

Faculty	Subject	End of Year 8: Subject expectations.
Maths	Maths	In Mathematics, our expectation is that by the end of year 8, students are able to use their knowledge of place value to add, subtract, multiply and divide both positive and negative integers and decimals. They can solve simple problems involving ratio and direct proportion, calculate fractional and percentage parts of quantities. They can form simple equations and solve them as well as expand one bracket. They have a basic understanding of the language of algebra and can use this to find the nth term of a linear sequence. The pupil can solve two-step problems involving angles in triangles & quadrilaterals as well as over intersecting & parallel lines. The can find the area of some quadrilaterals and the volume of cuboids and solve some simple problems involving the area and circumferences of circles. They can identify symmetries in 2D shapes and can use units involving length, capacity, mass & time to solve simple problems. Students can calculate the mean, median, mode and range from a set of discrete data. They can draw and interpret bar charts and pie charts. They can find and justify probabilities based on expectation and experiment. Students are starting to develop their own strategies to solve problems, looking for patterns and checking their solutions.
English	English	In English, our expectation is that by the end of year 8, students are able to summarise the main points of a text, including – with some prompting – inferred information and views. When analysing texts, they evaluate – with guidance – different interpretations of a range of writers’ methods, including allusion, pathetic fallacy, imagery, characterisation, and narrative voice. They can support their ideas with references to the text. Students will be clear on the distinction between author and narrator. Students’ written work will employ cohesive devices such as consistent verb tense, pronouns, and coordination or subordination between clauses. Students will have a broad sense of purpose and audience, distinguishing between genres and modes of fiction and forms of non-fiction such as letter, speech, diary. Students have control over sentence and clause demarcation, and use punctuation for speech and apostrophes accurately. Students can structure texts using paragraphs, following the “TipTop” rules. When speaking, students are audible, can express their ideas and feelings using standard English and tone/intonation appropriate to the meaning. Students can listen to questions and statements and give a relevant response.
Science	Science	In Science, our expectation is that by the end of year 8, students are able to confidently recall and apply, through class work, homework and assessments, knowledge regarding: particles, cells, the human body, energy, forces, space, reproduction (human and plant), evolution, metals and their reactions, light, sound, food, healthy living, elements, reactions of acids, speed, work done, heat and temperature, respiration, photosynthesis, ecosystems, combustion, conservation of mass, the structure of the Earth, rocks, electricity, magnetism and how to work scientifically. Students will recognise recurring fundamental themes across these topics (e.g. energy, forces, cells, natural selection, particles, Periodic Table) and can apply them. Students can communicate their ideas clearly using in good scientific English and, where appropriate, present data through clear graphs and diagrams. Students can also perform practical experiments confidently and safely, making valid conclusions and evaluations as well designing simple experiments to investigate scientific phenomena. Pupils should understand that science is about working objectively, modifying explanations to take account of new evidence and ideas.
Humanities	History	In History, our expectation is that by the end of year 8, students are able to confidently show their knowledge of local, national and international History across a range of themes including political changes, scientific developments, the rights of people and the impact of war. They can analyse and explain how and why change has taken place as well as being able to explain the impact of change or developments on people, places and time. They are able to offer some explanation for why and how events have been interpreted in different ways. Students are able to start creating criteria for judging the significance of people, places and events in history. They are able to select and use sources appropriately to support an argument and can begin to evaluate the content and provenance of sources with some detail being applied. When writing, students are expected to select and accurately apply relevant historical terminology with confidence.
Humanities	Geography	In Geography, our expectation is that by the end of year 8, students are able to confidently show their knowledge of local, national and international geographical issues. They will be able identify the social, economic and environmental factors that influence way the world around them operates. They understand the concept of sustainable development and can apply this to new topics and case studies. They can recognise the range of views stakeholders hold about environmental interaction and change, and can articulate the conflicts that arise. Students are able to draw on their knowledge and understanding, to suggest suitable geographical questions, and use a range of geographical skills to help them investigate places and environments. Students can use numeracy skills to analyse data linked to both human and physical geography topics. They can use this to support or refute various viewpoints linked to environmental, social and economic change in different parts of the world. Students may also identify bias and how data may be misleading. They will have a solid understanding of how they as global citizens are interconnected to the world around them.
Humanities	RE	Students are able to confidently describe the beliefs of religious groups across the UK and around parts of the world. This focuses on beliefs about the nature of the God, sources of authority for these beliefs and expectations about behaviour within and beyond the religious communities, as well as how these may contrast. With teacher support, students are also able to analyse and evaluate a number of religious controversies. Furthermore, we expect students to be able to explain the success of religious and ethical principles within both religions and ethical theories using some basic situations and then, within these limited examples and whilst supported by teachers, evaluate how successful they are. This can be seen in the form of structured responses using reasoned arguments to support at least one point of view and to conclusions about how religious people may act or what they may believe. Students are able to give well-informed responses and, when appropriate, personal responses to some moral questions and ultimate questions, whilst being aware of differing perspectives within and across religious communities.
Expressive & Performing Arts	Games	In Games, our expectation is that by the end of year 8, students are able to apply effective techniques, fundamental movement skills, simple tactics, and basic principles of attacking and defensive play to a range of physical activities including athletic events, gymnastics, competitive games & health-related exercise. They are developing resilient and responsible attitudes towards individual and team games. Students can exercise regularly for a healthier lifestyle, work in cooperative and competitive activities with others and communicate and collaborate with increasing confidence whilst taking part in these activities. Some are self-motivated and can self-manage themselves. They may show an interest in a range of physical activities and are more aware about why it is important to exercise regularly and live a healthy, active lifestyle. They will be able to recognise a good performance, evaluate it, and make suggestions of how to improve their own and others’ performances and show confidence in some situations when leading small groups.
Expressive & Performing Arts	Music	In Music, our expectation is that by the end of year 8, students are able to identify and explore the different processes and contexts of some of the great musical output of human civilisation, using music specific vocabulary. They can compose and perform short pieces of music using their voices, body percussion, tuned and untuned percussion, ukuleles, keyboards and guitars using a range of notation including staff notation and TAB, making expressive use of tempo, dynamics, phrasing and timbre, embedding skills and understanding musical elements. Students are able to utilise a developed knowledge of a wider range of notes to plan, revise and improve their fluency in music notation and are able to analyse, compare and

Expressive & Performing Arts	Drama	In Drama, our expectation is that by the end of year 8, students are able to work effectively in groups, offering ideas and listening to the suggestions of others. They can produce a short, finished performance from a stimulus such as a picture, an extract of script, a poem or an idea, and they are able to use some knowledge of theatre history, (Ancient Greek political theatre, Shakespearean – Macbeth, and Naturalism - Stanislavski) and appropriate terminology (e.g. mime, proxemics, empathy, aspects of voice, physicality, dramatic irony) to evaluate their own and others' performance. Students can perform confidently in front of others, differentiating some aspects of their voice (tone, pitch, pace, volume, accent) and utilising mime skills derived from historic Commedia del Arte, Charlie Chaplin, and contemporary performers like Rowen Atkinson. Students are able to interpret and discuss scripts from both an actor's and a director's viewpoint.
Art & Design Technology	DT	In DT, our expectation is that by the end of year 8, students are able to identify and explore design possibilities with some link to the given context, demonstrating adequate understanding of the problem. They can write a basic design brief with some consideration of the client and some relevance to the context. Students can generate some imaginative ideas but with a degree of design fixation. Designs have some consideration of investigations carried out but may lack focus. Students can identify and use the correct tools and equipment safely (including CAD) demonstrating an basic proficiency with teacher support. They are able to create prototypes showing adequate level of making/finishing skills that are mostly appropriate for the desired outcome. Students can analyse and evaluate most of their product and suggest some modifications.
Art & Design Technology	Food tech	In Food Technology, our expectation is that by the end of year 8, students are able to apply food hygiene and safety rules during practicals without teacher guidance. They can follow school recipes independently, after a demonstration, to produce a successful bake. Students are able to complete sensory analysis of their bakes using subject vocabulary, and can make suggestions for improvements. Students are able to explain the basic principles of the Eatwell Guide, the main nutrients, dietary sources and basic functions. They can then apply this knowledge to food to improve the nutritional content, such as how to reduce the fat or sugar content, or what to serve it with as part of a balanced meal. Following completion of a range of practical cooks and science experiments students are also able to describe the function of main ingredients using some scientific food terms and be aware of some potential problems if the correct conditions are not followed or maintained. For example, the incorrect temperature of water being added to yeast when making bread. Students have an awareness of food choice and how this not only affects our health but also how a food tastes, the welfare of animal and the environment.
Art & Design Technology	Art	In Art, our expectation is that by the end of year 8, students are able to develop well informed ideas by investigating artists and art movements such as Van Gogh and Post-Impressionism. They can confidently use artists work and art movements as reference material to create their own work using a variety of media including: mark making, landscapes, heat transfer dyes and embroidery techniques, Surrealist photomontage's and 2D relief work, tonal drawing, water colour painting, experimental ink washes and Monoprinting. Throughout students should be able to refine their artwork with a small amount of guidance and use relevant media, materials, techniques and processes. The students artwork is competent and shows a range of ideas. The recording of their ideas is well informed and shows some links to their intentions for their artwork. Students can demonstrate some ability to independently refine their work as it progresses. Students are able to demonstrate some understanding of visual language which can be seen in their work
Art & Design Technology	Computer science	In Computer Science, our expectation is that by the end of year 8, students are able to use IT equipment both inside and outside of school safely and securely. They can recognise inappropriate content, contact and conduct and know a range of ways to report concerns; they understand the need to protect online identity and privacy and what is acceptable/unacceptable online behaviour. Students can use commonly available software to produce a solution that meets the intended needs and/or audience. They can also describe the impact of digital technology to the individual and the wider society. Students will also have basic touch-typing skills. They will be able to explain the role of different components within typical computers and explain how computers work. They can solve a range of problems using computational thinking skills; they can then create algorithms to describe to others and/or the computer how to solve this problem. Students will also be able to convert binary numbers into denary numbers and understand how binary can be used to represent sound, images and text.
Modern Foreign Languages	MFL	In Languages, our expectation is that by the end of year 8 students are able, in both French and German, to comprehend familiar spoken and some less familiar spoken and written language both from memory and using prior knowledge. They can identify the key points and main details from longer passages and can answer questions in familiar contexts to communicate about themselves and others, working in at least two timeframes – present, past or future. Students' pronunciation and intonation is good when speaking in both target languages. They can give short, justified opinions. Students are able to convey meaning in familiar contexts using a range of vocabulary to produce coherent sentences from memory, in both writing and speaking.
PCSHE	PCSHE	In PCSHE, our expectation is that by the end of year 8, students are able to use different methods of enquiry and sources of information to investigate issues. They can identify a range of viewpoints, weighing up different ideas and drawing some conclusions. They are able to discuss their arguments clearly, giving relevant reasons for their views. They can describe key features of the political and justice systems in the UK and can review what is fair and unfair to individuals and groups in different situations. They are able to describe situations where rights and interests conflict. They can give examples of how the UK is a diverse society and is interconnected with the wider world. Students are able to explain the factors affecting healthy and unhealthy lifestyles and the impact of actions taken. They can describe aspects of healthy relationships and how to stay safe in different situations. Students are able to work with others to plan and carry out actions aimed at making a difference to the lives of others and themselves