purpose of “<i>expanding</i>” and “<i>factorising</i>”</p>	<p>Multiply out expressions with brackets such as <math>5(3x - 2)</math></p> <p>Factorise expressions</p>	<p>Factorise expressions involving powers</p>	<p>Expand and simplify two expressions</p> <p>Factorise quadratic expressions</p>
<b>A8 - Graphing</b>	<p>Understand how coordinates can create a line</p>	<p>Read from a conversion graph for negative values</p> <p>Interpret distance-time graphs</p>	<p>Accurately complete a table of values</p> <p>Draw lines such as <math>y = 2x - 3</math></p> <p>Solve problems involving straight lines</p>	<p>Recognise the equations of straight-line graphs such as <math>y = 3x - 5</math></p> <p>Find the gradients of straight-line graphs</p>	<p>Understand that parallel lines have the same gradient and how to identify their equation</p>

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<b>Geometry and Measures</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>	<b>I can:</b>
<b>G1 – Units of measurement</b>	Change between mm, cm, m and km  e.g. what is 3.2m in cm?	Change between: <ul style="list-style-type: none"> <li>• mg, g and kg</li> <li>• ml and l</li> </ul> Use map scales to find distance	Change between metric and imperial units  e.g. what is 12km in miles?	Convert between units of area and volume  e.g. what is 3m <sup>2</sup> in cm <sup>2</sup> ?  Recognise accuracy in measurements given to the nearest whole unit	Know how to apply conversions of units to finding missing dimensions of similar 2D and 3D shapes
<b>G2 – Perimeter</b>	Work out the perimeter of a simple rectangle	Find the perimeter of a compound shape	Be able to find the perimeter of a compound shapes with missing dimensions	Be able to find the perimeter of compound shapes including parts of circles	Distinguish between formulae for perimeter, area and volume by considering dimensions
<b>G3 – Area</b>	Work out the area of a rectangle  Work out the area of a triangle	Find the area of a compound shape	Find the area of a parallelogram, kite and trapezium	Compare the areas of an enlarged shape with the original shape	Distinguish between formulae for perimeter, area and volume by considering dimensions
<b>G4 – Volume and Surface Area (3-D shapes)</b>	Draw the net of a simple solid such as a cuboid  Identify faces, edges and vertices and name key 3D shapes	Find the volume of a cube or cuboid  Find the height of a cuboid given volume, length and breadth  Draw plans and elevations of 3D shapes	Construct and recognise the nets of 3-D solids such as pyramids and triangular prisms  Draw a cuboid on an isometric grid and mark its dimensions	Calculate volumes of triangular prisms, parallelogram-based prisms and cylinders  Solve problems involving surface areas of prisms and cylinders	Distinguish between formulae for perimeter, area and volume by considering dimensions
<b>G5 – Properties of shapes</b>	Draw all the lines of symmetry on a 2-D shape	Identify and describe congruent shapes	Find missing side lengths of similar shapes	Classify a quadrilateral by geometric properties	



	Name, draw or complete 2-D shapes from information about their symmetry			Solve problems using angle and symmetry properties of polygons and properties of intersecting and parallel lines	
<b>G6 – Angles</b>	Estimate angles  Measure and draw angles accurately to the nearest degree	Know the key angle rules: <ul style="list-style-type: none"> <li>• On a straight line</li> <li>• Around a point</li> <li>• In a triangle</li> </ul> Calculate interior and exterior angles of a quadrilateral	Use angle rules on parallel lines (alternate, corresponding and co-interior)  Use angle properties of equilateral, isosceles and right-angled triangles  Calculate interior and exterior angles of a quadrilateral	Calculate interior and exterior angles of a regular polygon	Use the angle properties of a circle
<b>G7 - Transformations</b>	Reflect a basic shape in the x- or y-axis	Reflect any shape in any vertical or horizontal line on a pair of axes	Reflect any shape in any line on a pair of axes <i>e.g. reflect this shape in the line <math>y = -x</math></i>  Rotate shapes around the origin  Translate a shape using a description such as 4 units right and 3 units down	Describe a reflection fully  Rotate shapes about any point  Describe fully reflections and rotations about any point  Find the centre of rotation and describe it fully  Combine reflections and rotations	Fully describe a single transformation
<b>G8 - Circles</b>	Know how to identify and label radius, diameter and circumference	Identify key parts of a circle including sector segment and tangent	Calculate the circumference of a circle  Calculate the area of a circle Know how to use the pi button on a calculator	Solve problems involving circles such as a calculating the perimeter of a semicircle	Use the angle properties of a circle  Use the tangent/chord properties of a circle

				Solve problems involving circles such as calculating the area of a semi-circle	Be able to show workings and give answers in terms of pi
<b>G9 - Constructions</b>	Be able to accurately use mathematical equipment including a ruler, protractor and pair of compasses	Draw a triangle given: <ul style="list-style-type: none"> <li>• two angles and a side</li> <li>• two sides and the included angle</li> </ul>	Draw a quadrilateral such as a kite or a parallelogram with given measurements  Construct a triangle given 3 sides	Construct the perpendicular bisector of a line  Construct the perpendicular from a point to a line  Construct angles of $60^\circ$ and $90^\circ$  Construct the bisector of an angle	
<b>G10 – Speed, Distance, Time (Compound Measures)</b>	Understand and use key units of measurement for speed, distance and time  Know how to convert between minutes and hours	Solve simple speed problems	Calculate simple average speeds from distance-time graphs	Solve more difficult speed problems  Understand and use compound measures such as speed and density  Calculate complex average speeds from distance-time graphs	Discuss and interpret graphs modelling real situations

**Mathematics**  
**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
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<b>Data Handling &amp; Probability</b>	I can:	I can:	I can:	I can:	I can:
<b>S1 – Presenting Data</b>	Interpret a pie chart	Interpret a stem and leaf diagram  Design and use two-way tables for discrete and grouped data  Construct a pie chart	Construct a stem and leaf diagram (ordered)  Construct a frequency diagram  Draw and interpret a scatter graph  Interpret a time-series graph  Design and use data collection sheets and questionnaires  Use a variety of different sampling methods	Draw a line of best fit on a scatter graph by inspection  Identify possible sources of bias in the design and use of data collection sheets and questionnaires  Specify hypotheses and test them	Construct a time-series graph and plot the moving average  Use the trend line to estimate other values  Construct and interpret a cumulative frequency diagram  Construct and interpret a box plot
<b>S2 – Processing Data</b>	Work out the range for a set of numbers  Calculate the mean for a set of numbers  Find the median for an even set of numbers  Write down the mode from a graph	Compare the mean and range of two distributions  Calculate the 'fx' column for a frequency distribution	Calculate the mean for a frequency distribution	Find the mean for grouped data  Find the median class for grouped data  Find the modal class for grouped data  Use measures of average and range to compare distributions and make inferences	Use a cumulative frequency diagram to estimate the median and interquartile range  Compare two sets of a data using box plots

	Compare two distributions using the range and one of the mode, median or mean				
<b>S3 - Probability</b>	<p>Express a probability as a fraction</p> <p>Display outcomes systematically</p>	<p>Draw and interpret a sample space diagram</p> <p>Understand the difference between experimental and theoretical probabilities</p> <p>Understand and use relative frequency</p>	<p>Use a two-way table to find a probability</p> <p>Understand mutually exclusive events</p> <p>Use the fact that the probabilities of mutually exclusive events add up to 1</p>	<p>Understand relative frequency as an estimate of probability</p> <p>Use relative frequency to compare outcomes of experiments</p>	<p>Use relative frequency to find probabilities</p> <p>Complete a tree diagram</p>

**Science – Biology**

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<b>Body Systems 2</b>  <b>2 B</b>	<p>I can list some nutrients (4,15)</p> <p>I can name some tissues and organs in the human gas exchange system and label a simple diagram of the human gas exchange system (1)</p> <p>I can state that organisms release energy from carbohydrates by respiration (3)</p>	<p>I can outline the process of digesting food (6,8)</p> <p>I can describe the impact of exercise, asthma and smoking on the human gas exchange system (1)</p>	<p>I can explain the consequences of imbalances in the diet (obesity, starvation and deficiency related diseases) (3)</p> <p>I can calculate and compare energy values of different foods in kJ (using food labels) (3)</p> <p>I can name and describe the functions of some tissues and organs in the human digestive system (6,8)</p> <p>I can state what happens to the air, ribs and diaphragm during breathing and describe changes in lung volume (1)</p>	<p>I can make calculations of energy requirements in a healthy daily diet (4,5)</p> <p>I can explain how digestion happens, with reference to enzymes (6,7)</p> <p>I can summarise the reactants and products of aerobic and anaerobic respiration using word equations (2)</p> <p>I can compare and contrast aerobic and anaerobic respiration (2)</p> <p>I can describe some applications of aerobic and anaerobic respiration (2)</p>	<p>I can link adaptations of different parts of the digestive system to their functions (6,7)</p> <p>I can evaluate the implications of aerobic and anaerobic respiration for organisms based on the reactants and products (2,3)</p> <p>I can explain how ventilation occurs with reference to pressure changes and measuring lung volume (1,2)</p> <p>I can interpret data about and evaluate the impact of exercise, asthma and smoking on the human gas exchange system (1,2)</p>

**Science – Biology**

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<b>Environment 2</b>  <b>1 B</b>	<p>I can state that all organisms in an ecosystem may affect each other and are affected by their environment (3,6)</p> <p>I can construct and interpret simple food chains (7)</p> <p>I can identify variation between organisms of the same and different types (4)</p> <p>I can sample habitats for plant species and invertebrates (1,2,3)</p>	<p>I can describe how a change in the numbers of one organism may affect another (7)</p> <p>I can list some physical environmental factors in an environment (6)</p> <p>I can use food webs to write food chains (7)</p> <p>I can explain how to use a quadrat and how to dig a pitfall trap (1,2)</p>	<p>I can use food chains to make food webs (7)</p> <p>I can identify predators, prey, consumers, producers, herbivores and carnivores from a food chain (7)</p>	<p>I can describe and explain how organisms may be affected by their environment, with reference to adaptations (3,6)</p> <p>I can explain how a change in the numbers of one organism may affect another, with reference to competition and predation (5,7)</p> <p>I can explain how adaptations increase the chances of survival for organisms (6)</p> <p>I can describe the role of variation in natural selection (5)</p> <p>I can explain the causes and effects of extinction (11)</p>	<p>I can evaluate the impact of humans on other organisms, with reference to the accumulation of toxic materials (9)</p> <p>I can evaluate the effect of humans on the Atmosphere (10)</p> <p>I can explain how energy is lost in food chains (7,8)</p> <p>I can interpret and draw pyramid of numbers and a pyramid of biomass (8)</p> <p>I can explain the effects of some persistent pesticides on top predators (9)</p> <p>I can describe the purpose of gene banks (12)</p>

**Science – Biology**

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<b>Microbes</b>  <b>3 B</b>	<p>I can name types of microbes, describe their basic structure and place in order of size (1)</p> <p>I can state some uses of microbes (2)</p> <p>I can name some diseases caused by microbes and the pathogens that cause them (5)</p> <p>I can suggest simple ways to stop spread of disease (5)</p>	<p>I can describe mechanisms for the spread of disease (5)</p> <p>I can identify some of the body's defences (6)</p> <p>I can describe the action of white blood cells (6)</p> <p>I can describe how microbes can make us ill (5)</p>	<p>I can discuss the benefits of bacteria in the human digestive system (3)</p> <p>I can explain how we have used our knowledge of white blood cells to produce vaccinations (5)</p> <p>I can explain how our ideas of disease have changed over time and the work completed by famous Microbiologist that have led to these changes (7)</p>	<p>I can explain how Vaccination can prevent the spread of disease and Herd Immunity (6)</p> <p>I can explain the different forms of Immunity (6)</p> <p>I can explain specificity of vaccination using knowledge of antigens and antibodies (6)</p>	<p>I can evaluate the use of viruses in medicine (2)</p> <p>I can interpret how microbes effect the composition of the atmosphere through Photosynthesis, decomposition and respiration (4)</p>

**Science – Chemistry**

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<b>Geology</b>  <b>2 C</b>	<p>I can name the three types of rock (1)</p> <p>I can describe the general structure of the Earth (1,2)</p>	<p>I can describe how the three types of rock are formed (2)</p> <p>I can describe how crystal size is dependent on cooling time (3)</p> <p>I can describe the processes of Weathering, Erosion, Transportation and Deposition (4)</p>	<p>I can link crystal size to Intrusive and Extrusive rocks (3)</p> <p>I can explain fossil formation linking ideas of the Rock Processes (5,6)</p>	<p>I can explain in detail how the three different types of rocks are formed, with reference to factors that may alter the appearance and properties of these rocks (2,5)</p> <p>I can explain why some rocks will not contain fossils (6)</p>	<p>I can link the formation of rocks together to describe and explain the rock cycle in detail (2,5)</p> <p>I can identify unfamiliar rocks from data provided for me (1)</p>



**Science – Chemistry**

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<p><b>Materials and Substances</b></p> <p><b>1 C</b></p>	<p>I can state that all elements currently known may be found listed in the periodic table.</p> <p>I can name common elements and use chemical symbols. I can recognise a simple atomic model (1,2)</p> <p>I can identify pure and impure substances from diagrams (2,3)</p> <p>I can state that during chemical reactions reactants become products (8,6)</p> <p>I can list examples of atoms, elements and compounds (2)</p>	<p>I can explain the following physical changes in terms of conservation of material, mass and reversibility: melting, freezing, evaporation, sublimation, condensation and dissolving (5)</p> <p>I can name some elements in the periodic table when given their symbol (2)</p> <p>I can describe pure substances and mixtures, including dissolved substances (2,3)</p> <p>I can describe dissolving, with reference to particles (4)</p>	<p>I can state that mass is conserved during changes of state and chemical reactions (6,7)</p> <p>I can state that during chemical reactions atoms are rearranged in order for reactants to become products (6,7,9)</p> <p>I can name the products of combustion (9)</p> <p>I can describe the difference between complete and incomplete combustion (9)</p> <p>I can explain why mass is conserved during changes of state and chemical reactions (6,7)</p> <p>I can represent chemical reactions using word equations (6)</p> <p>I can represent elements using chemical symbols (1)</p>	<p>I can write word equations for the thermal decomposition on metal carbonates (7)</p> <p>I can explain why there is a period of constant temperature during melting and freezing (5)</p>	<p>I can write a balanced symbol equation for incomplete combustion (9)</p> <p>I can represent compounds using chemical formulae (1)</p>

**Science – Physics**

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Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>Space</b></p> <p><b>3a P</b></p>	<p>I can state that gravity always pulls towards the centre of an object (3)</p> <p>I can identify gravity as the force which exists between the Moon and the Earth and between the Sun and the Earth (3)</p> <p>I can list planets in our solar system in order (6,7)</p> <p>I can list the seasons of the Earth in order (4)</p>	<p>I can state that gravity is a non-contact force that affects objects within a gravitational field (8)</p> <p>I can state that all objects have a gravitational field, that this varies in strength and that the gravitational field strength of Earth is 10 N (8)</p> <p>I can describe celestial bodies in order of magnitude (1,6,7,8)</p> <p>I can define a day, a lunar month and a year with reference to Earth, and I can state how long each of these are on Earth (11)</p> <p>I can describe a solar system as a collection of planets and other objects orbiting a star (1,8,5)</p>	<p>I can describe weight as the force an object experiences due to a gravitational field pulling on it (3)</p> <p>I can describe how the seasons are due to the orbit of the Earth around the Sun and the fact the Earth is tilted on its axis (3,4)</p>	<p>I can calculate weight when given mass and gravitational field strength (8)</p> <p>I can explain that the movement of light is measured in light years, and that this is how far light travels in one year (1)</p> <p>I can describe that this is a measurement of distance and not time (1)</p> <p>I can explain the existence of a leap year, with reference to the fact that an Earth year is actually 365.25 days (3,4)</p>	<p>I can link my knowledge to light waves to explain how light and heat energy travels to Earth from the Sun as an electromagnetic wave (2,10)</p> <p>I can explain how the different seasons occur in the northern hemisphere, with reference to the tilt of the Earth and proximity to the Sun (4)</p>

**Science – Physics**

**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>Heat Transfer</b></p> <p><b>3b P</b></p>	<p>I can draw particles in solid, liquid and gas.</p> <p>I can state that thermal energy is transferred from hotter objects to colder objects (1,2)</p>	<p>I can state that thermal energy is transferred by conduction in solids, convection in liquids and radiation in vacuums and transparent objects (3,4,5)</p> <p>I can describe several situations where energy is transferred (2)</p> <p>I can describe and explain how thermal energy is transferred by conduction, in terms of particles (3)</p>	<p>I can describe and explain how thermal energy is transferred by convection, in terms of particles (4)</p> <p>I can describe and explain the expansion of heated materials (3)</p> <p>I can describe and explain how thermal energy is transferred by radiation, in terms of particles (5)</p> <p>I can identify energy wastage in energy transfers (6,7)</p>	<p>I can suggest how thermal energy transfer by convection, conduction and radiation may be changed (6)</p> <p>I can suggest ways of reducing unwanted energy transfers (6)</p>	<p>I can suggest why thermal insulators reduce thermal energy transfer (6)</p>

**Science – Physics**

**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Magnetism</b>  <b>2 P</b>	<p>I can state the poles on a magnet (3)</p> <p>I can state what will happen like and unlike poles are put together (4)</p> <p>I can identify materials that are magnetic (1,2,3)</p>	<p>I can use a plotting compass to draw fields around a magnet (5)</p> <p>I can describe the difference between magnetic and magnet (3)</p> <p>I can describe the difference between a magnet and an electromagnet (6)</p>	<p>I can explain why and object is magnetic using Domains (3)</p> <p>I can use a plotting compass to draw the fields around a current carrying wire (solenoid) (6)</p> <p>I can use practical skills to investigate variables affecting field strength of electromagnets (7,8)</p>	<p>I can explain changes to the force exerted by a magnet using domain theory (field direction and strength) (7,8)</p> <p>I can form conclusions based on practical evidence (7,8)</p>	<p>I can explain and evaluate the uses of magnets and electromagnets using data provided (9)</p> <p>I can consider the reliability of my evidence (7,8)</p>

Science – Physics

KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>Light and Sound</b></p> <p><b>1 P</b></p>	<p>I can state that white light is a mixture of colours (6)</p> <p>I can state that light waves are able to travel through a vacuum (11)</p> <p>I can state that light waves are transverse.</p> <p>I can state that during specular reflection in a plane mirror, the angle of incidence is always equal to the angle of reflection (3,4)</p> <p>I can state that pinhole cameras, cameras with lenses and the human eye form images from light. I can simply state the function of the human eye (9)</p> <p>I can recognise the 5 senses and their organs (1)</p> <p>I can state that waves transfer energy. I can state that waves may be reflected, refracted, dispersed or experience superposition (11)</p>	<p>I can list the colours of the spectrum of light in order (7)</p> <p>I can label the main parts of the human eye (10)</p> <p>I can state that in a vacuum, light waves have a maximum speed, the speed of light (11)</p> <p>I can state that light waves may be absorbed, reflected (diffuse and specular), refracted and diffused (3,4)</p> <p>I can state that different types of waves can travel through matter and vacuums, and I can name some types of waves including water waves, sound waves, pressure waves and light waves (11)</p> <p>I can describe what frequency is and state that it is measured in hertz (13)</p> <p>I can describe the function of parts of the ear (14)</p>	<p>I can describe how white light is a mixture of colours with reference to frequency (6)</p> <p>I can label and state the functions of the main parts of the human eye: cornea, pupil, iris, lens, retina, optic nerve (10)</p> <p>I can give some examples of when light is absorbed or reflected, and describe what is meant by absorbing and reflecting light (3,4)</p> <p>I can describe refraction using a ray model diagram.</p> <p>I can describe the formation of an image from specular reflection in a plane mirror using a ray model diagram (5)</p> <p>I can describe how the human eye forms an image using ray diagrams (10)</p> <p>I can describe the reflection of an observed wave in water (3)</p> <p>I can describe how sound requires matter to travel, and I</p>	<p>I can explain how a prism may be used to diffuse the different colours of light, with reference to refraction and wave speed (6)</p> <p>I can describe how a pinhole camera works using a ray diagram (9)</p> <p>I can explain how we see different colours, with reference to the colour of the object and the colour of the light available (7,8)</p> <p>I can describe the superposition of observed waves in water.</p> <p>I can compare and contrast longitudinal and transverse waves (11)</p>	<p><b>I can explain light as a transverse electromagnetic wave, with reference to oscillations and energy (transverse waves) and magnetic and electric fields (electromagnetic wave) (11)</b></p> <p>I can apply my knowledge of light waves to explaining why refraction occurs, with reference to particles and the speed of light (5)</p> <p>I can describe how sound waves can be used to transfer information if they are converted to electrical signals (15)</p>

	<p>I can state that sound waves are longitudinal (12)</p> <p>I can state that sound cannot travel through a vacuum (12)</p> <p>I can label parts of the ear (14)</p> <p>I can state the auditory range of humans and name some animals that have different auditory ranges to humans (!4)</p> <p>I can state that sound is produced by vibrations and name some devices that detect sound, including microphones and ear drums (15)</p>	<p>I can recognise and label a diagram of a longitudinal wave, including compressions and rarefactions (13)</p> <p>I explain shadows forming due to light travelling in straight lines (2)</p>	<p>can explain which material sound will travel fastest through with reference to particle arrangement (12)</p> <p>I can describe the reflection of a sound wave as an echo and describe some applications of echoes, including sonar, ultrasound and echolocation (12)</p> <p>I can explain what it means to describe sound as a longitudinal wave, with reference to the direction of vibrations and energy (11)</p>		
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**Geography**  
**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>1) LOCATIONAL KNOWLEDGE</b></p> <p>World's countries, maps of world, environmental regions, key characteristics, key cities</p>	<p>I can:</p> <p>offer one or two simple but perhaps incorrect statements relating to the issue and to the location being studied</p>	<p>I can:</p> <p>recall vague detail (often without facts and figures) relating to the issue and to the location being studied</p>	<p>I can:</p> <p>recall specific facts relating to the issue and to the location being studied, these may include facts and figures</p>	<p>I can:</p> <p>recall a range of specific detail relating to the issue and to the location being studied, this will include facts and figures.</p>	<p>I can:</p> <p>can recall a wide range of specific detail relating to the issue and to the location being studied, this will include facts and figures and my own knowledge.</p>
<p><b>2) PHYSICAL PROCESSES</b></p> <p><b>PHYSICAL PROCESSES</b> geological timescales, tectonics, rocks, weathering and soils, weather &amp; climate, climate change from Ice Age to present, hydrology, coasts</p>	<p>I can:</p> <p>identify a limited range of basic physical processes and landforms</p>	<p>I can:</p> <p>recognise and describe physical processes and landforms, although detail might be vague</p>	<p>I can:</p> <p>explain physical processes in detail using a variety of key words</p> <p>explain fully how a variety of landforms have been formed</p>	<p><i>I can:</i></p> <p>use named examples and place knowledge to explain physical processes with specific detail using a wide range of key words and definitions.</p> <p>confidently explain in detail how the landforms have been formed using both key words and definitions</p>	<p><b><u>I can:</u></b></p> <p>use named examples and place knowledge to explain physical processes with specific detail using a wide range of key words and definitions.</p> <p>can explain changes in the characteristics of landforms over time in terms of physical processes</p>
<p><b>3) HUMAN PROCESSES</b></p> <p>population and urbanisation,</p>	<p>I can:</p> <p>identify a limited range of basic human processes, e.g. people move to cities</p>	<p>I can:</p> <p>recognise and describe human processes, although detail might be vague</p>	<p>I can:</p> <p>explain human processes in detail using a variety of keywords</p>	<p>I can:</p> <p>use named examples and place knowledge to explain human processes with specific detail</p>	<p>I can:</p> <p>use named examples and place knowledge to explain human processes with specific detail</p>

<p>international development, economic activity, the use of natural resources</p>				<p>using a wide range of key words and definitions.</p>	<p>using a wide range of key words and definitions.</p> <p>can explain changes in the characteristics of societies over time in terms of human processes</p>
<p><b>4) GEOGRAPHICAL SKILLS</b></p> <p>Globes, maps (including OS) and atlases in the classroom and in the field, map skills, aerial &amp; satellite photographs, GIS</p>	<p>I can:</p> <p>use atlases, globes and OS maps to find places and recognise picture and line features such as roads and rivers</p>	<p>I can:</p> <p>view and describe the distribution of geographical features using 4-figure grid references, scale and the eight points of the compass</p>	<p>I can:</p> <p>fully explain the distribution of geographical features using 6figure grid references accurately</p>	<p>I can:</p> <p>use a range of map skills, including GIS, topographical and thematic mapping to view places and data</p>	<p>I can:</p> <p>can use a wide range of map skills, including GIS, topographical and thematic mapping to view and analyse places and data</p>



**History**

**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Knowledge, Understanding and Explanation</b>	<p><b>I can:</b> describe an event or historical process</p> <p>use some specific facts and detail</p>	<p><b>I can:</b> write simple explanation.</p> <p>use some specific facts and detail</p> <p>provide an unsupported judgement</p>	<p><b>I can:</b> write a more developed explanation</p> <p>use specific facts and detail</p> <p>provide a supported judgement</p>	<p><b>I can:</b> write fully developed explanation</p> <p>use specific facts and detail throughout your answer</p> <p>provide a supported judgement</p>	<p><b>I can:</b> write fully developed explanation and make links between different factors</p> <p>use specific facts and detail throughout your answer</p> <p>provide a supported judgement that prioritises factors</p>
<b>Source Evaluation</b>	<p><b>I can:</b> paraphrase or take quotes from the source</p> <p>use do not use the source to fully answer the question</p>	<p><b>I can:</b> show a good understanding of the sources</p> <p>directly refer to and quote the sources in my answer</p> <p>include basic own knowledge to evaluate the sources</p>	<p><b>I can:</b> show a good understanding of the sources</p> <p>directly refer to and quote the sources in my answer</p> <p>include more developed own knowledge to evaluate the sources</p>	<p><b>I can:</b> show a good understanding of the sources</p> <p>directly refer to and quote the sources in your answer</p> <p>include developed own knowledge to evaluate the source</p> <p>include basic evaluation of the provenance of the source (N.O.P)</p>	<p><b>I can:</b> show a good understanding of the sources</p> <p>directly refer to and quote the sources in my answer</p> <p>include developed own knowledge to evaluate the source</p> <p>include developed evaluation of the provenance of the source (N.O.P)</p>

**Modern Foreign Languages  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Listening (Yr 8)	<b>I can:</b> answer simple questions about what I hear	<b>I can/I am:</b> respond to most questions in English	<b>I can/I am:</b> give some responses in the target language from a list of answers	<b>I can/I am:</b> give some responses in the target language	<b>I can:</b> give a range of responses in the target language
	match simple sentences I hear to the English meaning or picture				
	pick out key vocabulary, key verbs and question words understand (dis)likes	pick out a few of the main points and simple opinions (positive and negative) and some reasons from a short spoken passage made up of familiar language, including the third person	pick out the main points, opinions, reasons and a few key details from a longer spoken passage of familiar language	confidently understand a spoken passage in the first and third person	pick out the main points, opinions, and most/all specific details from a longer and more complex spoken passage on different topics, including the past, present AND future tenses
	translate short phrases I hear into English	translate simple sentences I hear into English	understand and translate sentences containing unknown words into English	understand and translate longer sentences into English	understand and translate short passages into English
	transcribe simple words that I hear accurately	transcribe short phrases	transcribe phrases containing unknown words	transcribe whole sentences	transcribe whole sentences containing two tenses and unknown words
		beginning to identify when 2 different tenses are used in texts with familiar verbs (present AND past OR future)	identify when two different tenses are used in texts with familiar verbs	recognise 2 different tenses well  starting to recognise when 3 tenses are being used with familiar language and key verbs.	recognise 3 different tenses well
			beginning to use context/clues to help me work out some unfamiliar language	use context and my own knowledge to work out the meaning of unfamiliar words I hear	

**Modern Foreign Languages  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
Reading (Yr 8)	<b>I can/I am:</b> use my exercise book or a word list to find out the meaning of words or some phrases independently	<b>I can:</b> look up unfamiliar words in a dictionary	<b>I can:</b>	<b>I can:</b> use context and my own knowledge to work out the meaning of unfamiliar words	<b>I can:</b>
	read and translate phrases into English	read and translate a few sentences into English	read and translate a short text containing two tenses into English with the help of a dictionary or my exercise book	read and translate a short text into English without much help	read and translate sentences into English using the past and future tenses
	read and match simple sentences to the English meaning or picture				
	pick out a few of the main points and simple opinions from a short text made up of familiar language	pick out a few of the main points and simple opinions from a short text made up of familiar language, including the third person	pick out the main points, opinions, reasons and a few details from a longer text made up of familiar language in the first and third person	pick out the main points, opinions and details from a longer text containing some unknown words and a different tense	pick out the main points, opinions, and most/all specific details from a longer and more complex text on different topics, including the past, present AND future tenses used with a range of personal pronouns
	beginning to use reading strategies to work out unfamiliar words	understand words from different topics in new contexts.  recognise negative statements	understand phrases from different topics in new contexts.		
		recognise whether texts refer to the present AND the past OR future tense	recognise 2 tenses with a range of different personal pronouns	recognise 3 tenses in texts	translate a text containing complex structures, and a variety of tenses and vocabulary, with fair accuracy
			read and understand key points from authentic or online texts	approach authentic texts with confidence and resilience  understand the finer detail in authentic or online texts	understand the finer detail in authentic and online texts

**Modern Foreign Languages  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
	<b>I can:</b>	<b>I can/I am:</b>	<b>I can/am:</b>	<b>I can/am:</b>	<b>I can/I am:</b>
	pronounce familiar language correctly	pronounce words and phrases correctly most of the time especially with familiar language	pronounce phrases and verb endings correctly most of the time with familiar and unfamiliar language	pronounce words and phrases well using some intonation	-speak with a good accent and my intonation shows some confidence  -sound natural, even if my accuracy is not perfect
	say a few short phrases  take part in a conversation of 3 or 4 phrases.	take part in a longer conversation of prepared questions using connectives	take part in a longer conversation containing an unprepared question  vary the language I use  use my knowledge of grammar to create my own sentences with some help from my teacher	take part in a longer, more spontaneous conversation  create my own sentences more independently	give a presentation or take part in a longer conversation
<b>Speaking (Yr 8)</b>	ask and answer familiar questions ask my teacher to repeat a question I haven't understood	ask and answer more difficult questions, sometimes spontaneously	respond spontaneously to an unprepared question. I might be hesitant or make a few mistakes	quite spontaneous with my questions and answers, and classroom interaction	spontaneous with my spoken language and classroom interaction
	say simple sentences, including some classroom language phrases	use classroom language more often	beginning to use the target language meaningfully for classroom routine purposes		
		use simple sentences to describe a photograph	use longer sentences to describe a photograph	use more complex structures to describe a photograph	-use a variety of vocabulary, complex structures and tenses to create detailed and extended answers
		starting to talk about other people using the third person	quite confidently speak in the first and third person	confidently speak in the first and third person	occasionally narrate events
		use key verbs in the present tense with confidence	beginning to speak about events in two tenses	-speak confidently in two tenses -beginning to use 3 tenses when speaking	refer to something in the past and the future tense as well as the present
		give opinions	give and justify my own opinions	give and justify my opinions using different conjunctions	

**Modern Foreign Languages  
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Writing (Yr 8)</b>	<b>I can/I am:</b> write words and short phrases from memory without making too many mistakes	<b>I can/am:</b> -write longer sentences from memory and give opinions, sometimes spontaneously  -My spelling is easily understandable	<b>I can:</b> -write a short paragraph -use my knowledge of grammar to create my own sentences with some help from my teacher  -My spelling is usually good	<b>I can/I am:</b> -write a longer paragraph -write sentences with increasing spontaneity, without the help of resources -use my knowledge of grammar to create my own sentences independently, with help from dictionaries and glossaries -My spelling is consistently good	<b>I can / I am:</b> produce a detailed, extended piece of writing using a variety of structures, tenses and vocabulary  show confidence when using more complex grammar
	translate short sentences into the target language	translate short paragraphs using "I" into the target language with some accuracy	translate sentences using "I" in two tenses into the Target Language	translate a short paragraph using "I" containing two tenses into the target language	translate sentences using "I", "he", and "she" in three tenses into the TL
	justify positive and negative opinions		give my own opinions and justify them	give my own opinions and justify them using different conjunctions	
	use basic connectives	use connectives, intensifiers and adverbs of frequency to make my sentences more complex	use conjunctions to make my sentences more complex		
	transcribe words when I hear them, although I may make mistakes	getting more accurate when I transcribe what I hear or translate in the target language	transcribe and translate into the target language. Even though I may still make mistakes, my work is mainly correct	transcribe and translate into the target language. My work is mainly correct	transcribe and translate more difficult sentences into the TL. My work is mainly correct – I only make a few mistakes with verb forms
	starting to use a wider range of verbs	use at least 5 different verbs accurately	write sentences with increasing spontaneity	incorporate a wider range of structures and vocabulary	ask questions in my writing
		starting to write about other people using the third person	write about other people using the third person	confidently write in the first and third person	
		starting to write and translate a second tense (present AND past OR future) but there may be errors with verb endings introduce changes of tense with time phrases	use two different tenses accurately with a range of verbs	starting to write in 3 tenses	refer to something in the past and the future

Art KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus & Discipline + projects	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>DEVELOP</b>  <i>Developing ideas through research and investigations from a variety of sources (online, in books and at galleries or museums)</i>	<b>I can:</b>  show a development of one or more ideas from investigating other artworks  show a basic verbal or written ability to understand other artists' work in relation to my own	<b>I can:</b>  show a secure development of several ideas from investigating other artworks  I can show a secure understanding of other artists' work in relation to my own	<b>I can:</b>  verbally discuss, write and generate several ideas from investigating other artworks or artefacts  understand other artists' work and talk about their work relating this to my own work	<b>I can:</b>  talk to peers, verbally discuss and write to develop a range of ideas through investigating other artworks or artefacts  make judgements and critically relate my work to the work of other artists'	<b>I can:</b>  discuss, write and develop a range of ideas linking to a tasks or project  make contact with other artists/complete art lessons in their own time to develop their practice
<b>Portraiture (1,2)</b>					
<b>Mixed media (3,4)</b>					
<b>Landscapes (5,6)</b>					
<b>REFINE</b>  <i>Making work by experimenting with a variety of media, materials, techniques and processes.</i>	<b>I can:</b>  show an ability to develop my own artwork through looking at previous work I have completed  explore ideas through using a few processes of experimentation and review  select some media, techniques and processes which relate to my intentions	<b>I can:</b>  securely refine my work through looking at others work, and my own  securely explore ideas through using a range of processes of experimentation and review  select appropriate media, techniques and processes which relate to my intentions	<b>I can:</b>  consistently refine my work, through feedback, viewing other artworks and my own  consistently explore ideas through using a range of processes of experimentation and review  consistently select the correct media, techniques and processes which relate directly to my intentions	<b>I can:</b>  competently and consistently refine my work through feedback, viewing other artworks and my own  competently and consistently explore ideas through using a range of processes of experimentation and review	<b>I can:</b>  consistently refine and seek opportunities to refine their own work independently and through home learning  take work home to refine through exploring a range of other medias, or collaborating with others
<b>Portraiture (1,2)</b>					

<b>Mixed media (3,4)</b>					
<b>Landscapes (5,6)</b>					
<b>RECORD</b>  <i>Drawing to record ideas, observations and insights relevant to intentions as work progresses.</i>	<b>I can:</b>  draw using an appropriate set of mark-making techniques for purpose  write about my artwork and use DIRT time effectively to develop my skills	<b>I can:</b>  produce an accurate drawing showing some understanding of line, or shape or tone  Use appropriate mark-making techniques, showing skill and purpose  write independently about my artwork and use DIRT time to effectively develop my skills in art	<b>I can:</b>  consistently draw accurately using a variety and range of mark-making techniques, showing skill and purpose  produce some accurate drawings showing good use of line/shape and tone  write independently and give an opinion about my artwork	<b>I can:</b>  produce some accurate drawings, showing some good use of line, shape, tone and texture which makes the object/s appear 3D  produce some clever and visually interesting designs/drawings, linking to my theme	<b>I can:</b>  show creative flair and imagination in my drawings  write independently and critically about my artwork  draw in own time to develop, refine and practice these skills
<b>Portraiture (1,2)</b>					
<b>Landscapes (5,6)</b>					
<b>PRESENT</b>  <i>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</i>	<b>I can:</b>  develop a personal response to the tasks set in and outside of lessons  show a basic understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques	<b>I can:</b>  present a secure and purposeful response to the tasks set in and outside of lessons  show a secure understanding of using the formal elements, such as painting, drawing, sculpture and mixed media techniques	<b>I can:</b>  consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a consistent understanding of using the formal elements to communicate my ideas	<b>I can:</b>  competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a consistent understanding of using the formal elements to communicate my ideas	<b>I can:</b>  Present a high-quality outcome showing a high level of accuracy through an informed and personal response to subject matter  exhibit work independently outside of school
<b>Portraiture (1,2)</b>					
<b>Mixed media (3,4)</b>					
<b>Landscapes (5,6)</b>					

**Computing**  
**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>C1-Programming, Development and Algorithms</b>	<p><b>I / I can:</b></p> <p>design simple algorithms using loops, and selection i.e. if statements</p> <p>use arithmetic operators (+,-,*,/), if statements, and loops, within programs</p> <p>create programs that give a meaningful output</p> <p>use logical reasoning to predict the behaviour of programs</p> <p>detect and corrects simple errors i.e. debugging, in programs</p>	<p><b>I can:</b></p> <p>design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else</p> <p>use flowcharts to express solutions.</p> <p>use logical reasoning to predict outputs, having an awareness of inputs.</p> <p>Create programs that take an input, process data and give a meaningful output.</p> <p>declare and assigns variables</p> <p>use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an "if, then and else" statement</p>	<p><b>I can:</b></p> <p>design solutions by decomposing a problem and creates a sub-solution for each of these parts</p> <p>recognise that different solutions exist for the same problem</p> <p>selects the appropriate data types</p> <p>create programs that implement algorithms to achieve given goals</p>	<p><b>I can:</b></p> <p>Understand that iteration is the repetition of a process such as a loop</p> <p>identify similarities and differences in situations and can use these to solve problems (pattern recognition)</p> <p>be able to create a basic search and bubble sort algorithm</p> <p>practical experience of a high-level textual language, including using standard libraries when programming</p> <p>use a range of operators and expressions e.g. Boolean, and applies them in the context of program control.</p>	<p><b>I can:</b></p> <p>understand a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem</p> <p>recognise that some problems share the same characteristics and use the same algorithm to solve both</p> <p>understand the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task</p> <p>use nested selection statements</p> <p>appreciate the need for, and writes, custom functions including use of parameters</p> <p>tell the difference between, and uses appropriately, procedures and functions</p> <p>understand and uses negation with operators</p>
<b>Topic 1</b>					



<b>Topic 2</b>					
<b>C2a - Data &amp; Data Representation</b>	<p><b>I/I can:</b></p> <p>recognise different types of data: text, number</p> <p>appreciate that programs can work with different types of data</p> <p>recognise that data can be structured in tables to make it useful</p>	<p><b>I/I can:</b></p> <p>know that digital computers use binary to represent all data</p> <p>understand the difference between data and information</p> <p>know why sorting data in a flat file can improve searching for information</p>	<p><b>I can:</b></p> <p>understand how bit patterns represent numbers and images</p> <p>perform more complex searches for information e.g. using Boolean and relational operators</p> <p>analyses and evaluates data and information, and recognises that poor quality data leads to unreliable results, and inaccurate conclusions</p> <p>list a wide range of security measures</p>	<p><b>I/I can:</b></p> <p>know that computers transfer data in binary</p> <p>perform simple operations using bit patterns e.g. binary addition</p> <p>understand the relationship between binary and file size (uncompressed)</p> <p>query data on one table using a typical query language</p>	<p><b>I can:</b></p> <p>understand how numbers, images, sounds and character sets use the same bit patterns</p> <p>understand the relationship between resolution and colour depth, including the effect on file size</p> <p>distinguish between data used in a simple program (a variable) and the storage structure for that data</p> <p>knows a wide range of system security vulnerabilities and how to avoid them</p>
<b>Topic 1</b>					
<b>Topic 2</b>					
<b>C2b - Communication &amp; Networks</b>	<p><b>I/I can:</b></p> <p>navigates the web and can carry out simple web searches to collect digital content</p> <p>demonstrate use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online</p>	<p><b>I/I can:</b></p> <p>understand the difference between the internet and internet service e.g. world wide web</p> <p>shows an awareness of, and can use a range of internet services e.g. VOIP</p> <p>recognise what is acceptable and unacceptable behaviour when using technologies and online services</p>	<p><b>I/I can:</b></p> <p>understand how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'</p> <p>select, combine and uses internet services</p> <p>demonstrate responsible use of technologies and online services, and knows a range of ways to report concerns</p> <p>can identify the function of the main components of a network</p>	<p><b>I/I can:</b></p> <p>understand how search engines rank search results</p> <p>understand how to construct static web pages using HTML and CSS</p> <p>understand data transmission between digital computers over networks; including the cloud and the concept of virtual networks including the internet i.e. IP addresses and packet switching</p>	<p><b>I can:</b></p> <p>know the names of hardware e.g. hubs, routers, switches, and the names of protocols; SMTP, iMAP, POP, FTP, <u>HTTP/S</u>, TCP/ IP, associated with networking computer systems</p> <p>use technologies and online services securely, and knows how to identify and report inappropriate conduct</p> <p>understands packet switching</p>

			understand the difference between a LAN and WAN	can explain the function of the main components of a network recognise star and mesh network topologies	
<b>Topic 1</b>					
<b>Topic 2</b>					
<b>C3 - Information Technology</b>	<p><b>I/I can:</b></p> <p>use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names</p> <p>understand that people interact with computers</p> <p>talk about my work and makes changes to improve it</p>	<p><b>I/I can:</b></p> <p>use technology with increasing independence to purposefully organise digital content</p> <p>show an awareness for the quality of digital content collected</p> <p>use a variety of software to manipulate and present digital content: data and information</p> <p>share their experiences of technology in school and beyond the classroom</p> <p>talk about their work and makes improvements to solutions based on feedback received</p>	<p><b>I/I can:</b></p> <p>collect, organise and present data and information in digital content</p> <p>creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging</p> <p>make appropriate improvements to solutions based on feedback received, and can comment on the success of the solution</p>	<p><b>I/I can:</b></p> <p>make judgements about digital content when evaluating and repurposing it for a given audience</p> <p>recognise the audience when designing and creating digital content</p> <p>understand the potential of information technology for collaboration when computers are networked</p> <p>use criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions</p>	<p><b>I/I can:</b></p> <p>evaluate the appropriateness of digital devices, internet services and application software to achieve given goals</p> <p>recognise ethical issues surrounding the application of information technology beyond school</p> <p>design criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution</p>
<b>Topic 1</b>					
<b>Topic 2</b>					

**Design and Technology**  
**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>Investigating</b></p> <p>1. Brainstorming, examining objects, drawings and models</p>	<p><b>I can:</b></p> <p>Use information gathered to propose some changes to the product to improve its function. Some limited modelling</p>	<p><b>I can:</b></p> <p>Use information gathered to propose changes to the product to improve its function and appeal.</p>	<p><b>I can:</b></p> <p>Use information gathered to propose changes to the product to improve its function, appeal and aesthetic.</p>	<p><b>I can:</b></p> <p>Use information gathered to propose changes to the product to improve its function, appeal and aesthetic.</p>	<p><b>I can:</b></p> <p>Use information gathered to propose changes to the product to improve its function, appeal and aesthetic and manufacture.</p>
<p><b>Designing and Making</b></p> <p>2. Use line, shape, form, light, colour, measurement</p> <p>3. recognise, handle and use a variety of tools safely</p> <p>4. select and use correct tools and equipment for the purpose intended</p> <p>5. apply the appropriate</p>	<p><b>I can:</b></p> <p>produce <b>annotated</b> drawings and sketches with <b>limited</b> success using <b>some reference</b> to my research and demonstrating <b>limited techniques</b>.</p> <p>use tools, machinery and safety equipment correctly with little <b>prompting</b>.</p> <p>With <b>occasional prompting</b> select the most appropriate tools and equipment.</p> <p>shape materials during making with <b>satisfactory accuracy</b> and <b>with some</b></p>	<p><b>I can:</b></p> <p>produce <b>annotated</b> drawings and sketches with <b>good</b> success using <b>good reference</b> to my research and demonstrating <b>good drawing techniques (isometric), thick and thin lines, 3 tone shading</b> considering the <b>constraints</b> of materials.</p> <p>With <b>no prompting</b> select the most appropriate tools and equipment.</p> <p>shape materials during making with <b>good accuracy</b> and <b>with no</b></p>	<p><b>I can:</b></p> <p>produce <b>annotated</b> drawings and sketches with <b>excellent</b> success using <b>detailed reference</b> to my research and demonstrating excellent <b>drawing techniques (isometric, exploded views), thick and thin lines, 3 tone shading</b> considering the <b>constraints</b> of materials and <b>some user preference</b>.</p> <p><b>predict</b> the most appropriate tools and equipment and safety measures.</p>	<p><b>I can:</b></p> <p>produce <b>annotated</b> drawings and sketches with <b>excellent</b> success using <b>detailed reference</b> to my research and demonstrating <b>excellent drawing techniques (isometric, section views, exploded views), thick and thin lines, 3 tone shading</b> considering <b>constraints</b> of materials and their properties and <b>clear reference to user preference</b></p> <p><b>plan and predict</b> the most appropriate tools and equipment and safety</p>	<p><b>I can:</b></p> <p>produce <b>annotated</b> drawings and sketches with <b>excellent</b> success using <b>detailed reference</b> to my research and demonstrating <b>excellent drawing techniques (isometric, section views, exploded views), thick and thin lines, 3 tone shading and texture</b>, considering <b>constraints</b> of materials and their properties and <b>clear reference to user preference</b></p> <p><b>plan and predict</b> the most appropriate tools and equipment and safety</p>

<p>techniques, processes &amp; safety using tools and equipment</p> <p>6. understand the materials for the task.</p>	<p><b>assistance. A satisfactory level of finish.</b></p> <p>explain with <b>some</b> prompting the materials chosen and why.</p>	<p><b>assistance. A good level of finish.</b></p> <p>with <b>some prompting combine different materials</b> to improve the aesthetic of the product</p>	<p>shape materials during making with <b>excellent accuracy</b> and <b>with no assistance</b>. An <b>excellent level</b> of finish.</p>	<p>measures. <b>Find alternative orders of work to avoid queuing.</b></p>	<p>measures. <b>Find alternative orders of work to avoid queuing. Avoid design fixation.</b></p>
<p><b>Designing through CAD</b></p> <p>7. Perform basic functions using 2D Design</p> <p>8. Make changes to settings such as paper size, line colour.</p> <p>9. Edit drawings using the tool bar.</p> <p>10. Duplicate drawings using tool bar.</p>	<p><b>I can:</b> load 2D design and use the basic functions to draw <b>more detailed</b> 2D shapes</p> <p>with <b>little prompting, change basic settings. Alter paper size with minimal prompting.</b></p> <p>with <b>little prompting</b>, edit simple shapes to make more <b>complex ones and combine two shapes.</b></p> <p>with <b>little prompting, copy</b> images to save time. Apply <b>flat colour</b></p>	<p><b>I can:</b> load 2D design and use the <b>advanced functions</b> to draw <b>complex</b> 2D shapes</p> <p>with <b>no prompting, change advanced settings. Alter paper size to suit the task without prompting.</b></p> <p>with <b>no prompting</b>, edit simple shapes to make more <b>complex ones and combine two shapes.</b></p> <p>with <b>no prompting, copy</b> images to save time. <b>Apply more than one flat colour.</b></p>	<p><b>I can:</b> load 2D design and use the <b>advanced functions</b> to draw <b>complex</b> 2D shapes and <b>simple 3D forms.</b></p> <p><b>Automatically change advanced settings to suit. Alter paper size to suit the task without prompting.</b></p> <p>edit simple shapes to make more <b>complex ones and combine two or more shapes to speed up the drawing process.</b></p> <p><b>copy</b> images to save time. <b>Apply flat colour and change line colour.</b></p>	<p><b>I can:</b> load 2D design and use the <b>advanced functions</b> to draw <b>complex</b> 2D shapes and <b>complex 3D forms.</b></p> <p><b>Automatically change advanced settings to suit. Help others to set up their work. Alter paper size to suit the task without prompting.</b></p> <p>edit <b>complex ones and combine two or more shapes to speed up the drawing process.</b></p> <p><b>Copy and mirror</b> images to save time. <b>Apply flat colour and change line colour.</b></p>	<p><b>I can:</b> load 2D design and use the <b>advanced functions</b> to draw <b>complex</b> 2D shapes and <b>complex 3D forms.</b></p> <p><b>Automatically change advanced settings to suit. Help others to set up their work. Alter paper size to suit the task without prompting.</b></p> <p>edit <b>complex ones and combine two or more shapes to speed up the drawing process.</b></p> <p><b>Copy and mirror</b> images to save time. <b>Apply flat colour and change line colour.</b></p>

<p><b>Evaluation</b></p> <p>11. Evaluate their finished products or prototypes in order to test whether they work well and if the design can be corrected or improved</p>	<p><b>I can:</b> propose at least one <b>modification</b> to improve effectiveness of solution.</p> <p>Some reference to the <b>original</b> task.</p>	<p><b>I can:</b> propose a few <b>basic modifications</b> to improve effectiveness of solution <b>with reference</b> made to the <b>location of intended use</b>.</p> <p>Some reference to the <b>original</b> task and <b>user</b> need.</p>	<p><b>I can:</b> propose <b>detailed modifications</b> to improve effectiveness of solution <b>with fairly detailed reference</b> made to the <b>location of intended use</b>. <b>Testing is superficial.</b></p> <p><b>detailed</b> reference to the <b>original</b> task and <b>user</b> need.</p>	<p><b>I can:</b> propose <b>detailed modifications</b> to improve effectiveness of solution <b>with detailed reference</b> made to the <b>location of intended use</b>. <b>Testing is good and demonstrates a working product.</b></p> <p><b>detailed</b> reference to the <b>original</b> task and <b>user</b> need</p>	<p><b>I can:</b> propose <b>detailed modifications</b> to improve effectiveness of solution <b>with detailed reference</b> made to the <b>location of intended use</b>. <b>Testing is detailed and demonstrates a working product.</b></p> <p><b>detailed</b> reference to the <b>original</b> task and <b>user</b> need</p>

Drama					
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>1. Rehearsal and preparing to perform</b>	<p>I/I can:</p> <p>work effectively with most other people in my class</p> <p>share ideas but am reluctant to do so</p> <p>have ideas but struggle to apply them to my work.</p> <p>try to complete tasks within the timeframe given but do not always finish them. This sometimes means that my performance work is not always the best it could be.</p> <p>join in with the rehearsal but usually only play minor roles</p> <p>stay focussed during the rehearsal. My work always has a clear beginning, middle and end.</p>	<p>I/I can:</p> <p>work with anyone else in the class</p> <p>volunteer to work with people who I would not usually choose to spend time with</p> <p>use all rehearsal time available to prepare for performance. I get started on practical work quickly</p> <p>offer my own ideas to the group. Some of my ideas are creative and imaginative.</p> <p>play both lead and minor roles. The characters I create are both stereotypical and realistic</p> <p>always consider where my audience will be when I am rehearsing. I make sure that I do not have my back to the audience.</p>	<p>I/I can:</p> <p>work effectively with any member of the class to create pieces of work for performance</p> <p>have a reasonable understanding of the content of the performance</p> <p>use rehearsal time effectively to prepare for performance within the limits of the genre or style</p> <p>respond to and develop the ideas of others. Most of my ideas are creative and imaginative.</p> <p>play both lead and minor roles and have original ideas for characters.</p> <p>consider blocking, entrances and exits in my work</p>	<p>I/I can:</p> <p>work with any member of the class offering ideas and can take on a leadership role without overpowering the group</p> <p>make others feel comfortable in group work and involve them by listening to their ideas and offering advice independently</p> <p>always use rehearsal time effectively to create, complete and rehearse the tasks that I have been set</p> <p>share many ideas which demonstrate excellent creativity and imagination that benefits my work and the work of others</p> <p>use the influence of Stanislavski or Brecht (theatre practitioners) to develop my work</p> <p>make good use of the stage space by spreading my</p>	<p>I/I can:</p> <p>work effectively with any member of the class. I share ideas often, take on a leadership role without overpowering the group and can follow directions from others in a highly effective way.</p> <p>work in a highly mature way so that myself and others make great levels of progress. I make other people feel comfortable in group work and involve them by listening to their ideas and offering advice independently.</p> <p>use all moments in rehearsal effectively to complete all tasks set to a high standard. I know exactly what effect I want the piece to have on the audience.</p> <p>share a wide range ideas which demonstrate excellent creativity and imagination</p>

				<p>performance out. I use a range of different levels to make my work look interesting.</p>	<p>that benefits all parts of my work.</p> <p>use the influence of a wider range of theatre practitioners or theatre companies to develop my work</p> <p>transition smoothly between all staging positions and scenes.</p>
<b>2. Performing</b>	<p><b>I/I can:</b></p> <p>stay in role for most of the performance</p> <p>create a well organised performance. I am aware of my responsibilities when performing in front of an audience</p> <p>use my own ideas in improvised drama and can also build on the ideas of others</p> <p>use my voice with some attention to detail when playing a character</p> <p>project my voice so that the audience can hear me.</p>	<p><b>I/I can:</b></p> <p>stay in role for all of the performance</p> <p>create a well organised performance. I am aware of my responsibilities when I am performing in front of an audience</p> <p>use movement and dialogue (speech) which is appropriate to my character in improvised drama</p> <p>use my voice with attention to detail when playing a character</p> <p>choose vocabulary to suit my character and their situation,</p>	<p><b>I/I can:</b></p> <p>stay in role for all of the performance, even when mistakes happen</p> <p>communicate with members of the audience, other performers and the examiner when performing</p> <p>use movement and dialogue to effectively show a character in improvised drama. I consistently avoid blocking others</p> <p>make good use of pitch, pause, pace and tone when using vocal skills for my character</p>	<p><b>I/I can:</b></p> <p>stay in role for all of the performance. It is clear to my audience that I am thinking as my character when performing.</p> <p>communicate to an excellent standard with other performers, audience members and the examiner</p> <p>use improvisation successfully when working from a stimulus or to develop new ideas for devised scenes.</p> <p>make excellent use of pitch, pause, pace and tone when using vocal skills for my character</p>	<p><b>I/I can:</b></p> <p>stay in role for all of the performance. I am beginning to recognise when to give and when to receive attention.</p> <p>communicate sensitively and subtly with other performers, audience members and the examiner</p> <p>use improvisation successfully when working from a stimulus. I can improvise new characters and ideas for devised scenes at the same time.</p> <p>make excellent use of pitch, pause, pace, tone and accent when using vocal skills for my character</p>

	<p>use movement with some attention to detail when playing a character</p> <p>use some drama techniques or strategies with some control</p>	<p>including the place and time period</p> <p>use movement with attention to detail when playing a character</p> <p>use a range of drama techniques or strategies carefully and effectively</p>	<p>choose vocabulary to suit my character and their situation, including the place and time period. This is very subtle in the performance.</p> <p>make good use of gesture, stillness, fluency and expression when using my movement skills to play a character</p> <p>use a range of strategies and a range of genres, styles and stage types with some control</p>	<p>use vocal pauses to create tension or comedy, or to communicate character</p> <p>make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character. My ideas for characters are usually original.</p> <p>perform using any strategies and in any genre, style, or on any style of stage with excellent control</p>	<p>research new vocabulary to use in order to develop my character</p> <p>make excellent use of gesture, stillness, fluency and expression when using my movement skills to play a character. Most of my ideas are original.</p> <p>perform using any strategies and in any genre, style, or on any style of stage with excellent control</p>
<b>3. Evaluation and Written Work</b>	<p><b>I/I can:</b></p> <p>use some drama vocabulary in written and verbal feedback. My work shows that I have a basic understanding of drama.</p> <p>usually try to evaluate my own work and the work of others</p> <p>usually try to discuss strengths and areas for improvement</p> <p>try to use basic spelling punctuation and grammar</p>	<p><b>I/I can:</b></p> <p>use drama vocabulary in written and verbal feedback. My work proves that I have a good understanding of drama.</p> <p>evaluate my own work and the work of others</p> <p>usually try to discuss strengths and areas for improvement</p> <p>usually always use SPAG accurately in my work</p>	<p><b>I/I can:</b></p> <p>use a range of drama vocabulary in written and verbal feedback. My work proves that I have a great understanding of drama.</p> <p>always evaluate my own work and the work of others</p> <p>discuss strengths and areas for improvement. I usually try to improve my work independently</p> <p>always use SPAG accurately in my work. I sometimes</p>	<p><b>I/I can:</b></p> <p>use a wide range of drama terminology in written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.</p> <p>always evaluate my own work and the work of others without needing to be prompted to do so</p> <p>always discuss strengths and areas for improvement and always try to improve my work independently</p>	<p><b>I/I can:</b></p> <p>use a wide range of drama vocabulary and more ambitious language in my written and verbal feedback. My work demonstrates an excellent understanding of drama. I evaluate using a high level of detail.</p> <p>always evaluate my own work and the work of others. I apply great effort to improving my work independently.</p> <p>always discuss strengths and areas for improvement using complex drama vocabulary. I</p>



	<p>(SPAG) but I do not always use it accurately</p> <p>write basic evaluations. Explain my thoughts briefly. I do not always provide examples in my work.</p> <p>complete some research, but it may be copied from the internet instead of written in my own words.</p>	<p>write evaluations which explain some of my thoughts in reasonable detail. I occasionally offer examples to support my argument.</p> <p>research fairly well. Some work is copied from the internet and some is written in my own words.</p>	<p>challenge myself to use more ambitious language.</p> <p>write fairly detailed evaluations and explain most of my thoughts. I offer examples to support my argument.</p> <p>use research well to improve my learning. Most of my ideas are written in my own words.</p>	<p>always use SPAG accurately in my work. I usually challenge myself to use more ambitious language.</p> <p>show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail and usually provide examples to support my argument.</p> <p>use research incredibly well to improve my learning. All of my ideas are written in my own words.</p>	<p>suggest both subtle and significant improvements for my work.</p> <p>always use SPAG accurately in my work. I always challenge myself to use more ambitious language.</p> <p>show commitment and effort in my evaluations. I explain all of my thoughts using a high level of detail. I analyse subtle and significant aspects of my work and provide examples to support my argument.</p> <p>use research incredibly well to improve my learning. I cross reference my work to make sure that my research is accurate. All of my ideas are written in my own words.</p>
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**Food Preparation & Nutrition**  
**KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8**

Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>1.Food safety</b>	I can: Choose the correct chopping board for some foods.	I can: Choose the correct equipment and know how to clean and prepare my area for safe cooking.	I can: Prepare my equipment, food and area safely without prompts and support.	I can: Explain how germs multiply and what the best methods are to protect the food I prepare.  I can clean up the room and make it safe for the next user.	I can: Explain the difference between good and bad bacteria and know how to produce many dishes safely, I can explain difference types of cross contamination.
<b>2.Food preparation</b>	I can: Make a basic dough, basic pastry and basic icing and cake mix with written instructions to follow.	I can: Produce a dough, adding extra flavours and taste as I work  I can produce a pastry dish from start to finish  I understand some foods need to cool before next steps.	I can: Grease a cake tin, prove bread and produce flavour ideas for cakes and breads without a recipe.	I can: explain how a tart, biscuit, cake and bread is ready.  Select oven temperatures appropriately.  Adjust seasoning after tasting my food.  Make a step by step plan with help.	I can: Use a whisk. Make a sauce Use a ban mair to melt chocolate Present my food well Measure out all my ingredients and plan my making with step by step plans.
<b>3.Evaluation</b>	I can:	I can:	I can:	I can:	I can:

	Evaluate my work and make suggestions to improve on it. Using a template	RAG my work effectively and consider how to improve it for the next time.	Make suggestions how to adapt the recipe to meet a specific need. I.e a gluten free diet	Make suggestions how to change the sensory characteristics of a recipe. Explain how some ingredients work together to change the outcome.	Produce star diagrams of all the practices I produce and see my strengths and weakness and review them each lesson.
<b>4.SPAG</b>	I can: Explain basic terminology for the course in word.	I can: Write out terminology with few mistakes	I can: Successfully review my work and make improvements when asked.	I can: Write a report that explains and reviews how practical work can be modified.	I can: Write a report that how good understanding of how ingredients work and why.

Music																				
KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8																				
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5															
	Emerging	Developing	Securing	Mastering	Beyond															
<b>1. Listening, Appraising and Reading Music</b>	<p>I can:</p> <p>6 Explore the contexts, origins and traditions of different musical styles</p> <table border="1" data-bbox="304 584 669 619"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>I can:</p> <p>11 Identify musical features in listening tasks using appropriate vocabulary</p> <table border="1" data-bbox="696 584 1061 619"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>I can:</p> <p>16 Identify and describe the use of musical features and music elements in listening tasks using appropriate vocabulary</p> <table border="1" data-bbox="1093 619 1458 654"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>I can:</p> <p>19 Evaluate and make critical judgements about the use of the music elements and/or music devises in listening tasks</p> <table border="1" data-bbox="1489 651 1778 686"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>I can:</p> <p>22 Display excellent knowledge and understanding of key words for topics covered and can use this musical terminology to write detailed descriptions of musical features identified in listening tasks and evaluate its effect on the music and listener</p> <table border="1" data-bbox="1809 845 2125 880"> <tr> <td></td> <td></td> <td></td> </tr> </table>			
<p>7 Identify different genres of music and their features in a listening task</p> <table border="1" data-bbox="304 783 669 818"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>12 Notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers, dotted note values and their rest signs) and pitches in the Treble Clef using simple time signatures</p> <table border="1" data-bbox="696 882 1061 917"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>17 Read and notate music in the Bass Clef</p> <table border="1" data-bbox="1093 783 1458 818"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>20 Identify and write the major key signatures up to four sharps and four flats</p> <table border="1" data-bbox="1489 882 1778 917"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>23 Identify primary and secondary chords using the traditional Roman Numeral system of figuration</p> <table border="1" data-bbox="1809 1077 2125 1112"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
<p>8 Recognise the following rhythmical symbols and their rest signs: semibreves, minims, crotchets, quavers, semiquavers and dotted note values</p> <table border="1" data-bbox="304 1050 669 1085"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>13 Construct and recognise the difference between major, minor and chromatic scales</p> <table border="1" data-bbox="696 1082 1061 1117"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>18 Notate known rhythmical symbols (semibreves, minims, crotchets, quavers, semiquavers, dotted note values and their rest signs) and pitches on the Grand Staff using simple and compound time signatures</p> <table border="1" data-bbox="1093 1114 1458 1149"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>21 Identify and write the minor key signatures up to four sharps and four flats</p> <table border="1" data-bbox="1489 1114 1778 1149"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>24 Identify Cadences aurally</p> <table border="1" data-bbox="1809 1209 2125 1244"> <tr> <td></td> <td></td> <td></td> </tr> </table>				
<p>9 Read treble clef notation with ledger lines</p> <table border="1" data-bbox="304 1214 669 1249"> <tr> <td></td> <td></td> <td></td> </tr> </table>				<p>14 Determine tonality by ear</p> <table border="1" data-bbox="696 1214 1061 1249"> <tr> <td></td> <td></td> <td></td> </tr> </table>																
<p>10 Identify tones and semitones on the keyboard including sharps and flats</p>	<p>15 Construct major and minor chords</p>																			

	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
<b>2. Performance</b>	<p><b>I can:</b></p> <p>6 Perform pieces of music using the white and black keys of the keyboard using a range of 2 octaves and a note guide</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>I can:</b></p> <p>11 Perform fluently and accurately on the keyboard without a note guide</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>I can:</b></p> <p>15 Perform longer parts with reasonable technical skill using expression, tempo, timbre, dynamics and phrasing</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>I can:</b></p> <p>18 Play more challenging parts on my own instrument or the keyboard (ABRSM Grade 1)</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p><b>I can:</b></p> <p>21 Perform extended pieces of music in different styles using relevant notations</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>7 Perform fluently and accurately on the keyboard from a score with letter names</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>12 Adjust my part showing awareness of the needs of others during ensemble playing</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>16 Play from a musical score without the letter names written on to assist me</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>19 Read a musical score coherently</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>22 Demonstrate good performing skills and demonstrate secure technical ability on the keyboard or my own instrument (ABRSM Grade 2)</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>8 Maintain my part during ensemble performances</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>13 Read/play from tab notation</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>17 Add a chordal accompaniment to a melody using both hands to play the keyboard</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>20 Make appropriate adjustments to my part within an ensemble considering sound balance</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>23 Collaborate effectively with other performers as part of an ensemble</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>9 Play four chords on the ukulele</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>14 Demonstrate a high level of confidence during performances</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>			
	<p>10 Demonstrate reasonable confidence during performances</p> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>				

<b>3. Composition</b>	<b>I can:</b> 5 Create melodic and rhythmic material within a given structure and key/scale	<b>I can:</b> Create/compose music which explores 7-8 music elements and some musical devises	<b>I can:</b> 12 Create/compose musical compositions using a range of music elements and devices	<b>I can:</b> 14 Create/compose musical compositions exploiting the music elements and devices	<b>I can:</b> 16 Compose extended, memorable pieces with a clear structure and a sense of direction and shape
	<input type="text"/> <input type="text"/> <input type="text"/> 6 Create compositions which explore 4-5 music elements	<input type="text"/> <input type="text"/> <input type="text"/> 10 Score my composition using existing musical symbols	<input type="text"/> <input type="text"/> <input type="text"/> 13 Compose complementary parts	<input type="text"/> <input type="text"/> <input type="text"/> 15 Explore a range of different styles, genres and traditions in my compositions	<input type="text"/> <input type="text"/> <input type="text"/> 17 Adapt, improvise, extend and discard musical ideas within a chosen musical style
	<input type="text"/> <input type="text"/> <input type="text"/> 7 Refine and improve initial ideas effectively during rehearsals	<input type="text"/> <input type="text"/> <input type="text"/> 11 Use computer software to compose	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>
	<input type="text"/> <input type="text"/> <input type="text"/> 8 Score my composition in a clear and unambiguous way	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>	<input type="text"/> <input type="text"/> <input type="text"/>

Physical Education KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<b>Skills and Techniques 1</b> <b>Demonstrate skills in physical activity and sport (individual and team), applying appropriate technique(s)</b>	<b>I can:</b> Perform basic skills with the correct technique  Starting to be consistent when performing skills in a drill situation	<b>I can:</b> Convert the basic skills into a competitive situation  Skills are performed inconsistently in a game situation with inconsistent application	<b>I can:</b> Sometimes perform the basic skills in a competitive situation with varying success  These skills may sometimes break down under pressure	<b>I can:</b> Demonstrate skills to a high level within conditioned drills and competitive games	<b>I can:</b> Consistently demonstrate skills to a high level within conditioned drills and competitive games
<b>Tactical Awareness 2</b> <b>Demonstrate and apply appropriate decision- making skills, tactics within PE</b>  <b>Understanding players strengths and weaknesses</b>	<b>I can:</b> With a partner, use basic tactics and ideas, that allow myself to perform a role within a team or individual activity.	<b>I can:</b> Use two basic tactics or ideas within a competitive situation	<b>I can:</b> Use a range of tactics and ideas within a competitive situation, with some success	<b>I can:</b> Use a full range of tactics and ideas within a competitive situation, to sometimes gain an advantage over others	<b>I can:</b> Use a full range of tactics and ideas within a competitive situation, to gain an advantage over others
<b>Coaching and Leadership 3</b> <b>Using communication and leadership skills, demonstrate ideas and problem-solving solutions in spontaneous and/or</b>	<b>I can:</b> Name some muscles and bones whilst leading a warm up in a pair	<b>I can:</b> Project my voice working towards communicating clearly and effectively within leading a warm up	<b>I can:</b> Lead a warm up on my own without any teacher support, consistently use my leadership skills, such as communication and cooperation.	<b>I can:</b> Demonstrate my leadership skills within drill situations, and games; demonstrating captaincy	<b>I can:</b> Demonstrate my leadership skills through referring and umpiring, but with some mistakes

pre-determined ways whilst under pressure in physical activity and sport					
<b>Evaluation of Knowledge 4</b> <b>Explain the rules and regulations of a sport, evaluate the effect and exercise, and to demonstrate and show an understanding of the sport</b>	<b>I can:</b> Explain why a warm up is important  Measure my own heart rate	<b>I can:</b> Describe how to perform some of the basic skills  Name two fitness components (e.g. Agility and Coordination)	<b>I can:</b> Identify some of the immediate effects of exercise  Describe a consequence of a rule break within this sport	<b>I can:</b> Explain the long-term effects of exercise  Implement the rules in a practical environment/game	<b>I can:</b> Explain the short- and long-term effects of exercise  Confidently implement the rules in a game through referring/umpiring
<b>Analysis of Performance 5</b> <b>Analyse and evaluate performance to bring about personal improvement in physical activity and sport</b>	<b>I can:</b> Describe basic strengths and weaknesses of my own performance	<b>I can:</b> Describe basic strengths and weaknesses of my own performance and that of others	<b>I can:</b> Explain the strengths and weaknesses of my own performance, explaining the impact it will have on my overall performance	<b>I can:</b> Explain the strengths and weaknesses of my peers performance, explaining the impact it will have on their performance	<b>I can:</b> Analyse team game performances, identifying strengths and weaknesses of a few players
<b>Health and Safety 6</b> <b>Understand 'rules', health and safety guidelines and 'fair play' in physical activity and sport</b>	<b>I have:</b> a basic understanding of the rules regarding safety in PE and can control myself	<b>I have:</b> a better understanding of the rules and safety aspects in PE and control	<b>I have:</b> a higher understanding of the rules and safety aspects in PE and apply myself in sensible manner		



Textiles KEY STAGE THREE ASSESSMENT FRAMEWORK, YEAR 8					
Learning Focus	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5
	Emerging	Developing	Securing	Mastering	Beyond
<p><b>DEVELOP</b></p> <p><i>Developing ideas through research and investigations from a variety of sources (online, in books and from viewing art at galleries or museums)</i></p>	<p><b>I can:</b></p> <p>show the development of one idea from my own textile investigations</p> <p>show a verbal or written ability to understand other textile work, in relation to my own textile work</p>	<p><b>I can:</b></p> <p>show a development of one or more ideas from investigating other textile pieces</p> <p>show a basic verbal or written ability to understand other textile artists' work in relation to my own</p>	<p><b>I can:</b></p> <p>show a secure development of several ideas from investigating other textiles pieces</p> <p>I can show a secure understanding of other textile artists' work in relation to my own</p>	<p><b>I can:</b></p> <p>verbally discuss, write and generate several ideas from investigating other textile artworks or artefacts</p> <p>understand other textile artists' work and talk about their work relating this to my own work</p>	<p><b>I can:</b></p> <p>talk to peers, verbally discuss and write to develop a range of ideas through investigating other textile artworks or artefacts</p> <p>make judgements and critically relate my work to the work of other textile artists'</p>
<b>Literacy skills (1)</b>					
<b>Design skills (1)</b>					
<b>Making skills (1)</b>					
<p><b>REFINE</b></p> <p><i>Making work by experimenting with a variety of media, materials, techniques and processes.</i></p>	<p><b>I can:</b></p> <p>make a decision about my own work, from being able to look at my previous work</p> <p>select media/materials, techniques and processes which sometimes relate to my intention</p>	<p><b>I can:</b></p> <p>show an ability to develop my own textile samples, and outcome through looking at previous work I have completed</p> <p>explore ideas through using a few processes of experimentation and review</p>	<p><b>I can:</b></p> <p>securely refine my work through looking at others work, and my own to develop samples and outcomes</p> <p>securely explore ideas through using a range of processes of experimentation and review</p>	<p><b>I can:</b></p> <p>consistently refine my work, through feedback, viewing other textiles and my own</p> <p>consistently explore ideas through using a range of processes of experimentation and review</p> <p>consistently select the correct media, techniques and</p>	<p><b>I can:</b></p> <p>competently and consistently refine my work through feedback, viewing other artists' textiles and my own</p> <p>competently and consistently explore ideas through using a range of processes of experimentation and review</p>

	finish an textile outcome with some loose threads, and uneven edges	select some textile medias, techniques and processes which relate to my intentions	select the appropriate media, techniques and processes which relate to my intentions	processes which relate directly to my intentions	
<b>Design skills (1)</b>					
<b>RECORD</b> <i>Drawing to record ideas, observations and insights relevant to intentions as work progresses.</i>	<b>I can:</b>  draw designs using some mark-making techniques  write about what I have done in the lesson through DIRT time	<b>I can:</b>  draw designs through using an appropriate set of mark-making techniques for purpose  write about my artwork and use DIRT time effectively to develop my skills	<b>I can:</b>  produce an accurate designs showing some understanding of line, or shape or pattern  Use appropriate mark-making techniques, showing skill and purpose  write independently about my textile work and use DIRT time to effectively develop my skills in textiles	<b>I can:</b>  consistently draw accurate designs using a variety and range of mark-making techniques, showing skill and purpose  produce some accurate designs showing good use of line/shape and pattern  write independently and give an opinion about my artwork  use DIRT time, to develop my skills in textile	<b>I can:</b>  produce some accurate designs, showing some good use of line, shape, pattern and texture  produce some clever and visually interesting designs, linking to my theme  show creative flair and imagination in my designs  write independently and critically about my textile work
<b>Literacy skills (1)</b>					
<b>Design skills (1)</b>					
<b>PRESENT</b> <i>Present a personal and meaningful response that realises intentions and demonstrates understanding</i>	<b>I can:</b>  produce an emerging personal response to the tasks set in and outside of the textiles lessons  show an emerging understanding of using the textile techniques, such as fabric construction methods, hand embroidery, machine stitching,	<b>I can:</b>  develop a personal response to the tasks set in and outside of lessons  show a basic understanding of using the textile techniques, such as fabric construction methods, hand embroidery, machine stitching, appliqué,	<b>I can:</b>  present a secure and purposeful response to the tasks set in and outside of lessons  show a secure understanding of using the textile techniques, such as fabric construction methods, hand embroidery,	<b>I can:</b>  consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a consistent understanding of using the textile techniques, such as fabric construction methods,	<b>I can:</b>  competently and consistently present a purposeful and meaningful response to all tasks set in and outside of lessons  show a competent and consistent understanding of using textile techniques,

<i>of visual language.</i>	appliqué, image transfer and stencil printing.	image transfer and stencil printing.	machine stitching, appliqué, image transfer and stencil printing.	hand embroidery, machine stitching, appliqué, image transfer and stencil printing.	such as fabric construction methods, hand embroidery, machine stitching, appliqué, image transfer and stencil printing.
<b>Making skills (1)</b>					