

Dear Parent/Carer

This is our second year using the Plymstock Pathways and we are really pleased with the way the students, parents and staff have embraced this change. Students are confident talking about their pathway and have been assessed using this in all subjects.

From the beginning of the academic year, each student has been allocated to a pathway that will describe the skills and knowledge that will help them to achieve the highest standards that they can. These pathways describe the Learning Journey from the beginning of Year 7 to the end of Year 11 and link to the target grade that each student could achieve. We have used the letters of the word PLYMSTOCK to describe the journey.

In Year 7 there are generally four pathways:

PLY
YMS
STO
CK

In Years 8, 9 and 10 there are generally eight pathways:

PL
LY
YM
MS
ST
TO
OC
CK

Due to the changes in both National Curriculum measures and GCSE grades, we developed a new way of measuring and reporting progress. This Year 8 booklet outlines the content and expectations for each pathway in each subject.

Throughout the academic year, teachers regularly review, assess and record each student's progress. This may take the form of comments and discussions in class, as well as feedback in exercise books. In this way, parents should be able to see how students are progressing and the next steps they can take to continue to make progress in each subject. In addition, students will be involved in self and peer assessment to encourage them to engage with their learning and understand how to make progress. If teachers are particularly pleased with, or concerned about, any aspect of a student's work they may contact home and we would urge parents to let the school know if they have concerns.

Over the academic year you will get three Progress Checks; these will report on five generic skills: Behaviour for Learning, Homework, Organisation for Learning in this subject, Ability to Work in a Group and Ability to Work Independently. The teacher will also report on whether your child is making the expected progress for their pathway, is producing work which is above the expected standard or is causing the teacher concern. For you to be clear as to the standard of work which is required, we have developed this booklet which summarises the skills and knowledge for each pathway. If your child is regularly performing at a standard which is above the expected standard for a pathway, they may be moved up to the next pathway. You will also get one Tutor Report per year.

If you would like to ask any questions about the Plymstock Pathways, please don't hesitate to contact either Mrs R Wright (Assistant Headteacher) or myself.

Regards



Ms A Perry
Deputy Headteacher, Curriculum

Pathways for Art, Craft and Design in Years 7, 8, 9, 10 and 11

Whilst the generic skill sets in Y7, 8, 9, 10 and 11 are the same, the project themes and challenges, level of practical skills and types of media used, and the ideas addressed become progressively more advanced as students move up each year. As students progress through Y10/Y11, students will increasingly use the single letter pathways (P, L, Y etc.), matching these to final GCSE number grades (9, 8, 7 etc.).

Pathway	Expectations
<p>PL <i>Confidently meets the criteria</i></p> <p>LY <i>Just meets the criteria</i></p>	<ul style="list-style-type: none"> • Developing Ideas through Observations/Recordings; Drawing: From observation – excellent shape, proportion and tone. From imagination – extremely varied and inventive ideas. For planning – exceptionally clear and detailed, showing a range of possibilities. Photography: Images will be in focus with excellent exposure: Imaginative variety in composition, angle of view and lighting; Use of contact sheets, showing excellent image selection; High quality printing and presentation of images; Exceptionally relevant choice of subject matter. • Developing Ideas through Investigating Sources: Extremely accurate shape and proportion; Excellent understanding of tone and colour values; Extremely relevant choice of media, matching media to the artwork studied; Creation of their own interpretation of the artist’s style using a relevant subject of their choice. Written analysis: Fluently written in student’s own words; Interesting, accurate and relevant facts about the artist/art studied; Confident and thorough use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Clear understanding of the relationship between the project theme/their work and that of the artist studied; Strong ability to link the artist to the historical/cultural context in which they are making art. Presentation: Creative, eye-catching and visually inventive presentation, showing excellent attention to layout, background and titles; Excellent quality of printed examples of the artist’s work; Complete and well finished with a very high level of attention and care. • Developing Ideas through Experimentation: Excellent documentation of the process of exploration, with relevant visual imagery and fluent annotation; Clear evidence of taking risks, of learning from “mistakes”, and of reflecting on and improving practical skills in Art processes; A range of personal and imaginative possible ideas for outcomes. • Final Response: Personal, creative and imaginative solutions to the artistic challenge set; Skilful and accurate execution of final piece, with extremely successful control of art process/media and of the relevant formal elements; Evaluation of final piece showing fluent connections to both the sketchbook journey and to the artists studied; Very careful, successful completion and presentation of the final piece(s).
<p>YM <i>Confidently meets the criteria</i></p> <p>MS <i>Just meets the criteria</i></p>	<ul style="list-style-type: none"> • Developing Ideas through Observations/Recordings; Drawing: From observation – good shape proportion and tone. From imagination - varied and inventive ideas. For planning - clear and detailed, showing a range of possibilities. Photography: Images will be in focus with good exposure; Variety in composition, angle of view and lighting; Use of contact sheets, showing good image selection; Good quality printing and presentation of images; Relevant choice of subject matter. • Developing Ideas through Investigating Sources: Accurate shape and proportion; Good understanding of tone and colour values; Relevant choice of media, matching media to the artwork studied. Written analysis: Written in student’s own words; Accurate and relevant facts about the artist/art studied; Good use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Understanding of the relationship between the project theme/their work and that of the artist studied; Good ability to link the artist to the historical/cultural context in which they are making art. Presentation: Eye-catching and visually interesting presentation, showing good attention to layout, background and titles; Good quality of printed examples of the artist’s work; Complete and finished with a good level of attention and care. • Developing Ideas through Experimenting: Good documentation of the process of exploration, with relevant visual imagery and good annotation; Evidence of taking risks, of learning from “mistakes”, and of reflecting on and improving practical skills in Art processes; Two or three interesting possible ideas for outcomes. • Final Response: Personal, and reasonably creative/imaginative solutions to the artistic challenge set; Skilful and accurate execution of final piece, with successful control of art process/media and of the relevant formal elements; Evaluation of final piece showing good connections to both the sketchbook journey and to the artists studied; Careful and successful completion and presentation of the final piece(s).
<p>ST <i>Confidently meets the criteria</i></p> <p>TO <i>Just meets the criteria</i></p>	<ul style="list-style-type: none"> • Developing Ideas through Observations/Recordings; Drawing: From observation – satisfactory shape, proportion and tone. From imagination - sometimes varied and occasionally inventive ideas. For planning-sometimes detailed, showing at least one or two possibilities. Photography: Images will usually be in focus with adequate exposure; Occasional variety in composition, angle of view and lighting; Some use of contact sheets, sometimes showing appropriate image selection; Adequate quality printing and presentation of images; Reasonably relevant choice of subject matter. • Developing Ideas through Investigating Sources: Reasonably accurate shape and proportion; Adequate understanding of tone and colour values; Fairly relevant choice of media, and sometimes matching media to the artwork studied. Written analysis: Mostly written in student’s own words; Accurate if not always relevant facts about the artist/art studied; Adequate use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Some understanding of the relationship between the project theme/their work and that of the artist studied; Some ability to link the artist to the historical/cultural context in which they are making art. Presentation: Reasonably interesting visual presentation, showing some attention to layout, background and titles; Adequate quality of printed examples of the artist’s work; Often complete and finished with a reasonable level of attention and care. • Developing Ideas through Experimentation: Adequate documentation of the process of exploration, with some relevant visual imagery and reasonable annotation; Occasional evidence of taking risks, of learning from “mistakes”, and of reflecting on and improving practical skills in Art processes; At least one possible idea of their own for an outcome. • Final Response: Fairly personal outcomes, with adequate creative/imaginative solutions to the artistic challenge set; Reasonably skilful and accurate execution of final piece, with adequate control of art process/media and of the relevant formal elements; Evaluation of final piece showing some connections to both the sketchbook journey and to the artists studied; Fairly careful and mostly successful completion and presentation of the final piece(s).

Pathways for Computing and ICT in Year 8

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
PL	<p>Apply all the LY content and complete enrichment activities which extend these concepts.</p> <p>ICT Can evaluate the appropriateness of digital devices and software to achieve a given goal. Recognises the audience when designing a digital solution. Shows some understanding of how search results are ranked. Understands why and when to use computers.</p> <p>Computer Science Can begin to make use of Boolean and relational operators in searches and programming solutions. Can start to identify similarities/patterns in problems and use these to solve a problem.</p>
LY	<p>Apply all the MS content and complete enrichment activities which extend these concepts.</p> <p>ICT Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns. Makes judgements about digital content when evaluating its use for a given audience. Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution.</p> <p>Computer Science Shows an awareness of tasks best completed by humans and recognises that different solutions exist to the same problem.</p>
MS	<p>Apply all the TO content and complete enrichment activities which extend these concepts.</p> <p>ICT Understands the difference between the internet and internet service, e.g. the world wide web. Shows an awareness of, and can use a range of internet services, e.g. VOIP. Recognises what is acceptable and unacceptable behaviour when using technologies and online services. Collects, organises and presents digital content. They can create digital content to achieve a given goal by combining software packages and internet services. They make appropriate improvements to solutions based on feedback received and can comment on the success of the solution.</p> <p>Computer Science Designs algorithms that use repetition and two-way selection, i.e. if, then, else. Uses logical reasoning to predict outputs based on given inputs. Can confidently convert binary numbers into denary.</p>
TO	<p>Apply all the CK content and complete enrichment activities which extend these concepts.</p> <p>ICT Can navigate the web and carry out simple web searches to collect digital content. Can demonstrate the use of computers safely and responsibly, knowing a range of ways to report unacceptable content and content when online. Will use a variety of software to manipulate and present digital content. Can talk about the uses of technology in school and outside of the classroom. They will be able to talk about their work and make improvements based on feedback.</p> <p>Computer Science Design simple algorithms (not required to be in a text based language) using loops and selection. Can detect errors in a program and use logical reasoning to correct simple errors, i.e. debugging. Can carry out simple binary to denary conversion.</p>
CK	<p>ICT Understanding the importance of communicating safely and respectfully online, and the need for keeping personal information private. They will know what to do when concerned about content or being contacted. Obtain content from the world wide web using a web browser. Use software under the guidance of the teacher to create, store and edit digital content using appropriate file and folder names. Knows about the uses of information technology beyond the classroom. Can talk about their work and make improvements to it.</p> <p>Computer Science Knows that programs can be developed by people and demonstrate this by creating a simple program that does not rely on text. Recognises that digital content can be stored in many forms and can distinguish between some of these, e.g. text, images and number. Understands that computers operate using binary.</p>

Pathways for Dance (P.A.C.T.) in Year 8

You will follow one of the pathways below. You will, if appropriate, perform elements from the pathway above as extension. If you are meeting expectations, you will be able to do the following by the end of the year.

Pathway	Expectations
PL	<p>Apply all the LY content and complete enrichment activities that extend these concepts.</p> <p>PERFORMANCE: You must demonstrate sophisticated individual performance skills. Perform in a solo or group sequence, showing clarity and complexity in your moves and perform with exceptional standards of precision, control and fluency at all times.</p> <p>APPRECIATION: You need to be able to give detailed descriptions of Action, Space, Dynamics and Relationship qualities and how they relate to the dance ideas. Critically analyse your own and others' work, showing that you understand how skills, techniques and fitness relate to and affect the quality of performances. Be able to evaluate strengths and weaknesses using a wide variety of correct terminology, which help you to correct faults in your own and others' performances.</p> <p>CHOREOGRAPHY/COMPOSITION: You must be able to plan phrases for yourselves and others of differing abilities. Your routines need to show flow and seamless transitions, consistently using advanced skills and techniques, which clearly show different dance ideas. You must draw on a wide knowledge of advanced choreographic and compositional devices and consistently apply them with proficiency, flair and originality at all times.</p> <p>TRAINING: You need to understand fully the contribution dance makes to your physical, mental and social wellbeing and be a confident practitioner with a strong desire and determination to succeed and achieve. You need to participate regularly in dance in and out of school to a high level and regularly watch live or videoed dance performances.</p>
LY	<p>Apply all the MS content and complete enrichment activities that extend these concepts.</p> <p>PERFORMANCE: You must be able to perform advanced skills with a growing sense of 'performance'. Demonstrate excellent sensitivity to accompaniment and performance space opportunities and, for the majority of the time, show high standards of precision, control and fluency when performing.</p> <p>APPRECIATION: You must critically analyse your own and others' work, showing that you understand the impact of skills and techniques on the quality and effectiveness of performance. You need to use this information to refine the quality of your own and others' work, identifying strengths and weaknesses in a group performance, using the correct technical vocabulary.</p> <p>CHOREOGRAPHY/COMPOSITION: Plan a phrase of differing complexities for yourselves and others to perform, select and combine advanced skills, techniques and ideas. Draw on your knowledge of choreographic and compositional devices and apply them with proficiency, flair and originality. Improvise freely, both individually and with a partner, and translate ideas from a stimulus into movement.</p> <p>TRAINING: You should be taking on different roles within dance and planning pathways into performance, choreography, etc. You should be able to explain in detail the benefits dance has on the body and be developing increased confidence and determination to achieve. You need to have been involved within Dance outside of the classroom in the past 6 months and have watched a number of live or videoed dance performances.</p>
MS	<p>Apply all the TO content and complete enrichment activities that extend these concepts.</p> <p>PERFORMANCE: Perform with a growing sense of style, showing some more complex movement patterns, and start to have an awareness of musical accompaniment, i.e. rhythm. You should start to develop some consistency, when performing, to show precision, control and fluency in your movement.</p> <p>APPRECIATION: Be able to analyse and comment on your own/others' work, showing you have started to understand how skills, techniques and fitness relate to the quality of performance. You must plan ways to improve your own and others' performances and act on these in order to bring about improvements. Be able to evaluate your own strengths and weaknesses, using correct terminology, and start to correct faults in your own and other people's performances.</p> <p>CHOREOGRAPHY/COMPOSITION: Be able to plan a phrase of at least ten moves for yourself and others to perform, selecting and combining a mixture of skills and ideas, adapting them to different ideas. You should be able to apply differing compositional and choreographic devices in your work and organise and carry out your own independent practice.</p> <p>TRAINING: Start to take on different roles within a dance practice, showing an ability to organise and communicate well with others, and explain the benefits of regular dance activities on your physical, mental and social wellbeing. You are continuously developing your confidence and determination to achieve. You must have observed Dance outside of the classroom during KS3 – live or videoed.</p>

Pathways for Dance (P.A.C.T.) in Year 8 *(continued)*

Pathway	Expectations
TO	<p>Apply all the CK content and complete enrichment activities that extend these concepts.</p> <p>PERFORMANCE: Be able to perform a good range of technical movements with expression and accuracy, showing some more precision, control and fluency in performance.</p> <p>APPRECIATION: You should be starting to analyse and comment on skills, techniques and ideas and how and why these things are effective at communicating the dance ideas. Start to develop an understanding of how to refine some of your skills to make your dance look better. Start to talk about strengths and weaknesses in own performances using some correct terminology.</p> <p>CHOREOGRAPHY/COMPOSITION: You should be able to plan a phrase of at least seven moves for yourselves and others to perform, select and combine skills and ideas and apply them to different dance ideas. Start to show that you can draw on what you already know about choreographic devices and composition and start to use these ideas over a number of projects.</p> <p>TRAINING: Be able to explain why physical activity is an essential component of a healthy lifestyle and explain how the body reacts during different types of dance activity. You should continue to display determination with confidence and start to lead dance safely, helping others to improve their performance and skills.</p>
CK	<p>PERFORMANCE: Perform in a solo or group sequence, showing some clarity in your moves, and start to show the dance ideas, showing some control and fluency.</p> <p>APPRECIATION: Start to compare and comment on dance skills, techniques and ideas used in your own and others' work and be able to evaluate your own strengths and weaknesses using basic terminology, though not always knowing how to improve.</p> <p>CHOREOGRAPHY/COMPOSITION: Plan a phrase of four or five moves, link skills, techniques and ideas, and apply them appropriately in dance to a specific dance idea. Show that you understand basic choreographic devices and composition and start to incorporate different dynamics and develop new actions.</p> <p>TRAINING: Start to explain and apply basic safety principles when preparing for dance, starting to describe how dance affects your bodies and talking about why regular, safe activity is good for health and wellbeing. Start to show a determination to achieve.</p>

Pathways for Design & Technology in Year 8

D=Design, M=Make, E=Evaluate, TK=Technical Knowledge, F&N=Food and Nutrition

Pathway	Expectations	
PL	D	Students work confidently with a wide range of contexts showing good consideration of moral and social issues to produce bespoke designs.
	M	Students can communicate their plans whilst being able to compare, contrast and defend their decisions of tools, materials and techniques, whilst making a high quality product.
	E	Students can appraise their own products and analyse the positive and negative impacts.
	TK	Students can explain the full range of processes and materials used and can model techniques to others.
	F&N	To independently demonstrate a safe working practice and teach others. To be able to demonstrate a range of finishing techniques including piping and glazing.
LY	D	Students confidently research and reference their design criteria when producing ideas.
	M	Students can communicate their own plans so that others can use them and be able to adapt the methods.
	E	Students can choose an appropriate method to evaluate their own and others' products, they can summarise their own and other designers' work.
	TK	Students can discriminate and justify different technical skills, being able to adapt and experiment with a wide range of materials, justifying the outcomes.
	F&N	To demonstrate a wide range of cooking techniques and modify recipes. To communicate their plan clearly so that others can implement them.
YM	D	Students confidently demonstrate a range of drawing, modelling and computer skills and they consider social, cultural and moral aspects when designing.
	M	Students plan manufacture to include CAD/CAM where appropriate and can recognise when to develop a new skill or technique.
	E	After testing and evaluating their own ideas and other products they can produce a short report considering some SMEE issues.
	TK	Students understand specific materials, including smart materials, and how they can be used, understanding the advantages.
	F&N	To select more complex cooking techniques with no support. To select appropriate methods and evaluate their use in the products.
MS	D	Students' design work includes detailed measurements, material specifications and the possible use of CAD/CAM.
	M	Students can produce a good quality product, exploiting CAD/CAM where possible, and considering scales of production.
	E	Students can test, evaluate and refine their ideas and produce a short report outlining possible modifications.
	TK	Students can select appropriate vocabulary, have an understanding of physical properties of materials, and the impact they have on moral and ethical issues.
	F&N	To employ a range of complex cooking techniques with support. To interpret the function of ingredients.
ST	D	Students can present their design ideas in an articulate way with consideration of the customer's needs and feel confident to present to a small group.
	M	Students can select appropriately from a wide range of materials and finishing techniques.
	E	Students can analyse products, through disassembly where appropriate, and evaluate ones that contain new technology.
	TK	Students can apply a range of technical vocabulary and be able to make adjustments to basic machinery.
	F&N	To start to experiment with a range of complete techniques. To safely use utensils including electrical equipment.
TO	D	Students can carry out relevant and applicable research and communicate design ideas in response to a 'real-life' context.
	M	Students can select appropriate techniques and equipment, confidently use specialist tools including CAD/CAM where appropriate.
	E	Students can analyse products using basic ACCESSFM and evaluate their own designs against the original criteria.
	TK	Students should understand where materials come from and the full range of metric measurement.
	F&N	To be able to demonstrate a range of basic cooking techniques. To be able to compare different food using sensory descriptors.
OC	D	Students can produce and communicate a range of design ideas for detailed design criteria.
	M	Students can confidently use tools to mark out materials and consider producing a product that is fit for purpose.
	E	Students can identify ways of improving products and actively involve others when testing their own ideas.
	TK	Students should be able to understand and use a range of basic technical language to discuss the classification of materials.
	F&N	To be able to explain a range of basic cooking techniques. To be able to describe food using sensory descriptions.

Pathways for Design & Technology in Year 8 *(continued)*

D=Design, M=Make, E=Evaluate, TK=Technical Knowledge, F&N=Food and Nutrition

Pathway	Expectations	
CK	D	Students can carry out and use basic research to help generate design ideas, taking account of issues such as resources, time and the end user.
	M	Students can follow a sequence for manufacture whilst selecting and justifying the use of a range of tools and materials.
	E	Students consider the views of others and test their own designs to suggest modifications to improve their work.
	TK	Students should be able to use a range of basic technical vocabulary to identify basic properties and uses of materials.
	F&N	To be able to show a range of basic cooking techniques with support. To recall basic functions of ingredients.

Pathways for Drama in Year 8

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension. If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
PL	<ul style="list-style-type: none"> • Demonstrate a complete awareness of different theatre traditions/genres, linking back to the history behind the genre (e.g. Melodrama/Silent Movies). • Exaggerate physical and vocal skills to create a defined character completely suitable to the role played and coherent with the genre. This should include complete control of: Gesture, Facial expression, Movement, Voice. • Sustain a fully developed character for an impressive amount of time without corpsing. • Make best use of music and sound effects to enhance dramatic effects. • Confidently recall and demonstrate an understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension, and Character Moulding. • Lead a group with confidence, identifying areas of strength and weakness, and cooperate with others to solve problems. • Analyse their own work and the work of others whilst giving constructive feedback to peer work.
LY	<ul style="list-style-type: none"> • Demonstrate an awareness of Melodrama/silent movies, linking back to the history behind the genre. • Exaggerate physical and vocal skills to create a defined character suitable to the role played and coherent with the genre. This should include control of: Gesture, Facial expression, Movement, Voice. • Sustain a developed character for an impressive amount of time without corpsing. • Make some use of music and sound effects to enhance dramatic effects. • Confidently recall and demonstrate an understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension and Character Moulding. • Work in a group with confidence, identifying areas of strength and weakness, and cooperate with others to solve problems (no coasting). • Analyse their own work and the work of others whilst giving constructive feedback to peer work.
MS	<ul style="list-style-type: none"> • Demonstrate some awareness of Melodrama/silent movies, linking back to the history behind the genre. • Use physical and vocal skills to create a character suitable to the role played and coherent with the genre. This should include: Gesture, Facial expression, Movement, Voice. • Sustain a developed character for an appropriate amount of time with limited corpsing. • Make basic use of music and sound effects to enhance a dramatic effect. • Recall and demonstrate a basic understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension and Character Moulding. • Work well as part of a group and cooperate with others to solve problems (no coasting). • Discuss the work of others through constructive feedback.
TO	<ul style="list-style-type: none"> • Demonstrate some awareness of the Melodrama/silent movie genre. • Use some physical and vocal skills to portray a character suitable to the role played. This should include: Gesture, Facial Expression, Movement, Voice. • Sustain a developed character for a short amount of time. • Show understanding of how the use of music and sound effects could enhance a dramatic effect. • Recall some understanding of terminology including: Aside, Comedy, Dramatic Pause, Tension and Character Moulding. • Work cooperatively as part of a group and give suggestions when necessary (no coasting). • Discuss the work of others through feedback.
CK	<ul style="list-style-type: none"> • Recall limited understanding of the Melodrama/silent movie genre. • Use limited physical and vocal skills to portray a character. This could include: Gesture, Facial expression, Movement, Voice. • Sustain a developed character for a very short amount of time. • Show a limited level of understanding of how the use of music could enhance a dramatic effect. • Recall a limited understanding of terminology including: Aside, Comedy and Dramatic Pause. • Work cooperatively as part of a group. • Comment on the work of others through limited feedback.

Pathways for English in Year 8

Topic Content from SoW: Poetry, 19th Century prose, Drama, Narrative writing and Shakespeare.

Students on this pathway should/will:

Pathway	English Skills	Expectations
PL	Grammar	Use the full range of sentences in their writing, employing a range of connectives to create coherent and cohesive texts. Use a good to full range of punctuation and consistently spell key words and increasingly sophisticated vocab accurately. Demonstrate exemplary paragraphing over sustained writing.
	Speaking & Listening	Articulate their ideas clearly and with confidence, using standard English consistently. Respond sensitively to the comments of others, building on ideas presented.
	Reading	Be comfortable reading independently and follow the PEA format successfully when analysing texts. Comment closely on aspects of form, structure and language in their reading assessments, for example evaluating on the impact of individual words within a text. Comment with insight on writers' ideas and attitudes and perceptively discuss different layers of meaning within texts. Have a secure knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Demonstrate a wide and varied vocabulary in their writing. Successfully / consciously craft their writing for different audiences and purposes in a range of different forms. Experiment with new structures, punctuation and language to produce interesting texts and fully engage their readers.
LY	Grammar	Use a good range of sentences in their writing, employing a range of connectives. Use a range of punctuation accurately and spell increasingly sophisticated vocabulary accurately some of the time. Paragraph accurately over sustained writing.
	Speaking & Listening	Articulate their ideas clearly and with increasing confidence, using standard English where appropriate. Respond thoughtfully to the comments of others, building on ideas presented.
	Reading	Read independently and follow the PEA format when analysing texts. Comment on aspects of form, structure and language in their reading assessments, for example becoming increasingly adept at commenting on the impact of individual words within a text. Comment with some insight on writers' ideas/attitudes; discuss layers of meaning within texts with increasing confidence. Have a sound knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Demonstrate a varied vocabulary in their writing. Write in a range of different forms and craft their writing for different audiences and purposes. Begin to experiment with new structures, punctuation and language to produce interesting texts and engage their readers.
MS	Grammar	Use a range of sentences in their writing, employing connectives. Use a range of punctuation with increasing accuracy; use basic punctuation accurately (full stops, capital letters, etc.). Spell key words accurately with increasing consistency (such as homophones) and attempt more sophisticated spellings. Paragraph their writing accurately.
	Speaking & Listening	Present their ideas with increasing confidence and clarity, using standard English. Respond to the comments of others with some understanding and appreciation of topics discussed.
	Reading	Read independently with increasing confidence and follow the PEA format with some success when analysing texts. Comment with some success on aspects of form, structure and language in their reading assessments, for example developing their ability to discuss the impact of individual words within a text. Comment with some understanding on writers' ideas/attitudes and discuss layers of meaning within texts with some success. Have a knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Learn to vary their vocabulary choices when writing. Write in different forms and craft their writing with increasing success for different audiences and purposes. Consider the effect of different punctuation and structures in their writing and aim to engage their readers.
TO	Grammar	Write increasingly accurate sentences, employing connectives in their writing. Demonstrate accuracy in basic punctuation use (capital letters, full stops, etc.). Spell basic words (such as homophones) and paragraph their writing accurately most of the time.
	Speaking & Listening	Present their ideas to their audience and be able to use standard English most of the time. Respond to the comments of others with a basic understanding and appreciation of topics under discussion.
	Reading	Read unsupported, and at times with support, in order to progress towards independent reading. Make points about texts and support with relevant evidence, developing their knowledge of how to analyse/explain. Comment on some aspects of form, structure and language in their reading assessments with increasing confidence. Comment with an understanding on writers' ideas and attitudes. Have some knowledge and understanding of key poetic and literary terms, using them in their own analyses of texts.
	Writing	Consider their vocabulary choices when writing. Consider the needs of the audience when writing for different purposes and in different forms. Show an understanding of the importance of accurate punctuation in shaping meanings within their writing and in engaging readers.

Pathways for English in Year 8 (continued)

Pathway	English Skills	Expectations
CK	Grammar	Know their alphabet and know the difference between vowels and consonants. Learn to write increasingly accurate sentences, employing some connectives in their writing. Develop accuracy in basic punctuation use (capital letters, full stops, etc.). Spell basic words (such as homophones) and paragraph their writing accurately at least some of the time.
	Speaking & Listening	Present their ideas to their audience and be able to use standard English some of the time. Respond to the comments of others with a limited understanding and appreciation of topics under discussion.
	Reading	Read with support in order to progress towards independent reading. Make points about texts and select evidence to support, developing their knowledge of how to analyse/explain. Comment on some aspects of form, structure and language in their reading assessments. Comment with a basic understanding on writers' ideas and attitudes. Have a basic knowledge and understanding of key poetic and literary terms and use them in their own analyses of texts at least some of the time.
	Writing	Develop the ability to consider their vocabulary choices when writing. Be aware of the needs of the audience when writing for different purposes and in different forms. Be aware of the importance of accurate punctuation in shaping meanings within their writing and in engaging readers.

Pathways for Ethics, Philosophy in Culture in Year 8

Pathway	Expectations	
PL	Knowledge and Understanding	I show an excellent level of knowledge and understanding. I very successfully analyse and evaluate a wide variety of religious and non-religious viewpoints. I confidently compare and contrast views very successfully and I have drawn out similarities and differences between them. I explain the reasons as to why there may be similarities and differences in these views to an excellent standard by way of reasoned argument. I support my argument as appropriate through the use of evidence including contemporary examples.
	Personal ideas, values and arguments	My own view is very well-developed and illustrates the ability to be creative in my thought. I regularly explore my own ideas in the light of my own research and wider reading. I make strong, justified links between EPiC and other areas of study. I understand that ideas change over time.
	Skills	I listen well to others and am respectful. I encourage others to ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I develop class discussion by being open to new ideas.
	Literacy	My written work is well-structured and makes use of PEE paragraphs. I use key terminology very successfully.
LY	Knowledge and Understanding	I show a very good level of knowledge and understanding. I can look carefully at (analyse) and place a value on a wide variety of religious and non-religious viewpoints. I confidently use a wide range of evidence in supporting my explanation and in illustrating my understanding. I have used a wide range of carefully selected and relevant examples and evidence to very good effect. I have used these to support my argument.
	Personal ideas, values and arguments	I confidently express my own, well-supported viewpoint and I do this as a result of reasoned argument. I have justified a variety of views and I may begin to evaluate my own viewpoint by looking for strengths and weaknesses in my own views.
	Skills	I listen well to others and am respectful. I confidently ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I comment on the views of others by explaining whether I agree or disagree and I am open to new ideas.
	Literacy	My written work is well-structured, makes use of PEE paragraphs. I have made very good use of a wide range of specialist key words.
YM	Knowledge and Understanding	I show a good level of knowledge and understanding. I can confidently explain a variety of different viewpoints from a range of religions, cultures and philosophies. I select and effectively use relevant evidence to illustrate my understanding.
	Personal ideas, values and arguments	I compare and contrast my own views and the views of others by drawing out similarities and differences between them and I use this to build an argument.
	Skills	I listen well to others and am respectful. I do not need to be prompted to ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I comment on the views of others by explaining whether I agree or disagree.
	Literacy	I confidently use PEE paragraphs and I may be developing the use of PEE paragraphs in my extended writing. I use specialist key words and terminology.
MS	Knowledge and Understanding	I show a good level of knowledge and understanding. I describe in detail ideas from two or more religions, cultures or philosophies and I support these with explanations and evidence.
	Personal ideas, values and arguments	I explain my own views (whether religious or non-religious) well and I provide reasons. I can compare and contrast these with other ideas and draw out similarities and differences.
	Skills	I listen well to others and am respectful. I regularly ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I am able to comment on the views of others by explaining whether I agree or disagree.
	Literacy	I am using PEE paragraphs; I use a variety of connectives to help me develop an argument. I use a variety of key words correctly.

Pathways for Ethics, Philosophy in Culture in Year 8 (continued)

Pathway	Expectations	
ST	Knowledge and Understanding	I show some knowledge and understanding. I describe ideas from two or more religions, cultures or philosophies well, and I give reasons. I may use relevant examples to support my ideas.
	Personal ideas, values and arguments	I describe my own views well (whether religious or non-religious) and I identify if they are similar or different to other people's. I give reasons for my view.
	Skills	I listen well to others and am respectful. I ask 'deep' or 'ultimate' questions and I am more confident in sharing my own ideas in class discussion.
	Literacy	I am confident in using PEE paragraphs; I use connectives well. I use more key words correctly.
TO	Knowledge and Understanding	I show some knowledge and understanding. I describe ideas from two or more religions, cultures or philosophies. I give reasons. I use examples to support my ideas.
	Personal ideas, values and arguments	I can describe my own views (whether religious or non-religious) and I identify if they are similar or different to other people's. I give reasons for my view.
	Skills	I listen well to others and am respectful. I may be able to ask 'deep' or 'ultimate' questions and I am becoming more confident in sharing my own ideas in class discussion.
	Literacy	I am becoming more confident in using PEE paragraphs; I use connectives well. I use more key words correctly.
OC	Knowledge and Understanding	I show some knowledge and understanding. I describe beliefs, ideas and practices from two or more religions, cultures or philosophies in a simple way. I can give a reason for an idea. I use examples.
	Personal ideas, values and arguments	I state my own views (whether religious or non-religious) simply and I identify if they are similar to different to other people's.
	Skills	I listen to others and am respectful. I ask relevant questions and share my own ideas in class discussion by identifying if I agree or disagree with the views of others.
	Literacy	I write in full sentences and I may be attempting to use PEE paragraphs. I use connectives such as 'but' and 'yet'. I use simple key words correctly.
CK	Knowledge and Understanding	I show some knowledge and understanding. I can recall ideas from more than one religion, culture or philosophy.
	Personal ideas, values and arguments	I state my own views (whether religious or non-religious). I may be able to identify views that are both similar to and different from my own.
	Skills	I listen to other people and I am respectful of other ideas and views. I ask simple questions and I share my own ideas in class discussion.
	Literacy	I write in full sentences and I use simple connectives such as 'and' and 'also'. I identify key words from a choice.

Pathways for Geography in Year 8

Knowledge of locations and places: KLP; Patterns, processes and environmental change: PPEC; Geographical Enquiry: GE; Geographical Skills: GS

Pathway	Expectations
PL	<p>KLP - An ability to recall information about the region studied and its specific environmental characteristics is evident, within a wider locational and contextual framework. Recollection of basic information about physical and human environments, supported by making links between contrasting areas that are studied, within a wider locational framework are evident. A more developed knowledge of specific locations is shown.</p> <p>PPEC - Expression of simple geographical ideas about physical and human processes, with examples, explaining how such processes result in distinct characteristics at a variety of scales. An appreciation of how processes can help develop geographical patterns, which will have their own characteristics, is shown. Demonstrate an awareness of interrelations between physical and human environments and people, and that people are trying to manage these environments in a more sustainable way. Students are able to articulate the idea that people have different views and attitudes towards management and use of environments.</p> <p>GE - Design geographical enquiries designed for both the physical and human environment. Students can effectively collect both primary and secondary data, becoming confident with a wider range of data collection techniques. Findings are collated and presented using a greater range of simplistic techniques. Outcomes of the enquiry are reached, but these are simplistic. A range of key geographical terminology is used.</p> <p>GS - Sophisticated cross-sectional diagrams, supported by labels, are produced. OS skills are used with confidence. GIS is used to interpret geographical patterns and to present geographical ideas. Students are able to evaluate sources of geographical information to support their writing. Statistical and numerical skills are used with increasing ease as well as more sophisticated analysis, e.g. percentage increase.</p>
LY	<p>KLP - An ability to recall basic information about the physical and human region studied and its specific environmental characteristics is evident, within a locality. Students can articulate ideas about places and their characteristics at a range of scales, supported by locational detail. Students are able to contrast characteristics between areas studied. Key terminology is used more frequently.</p> <p>PPEC - Students show some basic understanding of geographical processes, but these are demonstrated simply and are not linked to a specific example(s). Some recognition of the processes involved, but there is limited appreciation of the geographical patterns that result. Recognition that people have different attitudes to changes in environments which are discussed simply.</p> <p>GE - Geographical enquiries can be constructed by students, supported through the collection of a range of appropriate data techniques (including fieldwork). Data is appropriately collated and presented using simplistic techniques, e.g. bar charts, etc. Basic geographical terminology is used.</p> <p>GS - Cartographical skills are used to recognise patterns made by physical and human features. Cross-sectional diagrams are more sophisticated and in detail. Different sources of geographical information are utilised effectively to communicate findings using appropriate vocabulary, informing geographical writing. Both statistical and numerical skills are deployed to interpret data.</p>
MS	<p>KLP - Using knowledge and understanding, links are made between physical and human environments, both locally and for the wider world. Simple analysis of the characteristics of these regions, using own understanding of different locations, is expressed, supported with descriptions. Key terminology is sometimes used, with some accuracy.</p> <p>PPEC - Recognition that physical and human processes within a range of environments interlink, creating diversity and changing them. Understanding is demonstrated through discussion of factors, which can influence the decisions taken about environments, focusing upon more sustainable approaches to use and management. Understanding will be demonstrated that use and management of environments can have consequences, beginning to identify how these can result in change, leading to possible conflict.</p> <p>GE - Students can conduct a sequence of investigation, using a wide range of skills competently and accurately. Investigations draw upon a variety of primary and secondary data (collected through fieldwork). Enquiry outcomes are simplistic using limited terminology.</p> <p>GS - Cartographical skills are used to recognise patterns made by physical and human features. Students begin to be able to construct simplistic cross-sectional diagrams. OS skills will be used with confidence. GIS is used to interpret geographical patterns and recognise its importance as a means of presenting data.</p>
TO	<p>KLP - An increasing depth of knowledge and understanding is shown to describe the characteristics of an area studied. This includes the human and physical features of different localities, supported with some explanations for the location of such features.</p> <p>PPEC - Descriptions of physical and human features are provided, at a range of scales. Analysis of patterns is emerging through recognition that different places have both similar and different characteristics, influencing the lives and activities of people living there. Students will ascertain that places may be changed through physical and human process, sometimes resulting in the need for management, changing the environment.</p> <p>GE - Simple geographical investigations are planned, informed by appropriate but basic geographical questions, regarding the physical and human environment. Geographical skills are used more accurately to support geographical enquiry. Simple summaries of investigations are made.</p> <p>GS - Descriptions of the distribution of physical and human features, at a range of different scales, are competent. Sketch maps are completed with ease, supported by annotations of key features. OS skills will be used competently, including 6-figure grid references. Graphical techniques are more complex and accurately interpreted. Data can be interpreted using simplistic statistical and numerical skills.</p>

Pathways for Geography in Year 8 (continued)

Knowledge of locations and places: KLP; Patterns, processes and environmental change: PPEC; Geographical Enquiry: GE; Geographical Skills: GS

Pathway	Expectations
CK	<p>KLP - Descriptions are appropriate to the characteristics of a region. Observations are made about the physical and human features of localities.</p> <p>PPEC - Simple descriptions identifying how physical and human processes can result in similarities and differences between places. Students will begin to identify how these characteristics could impact upon people's lives.</p> <p>GE - Relevant questions are posed to begin creating a geographical sequence of enquiry. Information is presented using simplistic data presentation techniques, e.g. bar charts, and basic descriptions of findings can be made from this.</p> <p>GS - Maps, globes and atlases are effectively used to locate places at a range of scales. Some GIS, in addition to observations, are deployed to ask and respond to questions about places and environments. Sketch maps are comprehensive and annotations will be attempted. Students will be able to use OS skills with a degree of confidence, drawing comparison between maps and photographs.</p>

Pathways for History in Year 8

Pathway	Expectations	
PL	Extended Writing	My essays will follow the PEA structure and will also discuss reliability. There will be categorising of paragraphs, linking of paragraphs and paragraphs will be organised with a hierarchy of importance. There will be evidence of wider reading and research.
	Interpretations of History	I can explain different interpretations of the past and compare and contrast the strengths and weaknesses and make sophisticated judgements about usefulness and reliability. I can explain why interpretations may change over time.
	Using sources and evidence	I can use sources confidently. I can compare and contrast sources and make detailed inferences. I can ask sophisticated questions of sources and make sophisticated judgements.
	Reliability	I can reach detailed judgements about the reliability of historical sources based on the content and the nature of the source. I am able to explain why some sources are more useful than others.
	Independent Learning	I can carry out research in which I will set my own research questions and my work will show clear originality and independence. I may carry out my own projects and work and ask my teacher to mark it. My work will have a bibliography reflecting a wide range of research.
LY	Extended Writing	My essays will use the PEA structure and will also discuss source reliability. Categorising of evidence and a rank importance will be shown. There may be some evidence of wider reading.
	Interpretations of History	I can explain different interpretations of the past and compare and contrast their strengths and weaknesses and reach a judgement about the reliability of the interpretation.
	Using sources and evidence	I can make more detailed inferences from sources and begin to consider the strengths and weaknesses of the sources.
	Reliability	I can reach detailed judgements about the reliability and usefulness of historical sources based on the content and the nature of the source.
	Independent Learning	I can carry out research and begin to ask and set my own research questions. My work may utilise a number of different media sources and will have a bibliography with books and websites.
YM	Extended Writing	My essays will use the PEA structure and will be clearly structured. Each paragraph will have a clear theme. There will be a most important reason in conclusion.
	Interpretations of History	I can explain different interpretations of the past and give a number of reasons why interpretations differ.
	Using sources and evidence	I can make detailed inferences and analyse sources with some detail.
	Reliability	I can reach limited judgements about the reliability and usefulness of historical sources based on the content and the nature of the source. I am starting to make comparisons between sources.
	Independent Learning	I can carry out research according to success criteria and begin to complete original work. My work will have a bibliography.
MS	Extended Writing	My essays will use the PEA structure and show detailed analysis in parts.
	Interpretations of History	I can explain different interpretations of the past and give simplistic reasons why interpretations differ.
	Using sources and evidence	I can make inferences from one or more sources.
	Reliability	I can reach conclusions about the reliability and usefulness of historical sources based on the content and the nature of the source.
	Independent Learning	I can carry out research according to success criteria. I can use a range of multimedia. There will be little evidence of copying and pasting in my work.
ST	Extended Writing	My essays will have begun to use the PEA structure and may have some analysis.
	Interpretations of History	I can explain different interpretations of the past and my own interpretation of the past.
	Using sources and evidence	I can compare and contrast sources and discuss similarities and differences.
	Reliability	I can discuss the reliability of different sources in detail based on their nature or content.
	Independent Learning	I can carry out my own research following success criteria and need little support.
TO	Extended Writing	My essays will be in clear paragraphs and will have an introduction and conclusion.
	Interpretations of History	I can explain more than one interpretation of the past.
	Using sources and evidence	I can use more than two sources and can quote from the sources and explain what the sources are saying.
	Reliability	I can explain if a source can be trusted and give detailed reasons why based on content or nature of the source. I can use words like biased to explain the reliability of a source.
	Independent Learning	I can carry out simple research tasks which have clear instructions.

Pathways for History in Year 8 (continued)

Pathway	Expectations	
OC	Extended Writing	I will have begun to write in simple paragraphs.
	Interpretations of History	I can explain my own interpretation of the past.
	Using sources and evidence	I can use more than two sources and explain what they say.
	Reliability	I can decide if a source can be trusted and give simple reasons why based on content or nature of the source. I can begin to discuss what makes a source reliable.
	Independent Learning	I can complete simple copying and pasting tasks.
CK	Extended Writing	I will usually write in simple sentences.
	Interpretations of History	I can explain what an interpretation is in simple terms.
	Using sources and evidence	I can use one or two sources and explain what they are saying.
	Reliability	I can decide if a source can be trusted and give simple reasons why based on content or nature of the source.
	Independent Learning	I need support to carry out my research.

Pathways for Mathematics in Year 8

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension.

If they are meeting expectations they will be able to do the following by the end of the year.

Pathway	Expectations
PL	<p>Apply all the LY content and complete enrichment activities which extend these concepts.</p> <p>Problem solving: Solve complex problems by breaking them down into smaller, more manageable tasks. Begin to give mathematical justifications, using mathematical vocabulary and symbols.</p> <p>Number and Algebra: Solve linear and simultaneous equations. Brackets and simplifying. Compound measures. Use calculators efficiently. Equivalent fractions, decimals and percentages; calculate using percentages. Plot graphs.</p> <p>Shape, Space and Measures: Solve problems using properties of parallel lines. Area of 2-D shapes, surface areas and volumes. Ratio and proportion. Pythagoras' theorem. Transformations.</p> <p>Handling Data and Probability: Relative frequency. Find probabilities from simple Venn diagrams. Estimate the mean, median, range and modal class. Construct suitable graphs.</p>
LY	<p>Apply all the MS content and complete enrichment activities which extend these concepts.</p> <p>Problem solving: Identify the mathematical aspects of the problem, calculate accurately, check results and consider whether they are sensible. Use mathematical symbols, words and diagrams. Draw conclusions and explain reasoning.</p> <p>Number and Algebra: Solve linear equations. Brackets and simplifying. Rounding. Compound measures. Use calculators efficiently. Equivalent fractions, decimals and percentages; calculate using percentages. Plot graphs.</p> <p>Shape, Space and Measures: Properties of angles and parallel lines. 2-D shapes. Finding surface areas and volumes. Ratio and proportion. Transformations.</p> <p>Handling Data and Probability: Relative frequency. Probabilities from Venn diagrams. Estimate the mean, median range and modal class. Construct suitable graphs.</p>
MS	<p>Apply all the TO content and complete enrichment activities which extend these concepts.</p> <p>Problem solving: Develop strategies for solving problems when applying mathematics to practical contexts. Search for a solution by trying out ideas of their own.</p> <p>Number and Algebra: Algebra conventions. Ratio, compound measure and linear sequences. Estimate calculations. Use calculators efficiently. Using equivalent fractions, decimals and percentages. Plot graphs.</p> <p>Shape, Space and Measures: Angle properties of triangles and quadrilaterals. Use angle properties of intersecting and parallel lines. Classify and define types of quadrilaterals. Construct triangles. Transformations.</p> <p>Handling Data and Probability: Find the mean, median and mode. Record all outcomes. Know that the sum of probabilities is 1. Understand relative frequency and find probabilities. Construct suitable graphs.</p>
TO	<p>Apply all the CK content and complete enrichment activities which extend these concepts.</p> <p>Problem solving: Find different approaches to solving problems. Discuss work, explain thinking and use mathematical symbols and diagrams.</p> <p>Number and Algebra: Use all four operations and BODMAS. Order and use negative numbers. Generate a linear sequence. Follow basic algebra conventions. Create and interpret line graphs. Use equivalence between fractions and order fractions and decimals. Identify sets of numbers.</p> <p>Shape, Space and Measures: Properties of 2-D and 3-D shapes. Read and interpret scales. Measure and draw angles.</p> <p>Handling Data and Probability: Estimate probabilities. Find averages. Construct stem-and-leaf diagrams and Venn diagrams. Design data collection sheets and two-way tables. Distinguish between different types of data.</p>
CK	<p>Problem solving: Select the mathematics to be used. Discuss work using mathematical language and use symbols and diagrams to represent it.</p> <p>Number and Algebra: Use all four operations with decimals and negative numbers. Use simple rules and describe number patterns. Ratio. Simplify fractions. Calculate fractional or percentage parts. Estimate answers.</p> <p>Shape, Space and Measures: Understand the language associated with lines and angles. Know compass points and understand clockwise and anticlockwise. Use the angle sum of a triangle and point. Find the area and perimeter of a shape. Properties of 2-D and 3-D shapes. Read and interpret scales. Measure and draw angles.</p> <p>Handling Data and Probability: Calculate the mean and range. Construct line graphs, charts and diagrams. Plan an experiment. Estimate probabilities.</p>

Pathways for Modern Foreign Languages in Year 8

Pathway	Expectations
PL LY MS & TO	<p>Holidays, Sport and Leisure, Daily Life, France, Entertainment and Advertising, Technology</p> <p>Using –ir verbs plus some irregular verbs, <i>prendre</i>, and using dictionary to find similar verbs to conjugate, using the near future, <i>je voudrais/aimerais</i> + infinitive, using the perfect tense with <i>avoir</i>, using the perfect tense of <i>aller</i>, understanding the perfect tense with <i>être</i> and which verbs this includes, <i>depuis</i> + present tense, using <i>J'ai mal</i> + correct form of <i>au/à la/aux</i>, comparison with <i>plus que/moins que</i>, reflexive verbs in the present and past tense, expressions using <i>avoir</i>, securing –er verbs, superlatives, asking questions, direct object pronouns, <i>ce que</i>, opinions in the past, verb + infinitive structures, adjectives agreement and position, impersonal structures, <i>à</i> + definite article, <i>faire</i> + infinitive, <i>rendre</i> + adjective.</p>
PL	<p>Speaking - I am starting to adapt language to produce extended and detailed responses quite fluently and I am mostly accurate. I can speak using at least three tenses and I am confident in the use of complex structures that I am familiar with. I can talk for quite a long time on a range of topics I have learnt about.</p> <p>Listening & Understanding - I can understand longer spoken texts, write down quite detailed notes/answers and can understand three time frames.</p> <p>Reading & Understanding - I can read and understand longer texts using present, past and future tenses. I am becoming more confident in working out the meaning of texts on unfamiliar topics and I use a range of reading skills to work out the meaning of unfamiliar words. I can translate short texts written in a variety of tenses which contain familiar complex structures.</p> <p>Writing - I can write in paragraphs using a variety of grammatical structures and vocabulary, using at least three tenses. I use two or more verbs in each tense. I use more than one subject pronoun and conjugate the verb appropriately. I can write for different purposes and audiences. My tense formation is secure but I may make the occasional error. My spelling is mostly accurate. I can translate a paragraph from English into the foreign language showing mostly accurate tense formation. I can transcribe longer more complex sentences I hear with good accuracy.</p>
LY	<p>Speaking - I am starting to adapt language to produce extended and detailed responses quite fluently and my accuracy is improving. I can speak using two tenses confidently and I am starting to show that I can use a third tense. I am starting to use complex structures with increasing accuracy. I can talk in some detail on familiar topics and take part in conversations that I have not prepared answers to.</p> <p>Listening & Understanding - I understand what people say about what happened in the past or what will happen in the future in conversations of several exchanges. I am starting to understand longer, more complex spoken texts across three time frames.</p> <p>Reading & Understanding - I show good understanding of material from a range of different sources. I understand the purpose, the important ideas and almost all details. I am starting to understand unfamiliar language in longer, more complex texts. I can translate short texts on familiar topics into English but may miss out some detail involving more complex language.</p> <p>Writing - I can write a longer paragraph using more than one tense, using a range of verbs. My tense formation is mostly accurate and I make few errors in spelling. I am starting to write successfully using a third time frame. I can use connectives and time indicators effectively. I can translate a short paragraph from English into the foreign language, applying my grammar knowledge but there may be a few errors in spelling more complex words. I can transcribe sentences I hear with good accuracy although a few errors in spelling may be evident.</p>
MS	<p>Speaking - I can take part in a longer conversation or presentation without notes. I can use the grammar and vocabulary I have learnt to create my own sentences and I can speak with good pronunciation. I am starting to make simple references to past or future events.</p> <p>Listening & Understanding - I can understand spoken language and dialogues with different sentence patterns and structures at normal speed. I am starting to understand references to past or future events.</p> <p>Reading & Understanding - I can understand all important ideas and some details in longer texts on familiar topics. I can translate short texts into English with good accuracy where language is familiar to me. I am starting to read texts from a wider range of sources.</p> <p>Writing - I can write independently and use my grammar knowledge to produce a short paragraph of about five sentences. I can form verbs accurately and show good accuracy with my spelling. I am starting to write about past or future events. I can express opinions and give simple justifications for them. I can transcribe a few sentences I hear on familiar topics with good accuracy.</p>
TO	<p>Speaking - I can take part in a conversation without notes. At the top end of this band I can use the grammar and vocabulary I have learnt to create my own sentences and I can speak with good pronunciation. I can give answers to a variety of questions on topics that are familiar to me. At the lower end of the band I can ask questions and am starting to give more developed answers. I use a variety of ways to express my opinions.</p> <p>Listening & Understanding - I understand passages and dialogues spoken at normal speed. I can follow instructions and write down the main point I hear. I can understand different sentence patterns and structures.</p> <p>Reading & Understanding - I can understand all important ideas and some details in longer texts on familiar topics. I can translate sentences or short texts containing familiar language, including opinions, into English.</p> <p>Writing - I can write independently and use my grammar knowledge to produce a short paragraph of three to five sentences. I can form verbs accurately and my spelling is generally correct. I can express opinions and sometimes I offer justifications. I am starting to transcribe simple sentences and I can translate individual sentences from English into the foreign language.</p>

Pathways for Modern Foreign Languages in Year 8 *(continued)*

Pathway	Expectations
CK	<p>Food, Local Area, Lifestyle</p> <p>Recognising prepositions and using them in sentences, linking sentences together with a range of connectives, understanding how to say some, using negatives, <i>je voudrais</i> + infinitive, <i>Il faut</i> + infinitive, <i>Il y a</i>, position of adjectives, present tense of <i>porter, jouer, faire</i>, understanding reflexive verbs, <i>je peux/veux</i> + infinitive, possessive adjectives.</p> <p>Speaking - I can give answers to simple questions on a variety of topics. At the lower end of this pathway I can pronounce familiar words correctly. I can give answers to a variety of questions on topics that are familiar to me. At the upper end I speak with correct pronunciation. I can ask questions and am starting to give more developed answers. I am starting to use a variety of ways to express my opinions.</p> <p>Listening & Understanding - At the lower end of this pathway I can understand sentences spoken at near normal speed. At the upper end I understand short passages and dialogues (conversations) spoken at normal speed. I can follow instructions. I can write down the main points I hear.</p> <p>Reading & Understanding - At the lower end of this pathway I can understand familiar phrases and sentences on topics I am familiar with. I can translate sentences relating to what I have covered in class into English. At the upper end I can read and understand simple, short texts on familiar topics, including simple opinions. I can translate sentences containing familiar language, including opinions, into English.</p> <p>Writing - At the lower end of this pathway I can spell words I know from memory. I can copy phrases and short sentences with good accuracy. At the upper end of the pathway I can write three or more short sentences independently and show that I can express simple opinions, although there may be a few mistakes in my spelling. I can transcribe individual sentences that I hear although there may be a few mistakes in my spelling. I can translate individual sentences from English into the foreign language.</p>

Pathways for Physical Education in Year 8

Pathway	Expectations
PL	<p>Students are able to:</p> <ul style="list-style-type: none"> • take on a range of different roles and always have a strong impact; • use skills with speed, accuracy and control; • devise, carry out and adapt a wide range of strategies, tactics and ideas; • take the lead and be careful to involve others; • make good connections between ideas and structures in different games; • respond quickly to new and changing situations and contexts; • devise and develop practices to improve their own and others' play; • overcome challenges with confidence; • focus their efforts on specific aspects of their technique; • show a clear idea of what they can achieve and know how to practise to meet their goals; • explain how warming up and cooling down help performance; • help others to improve by giving effective, focused feedback.
LY	<p>Students are able to:</p> <ul style="list-style-type: none"> • play the games, selecting and applying a sound range of specific techniques consistently and effectively with reasonable speed and precision; • put into operation the principles of attack and defence, recognising patterns of play, and say how they need to be adapted to increase the chances of success; • carry out a specific role in a team effectively; • warm up and cool down safely and effectively using their own ideas; • plan and lead short sessions with others, showing a sound understanding of what is needed for the games played; • demonstrate good technique in chosen events; • plan appropriate warm ups and stretches for the events; • design and implement basic training programmes for specific events, securing sustained improvement; - related to the principles of training and fitness. • adapt with confidence their approaches to events as they identify priorities for improvement.
MS	<p>Students are able to:</p> <ul style="list-style-type: none"> • use a range of skills and techniques fluently and accurately; • devise and carry out a range of different tactics and practices; • work co-operatively in their groups, taking on a variety of roles within the group and the games played, applying and adapting tactics and skills effectively; • identify what they need to do to improve, carry out and adapt ideas and suggestions given to them with determination; • apply a good knowledge of basic principles to specific events; • pace their effort to meet targets they have set for themselves; • apply basic principles of warm up and cool down, using exercises appropriate for the event; • identify and describe elements of performance and technique which are effective; • explain what needs to be practised and improved.
TO	<p>Students are able to:</p> <ul style="list-style-type: none"> • use a small range of techniques with some accuracy and consistency; • make set responses with occasional variation; • co-operate with others and participate in the activities in specific roles; • carry out practices and ideas given to them by others to help improve their play; • identify some basic principles related to technique; • set themselves goals, which they achieve; • warm up and cool down safely with guidance; • recognise effective performance and identify some of the factors which make it effective; • select, with help, aspects that they need to practise.
CK	<p>Students are able to:</p> <ul style="list-style-type: none"> • consistently use a small range of specific techniques in the games played, showing more precision when they have time and space; • play a supporting role in the planned starts and restarts organised by the groups they work in; • contribute to group planning, making sound observations and suggestions about how to improve the quality of play; • warm up and cool down safely drawing on ideas given to them; • plan with others and support them in organising small tournaments and leading short practice sessions, which link to parts of the games that need improving; • employ with assistance coping strategies to help manage success or failure; • plan a training programme with assistance and understand the benefits of an effective warm up and cool down; • attempt to improve their abilities by observing and copying other students' performances; - related to the principles of training and fitness.

Pathways for Science in Year 8

End of Year 8 – via the following content the skills below should be met

Content: Reproduction, DNA and genetics, Health and Disease, Separation techniques & Periodic Table, Earth and Atmosphere, Waves, Electricity

Pathway	Expectations
PL	<p>All LY plus the following: Suggest a hypothesis and explain a prediction of how the independent variable will affect the dependent variable based on explanations of prior knowledge, observations and research. Based on the hypothesis describe how variables can be changed and how any control variable will be controlled. Evaluate results of experiment describing strengths and weaknesses and how it may be useful in real world contexts. Use hazard information from known activities to recognise risk in unfamiliar examples and explain how the risk can be minimised.</p>
LY	<p>All YM plus the following: Based on a simple hypothesis, make a prediction about the outcome of the experiment. Select variables that can be accurately and precisely measured. Justify selection of techniques and equipment from free choice. Describe steps in detail including aspects to improve accuracy, precision and repeatability. Create a suitable data table with space for all repeats and correct use of headings and units. Repeats will be carried out and recorded clearly. Explain the trend in line with the explanations given for your hypothesis. Explain any data values that are not as you would expect. Describe in detail any data points which are not as you expected and give specific reasons for the differences. Make comments on accuracy precision and repeatability. Outline any further questions, extensions or variations on the original question you could plan to investigate further. Use hazard information from known activities to recognise risk in unfamiliar examples. Review given data for accuracy. Look at the equipment and techniques used and decide if they are the most appropriate. Consider how publishing results and ideas allows scientific ideas to develop. Recall simple equations for deriving values and be able to rearrange them when necessary. Be able to compare data values looking for multiples or % changes.</p>
YM	<p>All MS plus the following: Suggest a hypothesis of how the independent variable will affect the dependent variable based on explanations of prior knowledge and observations. Identify variables that can be measured or controlled. Select techniques and equipment from a broad range and suggest a suitable range based on related experiences. Describe steps in an investigation in a logical order, planning for repeats. Create a suitable data table with correct use of headings. Collect data with attention to accuracy and precision. Draw a graph with accurate plotting. Include specific data points in your description of the simple trend and explain the pattern based on prior knowledge. Compare your data to your hypothesis; identify where it matches and any points which do not match. Are there any questions arising from your data that you might want to investigate further? Identify any necessary safety measures for a planned activity. Students should look at data they are given; check it matches the question being investigated. Check there is only one independent variable and that control variables have been monitored. Recall simple equations for deriving values and be able to rearrange them with some guidance. Be able to compare simple data values.</p>
MS	<p>All ST plus the following: Ask questions that could be tested in a laboratory. Describe prior knowledge that may help with the questions. Suggest what might happen in the test. Select one independent variable and one dependent variable to make a valid test. Identify control variables. Recognise common ranges in familiar variables. Describe steps in an investigation planning for repeats. Data will be collected and recorded clearly. Repeats will occur. Data will be recorded to a reasonable level of accuracy. Calculation of averages will be completed. Draw a graph with correct axes scaling with some errors in plotting. Comment on how closely your data matches what you expected. Discuss if you chose a range that allowed you to answer your original question. Identify some necessary safety measures for a planned activity. Students should look at simple data they are given; check it matches the question being investigated. Give examples of how key scientific ideas have changed through history. Use given equations to calculate simple values. Calculate averages.</p>
ST	<p>All TO plus the following: Follow a given plan and with some guidance, or clear links to previous experience, a data table will be created. A given table will include space for averages to be calculated and guidance given for these calculations.</p>
TO	<p>All OC plus the following: Use the correct units for familiar values. Choose a variable to change and one to measure. Recognise that scientific ideas change through history.</p>
OC	<p>All CK plus the following: Describe observations of the real world and ask questions that could be tested. Choose a variable to change. Identify equipment from a given selection and order steps to plan an investigation. Follow a given plan and complete a given data table to collect data. Graphs will be drawn on given axes with worked examples. Simple descriptions of the trend. Comment on whether they have enough data to draw a conclusion. Suggest any extra data they might need. Identify any risks in a planned activity. Students should check any data they are given to see if they think it is appropriate. Be able to calculate an average with given examples.</p>
CK	<p>Describe simple observations of the real world and ask simple questions that could be tested. With guidance, choose a variable to change and one to measure. Identify basic equipment from a given selection. With guidance, order steps to plan an investigation. Follow a simple given plan and data table to collect data. With guidance, graphs will be drawn on given axes. With guidance, look for patterns in data. Identify simple risks in a planned activity. Recognise that scientific ideas change through history when given examples. Use the correct units for simple familiar values.</p>