

Key Stage 3 ARE Frameworks

Year 8 Summer Data Report

KS3 Art Age-Related Expectations (ARE) Framework
Year 8: Bugs and Beasts

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...use basic shapes and lines to draw a simple bug or tiger, with help. ...fill some areas with patterns or colour.	I can: ...draw a bug or tiger with clear outlines and fill areas with different Zentangle patterns ...use oil pastel colours, using some control.	I can: ...draw a detailed bug or tiger with careful Zentangle patterns or smooth oil pastel blending. ...create work that shows contrast and neatness.	I can: ...create a well-designed bug or tiger with complex patterns or advanced oil pastel techniques, like shading and layering ...create composition that is balanced and eye-catching.	I can: ...design and complete an original, imaginative bug or tiger using highly detailed Zentangle patterns or expert oil pastel skills, showing creativity and control.
Knowledge	I can: ...say what Zentangle patterns are and what oil pastels are used for. ...name a few art materials.	I can: ...describe how Zentangle patterns are made and how to blend oil pastels. ...talk about why artists use patterns and colour.	I can: ...explain how Zentangle patterns or colour choices make my work more interesting. ...link my work to artists who use pattern or colour in their art.	I can: ...compare my work to artists' work. ...explain how I used their ideas and techniques. ...use art words to talk about pattern, colour, and texture.	I can: ...analyse my own and others' work using art vocabulary. ...explain how artists or cultures inspired my choices. ...suggest ways to improve even more.

KS3 Art Age-Related Expectations (ARE) Framework
Year 8: Charles Fazzino

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...use bright colours and simple shapes to make a basic landscape, with help.	I can: ...add more details and layers to my landscape. ...use cut paper or card to make it stand out a little bit, like Fazzino.	I can: ...create a landscape with several layers, showing depth by cutting and gluing different parts. ...add lots of details and use bold colours, working mostly by myself.	I can: ...design and build a detailed, colourful landscape with many layers and textures. ...make sure everything is neat and stands out from the background, just like Fazzino.	I can: ...create a complex, original 3D landscape using advanced layering, creative materials, ...create lots of tiny details, showing my own ideas as well as Fazzino's influence.
Knowledge	I can: ...say who Charles Fazzino is. ...spot his colourful, busy cityscapes.	I can: ...describe how Fazzino uses layers, bright colours, and famous buildings in his art.	I can: ...explain why Fazzino uses 3D effects. ...explain how his work tells stories about places using landmarks and fun details.	I can: ...compare my work to Fazzino's. ...explain how I used his techniques. ...explain why I chose certain details or buildings for my landscape.	I can: ...analyse my own and others' landscapes using art words. ...explain how Fazzino and other artists inspired my work. ...suggest ways to improve even more.

KS3 Art Age-Related Expectations (ARE) Framework
Year 8: Clay Houses

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...shape clay into a simple house form with help, keeping it together and safe to handle.	I can: ...build a basic house shape with some details, like a door and windows. ...keep my clay joined together.	I can: ...make a house with several architectural details. ...use clay techniques so everything is attached neatly and my sculpture is stable.	I can: ...create a detailed and well-finished clay house, using different textures and shapes to show different building materials and styles. ...create work that is neat and stable.	I can: ...design and build a complex, creative clay house with lots of interesting features, textures, and details. ...show advanced clay skills and original ideas.
Knowledge	I can: ...say what clay is. ...name some basic tools and building parts (like roof, door, window).	I can: ...describe how to join clay pieces (like scoring and slipping). ...name different architectural features (like arches or chimneys).	I can: ...explain why I chose certain features for my house and how they are used in real buildings. ...talk about how artists and architects use design elements in buildings.	I can: ...compare my clay house to real buildings or artists' work. ...explain how I used design principles like variety and contrast.	I can: ...analyse my own and others' clay houses using art vocabulary ...explain how architectural styles or artists influenced my work. ...suggest ways to improve even more.

KS3 Art Age-Related Expectations (ARE) Framework
Year 8: Lino Printing

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...use lino tools safely and make simple marks in the lino with help.	I can: ...transfer a basic design onto lino and print a simple image with some guidance.	I can: ...plan, carve, and print a design that shows some detail. ...print it neatly by myself.	I can: ...create a detailed lino block. ...print several clear copies. ...solve problems if something goes wrong.	I can: ...design, carve, and print a complex, original image. ...experiment with colour or layering to create special effects.
Knowledge	I can: ...say what lino printing is. ...name some tools we use.	I can: ...describe how lino printing works. ...talk about an artist or culture that uses sugar skulls.	I can: ...explain the main steps in lino printing. ...show my design links to a culture we have studied.	I can: ...compare lino printing to other printmaking techniques. ...discuss how artists or cultures have used sugar skulls in history.	I can: ...analyse my own and others' lino prints using art words. ...explain how artists or cultures influenced my work. ...suggest ways to improve further.

Computer Science - KS3 Age-Related Expectations (ARE) Framework
Topic 5 - Mobile App Development

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: Create an account to develop my app; I am able to identify a sequence of instructions.	I can: Give an example of a user input; I can decompose a problem.	I can: Develop a simple program on App Lab; I can output the users score correctly; Produce screen designs for app.	I can: Identify and fix problems within a program; Modify the given code.	I can: Utilise variables independently; Produce a working app with additional functions.
Knowledge	I can: I can give examples of apps on our digital devices; I am able to give an example of a variable in programming.	I can: Identify an error and describe what it is; I know sequences are step by step and why they need to be followed.	I can: Describe the purpose of a range of apps; Describe different devices that apps can be used on.	I can: Explain online safety and the importance related to app; Explain the code I have used to develop app.	I can: Explain SSI to my peers or teacher; Justify my design choices for app.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Year 8 textiles Batik

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...carry out parts of the batik process with help. ...apply wax and dyes with support. ...begin constructing a frame with guidance.	I can: ...use wax and dyes with some control and guidance. ...produce simple batik samples showing some pattern. ...construct a basic frame with support.	I can: ...carry out the batik process accurately and independently. ...produce clear and attractive fabric samples using wax and dye. ...construct a neat frame to display my work.	I can: ...experiment with different waxing and dyeing techniques to refine my outcomes. ...produce well-controlled and varied samples. ...construct a strong, well-finished frame for display.	I can: ...use the batik process with confidence and creativity to produce high-quality samples. ...refine techniques to enhance the visual impact. ...design and construct a frame that complements and enhances my samples.
Knowledge	I can: ...describe what batik is and name some tools and materials used. ...say what “pattern” or “colour” might mean in design.	I can: ...explain the purpose of batik in design and textiles. ...describe how I developed my batik ideas from examples.	I can: ...research existing batik designs for inspiration. ...develop and communicate my design ideas through sketches and notes.	I can: ...explain how I improved my batik designs based on feedback. ...show development through experimenting with different patterns, colours, and techniques.	I can: ...analyse different design influences and justify my design decisions. ...communicate my ideas with detail and creativity, showing strong awareness of cultural and artistic influences.

Design Technology KS3 Age-Related Expectations (ARE) Framework
Year 8 Food and Nutrition-Developing Practical Skills and Food Knowledge

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can... ...follow simple recipes with support. ...use basic equipment safely.	I can... ...prepare a range of simple dishes with some independence. ...handle high-risk foods safely, with guidance.	I can... ...cook a range of dishes independently, such as pasta with sauces, burgers and puddings. ...apply good hygiene and accurate measuring skills.	I can... ...adapt recipes to improve flavour or nutrition. ...work independently and present food neatly and consistently.	I can... ...create refined, well-presented dishes using a range of advanced techniques. ...show creativity and precision while maintaining high hygiene standards.
Knowledge	I can... ...name basic food groups and equipment. ...understand why hygiene is important.	I can... ...explain simple food safety rules and identify high-risk foods. ...describe basic ingredients in my dishes.	I can... ...explain key hygiene rules and how ingredients create flavour and texture. ...understand the nutritional value of my meals.	I can... ...explain how cooking methods affect taste and nutrition. ...evaluate dishes and suggest improvements.	I can... ...analyse ingredient choices and cooking methods for health, cost and sustainability. ...show a clear understanding of food science in practical work.

Design Technology KS3 Age-Related Expectations (ARE) Framework

Year 8 Lamps

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: ...produce a simple 3D isometric drawing with support. ...apply basic shading to show shape. ...use hand tools to measure and cut wood with guidance.	I can: ...produce a 3D isometric drawing with correct proportions. ...shade shapes to suggest basic materials. ...measure and cut wood to form simple joints, with some accuracy.	I can: ...produce accurate 3D isometric drawings with clear detail. ...shade effectively to represent different materials. ...measure and cut wood to form accurate joints. ...use 2D Design software to create simple shapes for CAM.	I can: ...use 3D drawing and shading techniques to clearly represent my design. ...work with accuracy when cutting and joining wood. ...refine my CAD designs for manufacture and test them using CAM.	I can: ...use 3D isometric drawing and shading independently to create professional design visuals. ...cut and join wood with precision to achieve a high-quality outcome. ...use CAD and CAM confidently to produce complex, creative components.
Knowledge	I can: ...describe what an isometric drawing is. ...name some types of wood joints. ...say what CAD and CAM are.	I can: ...explain the purpose of my lamp design. ...describe how I developed my ideas through drawing or examples. ...identify different types of wood joints.	I can: ...research existing lamp designs and gather inspiration. ...develop and communicate my ideas using sketches, shading, CAD, and notes.	I can: ...explain how I improved my design ideas based on feedback. ...show development through accurate drawings, CAD models, and prototypes.	I can: ...analyse different lamp designs and justify my design decisions. ...communicate my ideas with creativity and strong user awareness, using both manual and digital design techniques.

Drama KS3 Age-Related Expectations (ARE) Framework

Year 8: Melodrama

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can: -use limited physicality or vocal exaggeration when attempting stock characters; -project voice or use gestures occasionally.	I can: -attempt to use exaggerated movement or voice for stock characters but inconsistently; -stay in character for short sections of performance.	I can: -perform clear, recognisable stock characters using voice, gesture, and movement; -maintain character consistently throughout a scene.	I can: -create strong, exaggerated, and engaging stock characters with confident physicality and vocal control; - demonstrates good spatial awareness and stage presence.	I can: -deliver highly polished, imaginative stock characters with exceptional control; -use timing, exaggeration, and physical comedy with sophistication..
Knowledge	I can: -name one or two melodrama characters or conventions with support; - understand that melodrama uses exaggerated characters but cannot explain why.	I can: -identify several Melodrama conventions (e.g., villain, Damsel, stereotypical storyline).	I can: -accurately explain key melodrama conventions (e.g., exaggerated movement, slapstick); - explain the traits of common stock characters and how they function in the story.	I can: -analyse melodrama conventions and why they are used; -analyse how stock characters contribute to plot, comedy, and tradition.	I can: -evaluate pantomime conventions, history, and stylistic purpose; -shows insight into how conventions can be adapted or modernised while keeping the style intact.

English KS3 Age-Related Expectations (ARE) Framework Year 8: Writing Descriptors

BEGINNING	WORKING TOWARDS	EXPECTED	WORKING ABOVE	GREATER DEPTH
I can: Produce writing that shows SOME UNDERSTANDING of task. Use of Standard English some of the time. Ensure my language is BECOMING CLEAR with SOME WORDS chosen for effect. SOME use of FIGURATIVE LANGUAGE and EMOTIVE LANGUAGE. Use paragraphs but with some lapses. Sometimes go into DEPTH AND DETAIL to show understanding or to sustain interest. Use a VARIETY of PARAGRAPH OPENERS. SOME OPENERS chosen for effect OCCASIONALLY. Use different sentence types with GROWING CONFIDENCE and frequency. Increasing accuracy with tense use. Ensure IMPROVING ACCURACY when using full stops and capital letters. SOME ACCURACY using other punctuation. SPELL most words used accurately. Plan and proofread my work to make my ideas clear.	I can: Produce writing that shows CLEAR UNDERSTANDING of the task in the required STYLE with frequent use of Standard English. Use language that is FREQUENTLY clear and becoming increasingly EFFECTIVE and APPROPRIATE. Use FIGURATIVE LANGUAGE and POWERFUL WORDS with increasing frequency in writing. Ensure I ALWAYS use PARAGRAPHS with varying degrees of clarity and depth. Use paragraphs that are LOGICAL and beginning to be DEVELOPED to sustain interest. Use a variety of PARAGRAPH openers with some varying in length for effect. Use SIMPLE & COMPLEX SENTENCES of varying lengths with SOME FOR EFFECT. Mostly accurate tense usage. Sentences Ensure emerging confidence when using a RANGE OF PUNCTUATION. Use full stops and capital letters accurately. SPELL HIGH FREQUENCY words accurately. Plan and proofread with growing care and precision.	I can: Produce writing that shows a CLEAR UNDERSTANDING of the task with consistent use of Standard English. Produce a response that is usually detailed and developed. Use CLEAR and at times ENGAGING LANGUAGE with increasing confidence when writing. Use FIGURATIVE LANGUAGE and POWERFUL WORDS with increasing frequency and precision in writing. Ensure I Always use PARAGRAPHS with some varied LENGTHS for EFFECT. Create paragraphs that are frequently DETAILED AND DEVELOPED, AND LINKED to sustain interest and engagement. Use a VARIETY OPENERS for my PARAGRAPHS for to make links clear and ENGAGING. Use simple SENTENCES and complex ones with confidence. Accurate use of tenses Use familiar PUNCTUATION accurately with some use for EFFECT. Accurate use of commas and inverted commas. Spell HIGH FREQUENCY words accurately with only a few errors and emerging confidence with CE words. Carefully plan and proofread my work and make noticeable improvements.	I can: Produce a response that is CLEAR and DETAILED with a confident use of Standard English. Create a response that is generally convincing maintaining a formal tone with few lapses. Use increasingly AMBITIOUS LANGUAGE with reasonable consistency throughout my writing CONSISTENT use of FIGURATIVE LANGUAGE and other METHODS with increasing appropriateness and originality. Create PARAGRAPHS that are consistently detailed and developed with emerging variety in paragraphing order e.g. flashback etc CLEARLY use a variety of PARAGRAPH LENGTHS and OPENERS which are beginning to become more effective. CLEAR and FREQUENT use of a variety of sentence types with some used for effect. Some use of tense/ narratorial voice for effect. CONFIDENTLY use familiar punctuation which is more consistently applied for effect; with a growing confidence when using more sophisticated types SPELL HF and CE words with only occasional errors. CONFIDENT ACCURACY when using homophones. Plan and proofread to ensure I have made clear linguistic and structural improvements.	I can: Create a CONFIDENT and ENGAGING response which fully meets the expectations of the genre and task. Use TONE consistently and appropriately with control of SE for effect and characterisation. CONFIDENTLY use AMBITIOUS LANGUAGE growing in precision, originality and sophistication. Use Apt FIGURATIVE LANGUAGE and other METHODS CONFIDENTLY and consistently throughout writing. CONFIDENTLY use paragraphing for effect with appropriate depth and detail to demonstrate an emerging understanding of narrative structure or argument. CONFIDENT and varied use of paragraph lengths for effect. Varied and engaging openers becoming more precise and original. CONFIDENT use of a sentences with an emerging confidence when using for effect. Confident use of tenses/ narratorial voice. CONFIDENTLY ensure that my punctuation use is mostly accurate and is beginning to be used for effect. SPELLING of all words is MOSTLY ACCURATE with some occasional lapses. Plan and proofread my work in a variety of areas to ensure that my ideas and expression are engaging and precise.

English KS3 Age-Related Expectations (ARE) Framework Year 8: Unit 4 Shakespeare: Much Ado About Nothing
Assessment (Writing): Newspaper Article based on the plot/ Wedding Scene

Descriptor	BEGINNING	WORKING TOWARDS	EXPECTED	WORKING ABOVE	GREATER DEPTH
Knowledge	I can IDENTIFY: - Which characters are good and which ones are dangerous. - When characters are being tricked and why. - How women were expected to behave differently in the 17th Century - How men were expected to behave in the 17th Century.	I can COMMENT ON: - Which characters are hiding their true feelings. - Which characters are tricked for good and when characters are deceived. - The importance of honour for men when fighting - The difference in honour for women. - How life was different for women and men in the 17th Century	I can EXPLAIN: - The importance of appearance and reality and how characters hide their true selves and feelings. - The importance of deception and how it can be used for good and for bad. - How expectations of Honour and Reputation differ in 17th century compared to the 21st Century - How gender roles and expectations differ between men and women.	I can DISCUSS: - How character wear masks – literally and metaphorically and why they have to hide. - The positive and negative aspects on deception in the conventions of a Comedy. - Where men and women’s honour is created and the disparity between them. - The power imbalance between men and women. - Shakespeare’s presentation of strong female characters.	I can EXPLORE and LINK: - The importance of appearance and reality – why characters have to hide their true feelings and the impact on plot and tension. - Which characters are deceived and the impact of that deception. - How make honour is connected to military success compared to a woman’s which is linked to modesty. - The differences between gender roles and compare and contrast Beatrice and Claudio exploring their representations of masculinity and femininity.

FRENCH Y8 Topic 5: Media celebrity culture (1)

	Beginning	Working towards	Expected	Working above	Greater depth
Skills	I can:	I can:	I can:	I can:	I can:
Speaking/ phonics	A: use topic related vocab to give about music with support	B: use topic related vocab to give a response including a negative structure about music with support	C: use topic related vocab to give an extended response including a negative structure about music with support	D: use topic related vocab to give an extended response including a negative structure about music with limited support	E: use topic related vocab to give an extended response including a negative structure about music without support
Reading	F: understand and pick out some information from a short text about music preferences/media celebrity and cultures with support	G: understand and pick out some key information from a longer text about music preferences/media celebrity and cultures with support	H: understand and pick out most key information from a longer text about music preferences/media celebrity and cultures with support	I: understand and pick out all key points and some detail from a longer text about music preferences/media celebrity and cultures with support	J: understand and pick out all key points and some detail from a longer text about music preferences/media celebrity and cultures with limited support
Listening	A: understand basic information from a spoken text about music preferences with support	B: understand key information from a spoken text about music preferences with limited support	C: understand and pick out key information from a spoken text about music preferences with limited support	D: understand and pick out key information and details from a spoken text about music preferences with limited support	E: understand and pick out key information and details from a spoken text about music preferences without support
Writing	A: write about media celebrity and cultures including a conjunction and justify an opinion with support	B: write about media celebrity and cultures including 1 or 2 conjunctions and justify an opinion with support	C: write about media celebrity and cultures including 2 conjunctions and justify an opinion mostly accurately with support	D: write about media celebrity and cultures including at least 2 conjunctions and justify opinions mostly accurately with limited support	E: write about media celebrity and cultures including at 3 or more conjunctions and justify opinions accurately with limited support
Knowledge	I can:	I can:	I can:	I can:	I can:
Vocabulary	A Remember the meaning of some unit 5 year 8 key words in French (30%)	B Remember the meaning of most unit 5 year 8 vocabulary (50%)	C Remember the meaning of and accurately spell most year 8 unit 5 vocabulary (80%)	D Remember meaning and spell all key year 8 unit 5 vocab (90%)	E Remember meaning and spell all key unit 5 year 8 vocab
Grammar 1:	A: Make a regular adjective agree with a noun without support	B: Make a regular adjective agree with a feminine noun without support	C: Make a regular adjective agree with feminine and plural nouns without support	D: Make irregular adjectives agree with feminine and plural nouns with limited support	E: Make irregular adjectives agree with feminine and plural nouns without support
Grammar 2:	F: use one tense in the 'je' form to talk about music preferences with support	F: use two tenses in the 'je' form to talk about music preferences with support	G: use two tenses in the 'je' and 'on' forms to talk about music preferences with limited support	H: use two tenses in the 'je' and 'on' forms to talk music preferences with limited support mostly accurately	I: use two tenses in the 'je' and 'on' forms to talk about music preferences without support accurately

Geography KS3 Assessment Framework:

How do rivers change as they move towards the sea?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can ...make predictions as part of an enquiry; ...identify a few river features on a simple map.	I can ...test predictions made through observation ... compare simple features of rivers using a map or image; ...write like a geographer using geographical vocabulary with support.	I can ... use OS maps, diagrams, and/or data to investigate river features and locations; ... write like a geographer using geographical vocabulary.	I can ... draw conclusions based on data and case studies; ... write like a geographer using a wide geographical vocabulary.	I can ...independently investigate a river-related issue; ... write like a geographer using a wide geographical vocabulary accurately.
Knowledge	I can ...name some key parts of the water cycle; ...name and describe the key parts of a river (e.g. source, mouth, tributary); ...show a basic river journey from start to end; ...identify a few river features from images.	I can ...use key terms to describe the steps in the water cycle; ... explain the basic processes that change rivers, like erosion and deposition with prompting; ... describe some river landforms (e.g. waterfalls, meanders); ... name 2 forms of river management.	I can ...use key terms to explain the steps in the water cycle ...explain how different processes (erosion, transportation, deposition) shape rivers over time; ...describe and explain a range of landforms using key vocabulary; ...explain the causes of river pollution; ... explain the causes of river flooding; ... explain 2 forms of river management.	I can ...analyse how rivers interact with human activities (e.g. farming, settlements, flood risks); ...explain the impacts of river pollution; ...explain the causes and impacts of river flooding, using real examples; ...compare different methods of river management and discuss their pros and cons.	I can ...evaluate how natural and land use affect river systems over time; ...justify opinions using evidence from case studies, data, and maps; ...independently investigate a river-related issue and communicate findings clearly using geography skills.

History KS3 Age-Related Expectations (ARE) Framework Year 8:

Enquiry Question: What was the most important cause of the English Civil War?

Disciplinary Knowledge: Cause and Consequence

	Beginning	Working Towards	Expected	Working Above	Greater Depth
Knowledge <i>Substantive Knowledge</i>	I can: ...name a fact about the chosen cause ...begin to use evidence to support how it lead to Civil War	I can: ...recall some facts about the chosen cause ...use evidence to support how it lead to Civil War	I can: ...use clear and relevant knowledge about two causes ...use evidence to support selection of most important cause	I can: ... use relevant and detailed knowledge of three different causes ...use detailed evidence to support importance of each cause	I can: ...use relevant and detailed knowledge of three or more causes ...explain key features and events in each cause
Skills <i>Disciplinary Knowledge</i>	I can: ...state a cause of the Civil War ...identify a way in which it helped cause the Civil War.	I can: ...describe a cause of the Civil War ...describe a way in which it helped cause the Civil War.	I can: ...describe two causes of the Civil War ...begin to explain how these causes lead to Civil War ...select the cause I think was the most important.	I can: ...describe three causes of the Civil War ...explain how these causes lead to Civil War ...begin to judge how important each cause was in leading to the Civil War	I can: ...explain three or more causes of the Civil War ...compare the importance of each cause in leading to Civil War ...judge how important each cause was in leading to the Civil War

Mathematics KS3 Age-Related Expectations (ARE) Framework

Year 8: Unit 13 - Angles in parallel lines and polygons

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can find a missing angle on a straight line given a diagram.	I can find a missing angle around a point and in a triangle given diagrams.	I can calculate missing angles in parallel lines and transversals.	I can calculate missing interior and exterior angles in regular polygons.	I can construct angle bisectors and perpendicular bisectors.
Knowledge	I know basic geometrical language relating to angles and parallel lines and basic angle rules.	I know how to use three letter angle notation.	I know alternate, corresponding and co-interior angles.	I know the geometric rules surrounding interior and exterior angles in polygons.	I know how to prove simple geometric facts.

MUSIC KS3 Age-Related Expectations (ARE) Framework Topic : Summer term – MUSICIANSHIP SKILLS

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can learn to play/sing part of my chosen piece of music with support; I can play/sing with others in my group, or on my own; I can recognise when some things don't sound right in my playing/singing; I am beginning to be aware of notes & rhythm, but with limited accuracy; I am beginning to play/sing in time with others in the group, but it is often not in time; I am beginning to play/sing with more fluency, but with a lot of hesitations.	I can learn to play/sing my chosen piece of music from appropriate notation or by ear, either part of it or with support; I can practice with others in my group, or on my own; I can sometimes judge whether I am playing/singing the right notes & rhythm and make adjustments to improve; I can play/sing my own part with some accurate notes & rhythm; I can play/sing in time with others in the group at some points, but it is a bit Inconsistent; I can sing/play fluently at some points, but at other points it is not so fluent.	I can learn to play/sing my chosen piece of music from appropriate notation or by ear; I can practice effectively with others in my group, or on my own; I can mostly judge whether I am playing/singing the right notes & rhythm and make adjustments to improve; I can play/sing my own part with fairly accurate notes & rhythm; I can play/sing mostly in time with others in the group, or the backing track if you are using one; I can sing/play reasonably fluently (you keep playing/singing without too many stumbles, or slowing down at difficult parts)	I can learn to play/sing my chosen piece of music from appropriate notation or by ear (which may be longer or more complicated than "Expected"); I can practice effectively with others in my group, or on my own, giving suggestions for improvement; I can judge whether I am playing/singing the right notes & rhythm and make adjustments to improve; I can play/sing my own part with mostly accurate notes & rhythm; I can play/sing well in time with others in the group, or the backing track if you are using one; I can sing/play mostly fluently with some expression.	I can learn to play/sing my chosen piece of music from appropriate notation or by ear quickly and confidently (which may be longer or more complicated than "Expected"); I can practice effectively with others in my group, or on my own, with a leading role in the group including showing others what to play/sing; I can notice quickly whether I and others are playing/ singing the right notes & rhythm, and make suggestions to improve my own and others' parts; I can play/sing my own part with very accurate notes & rhythm; I can play/sing entirely in time with others in the group, or the backing track if you are using one.



PE KS3 Age-Related Expectations (ARE) Framework

Year 8: Athletics



Skills	Beginning	Working Towards	Expected	Working above	Greater Depth
Running	☐ I'm developing my technique for both sprinting (100m) and longer running (800m).	☐ I'm gaining consistency in my sprint technique and my ability to control my pace for 800m.	☐ I can demonstrate good starting and running technique for 100m, and pace myself effectively for 800m.	☐ I can consistently show strong running form for both 100m and 800m, efficiently changing pace and speed.	☐ I can run with excellent technique and stamina for both 100m and 800m, skillfully adapting my pace and effort.
Jumping	☐ I'm improving my Long Jump take-off and High Jump approach.	☐ I'm becoming better at performing Long Jumps with a consistent run-up and High Jumps with a coordinated approach.	☐ I can demonstrate a consistent run-up and strong take-off for Long Jump, and a coordinated approach for High Jump.	☐ I can perform Long Jumps and High Jumps with noticeably improved technique, aiming for better distances or heights.	☐ I can consistently execute key phases of Long Jump (e.g., drive, hang) and High Jump (e.g., plant, lift) with power and precision.
Throwing	☐ I'm developing my throwing technique for Shot Put, Discus, and Javelin.	☐ I'm gaining consistency in the basic techniques for Shot Put, Discus, and Javelin throws.	☐ I can demonstrate the basic grip and release for Shot Put, and a simple wind-up and release for Discus and Javelin, aiming for distance.	☐ I can consistently throw Shot Put, Discus, and Javelin with good basic technique, aiming for both distance and basic accuracy.	☐ I can confidently execute basic Shot Put, Discus, and Javelin throws with increasing power and precision.
Knowledge					
Rules and Officiating	☐ I'm building my understanding of most athletics rules and improving at watching and recording simple results for specific events.	☐ I'm strengthening my knowledge of rules and becoming better at helping officiate small activities, like timing a 100m race or measuring a Long Jump.	☐ I can follow all main rules for specific athletics events and help record results accurately for basic running, jumping, and throwing events.	☐ I can confidently explain detailed rules for specific athletics events and help officiate by measuring accurately or explaining simple rules.	☐ I can apply all rules accurately and effectively, and confidently help officiate an event by making fair decisions and helping organise.

Religious Education KS3 Age-Related Expectations (ARE) Framework
MTP5 Year 8: What about people who don't believe?

	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills	I can ... talk about things that are important to me and recognise that my friends might have different ideas.	I can ... give a simple reason why I believe something. ... ask a question about why someone else might believe in a God.	I can ... explain how a person's belief (or lack of belief) changes the way they act in the world. ... identify similarities between different views.	I can ... build a clear argument for my own point of view using evidence. ... show that I understand the "strengths" and "weaknesses" of different arguments.	I can ... evaluate my own views and explain how they have changed or grown. ... debate complex topics with "critical distance," showing respect for all views while analysing them logically.
Knowledge	I can ... name the words Theism, Atheism, and Humanism. I know that some people believe in one God and some believe in many.	I can ... define Monotheism and Polytheism. ... explain that Atheists do not believe in God and Humanists look to science for answers.	I can ... explain the difference between being Atheist and Agnostic. ... describe how a Humanist might use reason and empathy to make a moral choice.	I can ... explain how different worldviews (like Theism and Atheism) offer different answers to "Big Questions" like "Why are we here?" or "What happens when we die?"	I can ... analyse how concepts like Agnosticism or Humanism have developed over time. ... explain how science and religion can sometimes overlap or conflict.

**(Science) KS3 Age-Related Expectations (ARE) Framework
Year 8: (The Earth)**

Topic Title or Leading Skill	Beginning	Working Towards	Expected	Working above	Greater Depth
Skills Lessons 3 and 4	I can: Identify the data that needs to be recorded in an experiment	I can: Draw a simple grid to record data	I can: Produce a table of results with appropriate headings	I can: Include columns for repeated readings and averages	I can: Record appropriate precision data
Lesson 5	Identify the equipment needed to measure mass and volume	Use a digital balance and read the volume from a measuring cylinder	Identify at least 2 specific hazards associated with the practical	Safely set up and carry out a practical to determine the density of an irregular solid	Suggest ways in which the experiment can be improved
Knowledge Lesson 7	I can: State that rocks can be broken down	I can: Give examples of natural forces that break rocks down	I can: Explain the difference between physical and chemical weathering	I can: Describe in detail the process of freeze – thaw action	I can: Analyse how different types of weathering interact ¹
Lesson 12	Name 3 main rock types	State one way each rock is formed	Draw basic diagrams of the rock cycle	Explain in detail the key processes of the rock cycle ²	Link how the rock cycle is interconnected with Earth systems ³