



**CAMDEN SCHOOL**  
**FOR GIRLS**

## Year 8 Subject Specific End of Academic Year Expectations

There are six academic stages in year 8

- **FOUNDATION** - you are currently finding it difficult to access the year 8 curriculum in this subject.
- **BEGINNING** to acquire the knowledge and skills you need in order to progress towards year 8 expectations
- **DEVELOPING** your knowledge, understanding and skills in order to reach year 8 expectations.
- **SECURE IN** your knowledge, understanding and skills and meeting year 8 expectations.
- **EXTENDING** your knowledge, understanding and skills and broadening year 8 expectations.
- **EXCELLING** in your knowledge, understanding and skills and surpassing year 8 expectations.

Each subject is divided up into specific areas and each area has a set of criteria. At each reporting stage students are assessed against the criteria and assigned an academic stage.

The criteria for **SECURE IN** are what a student is expected to be able to do by the end of the academic year. On the following pages you can see what the **SECURE IN** criteria are in each subject.

## Art

Understanding Art and Artists	Using Materials	Drawing	Ideas and Creativity
Makes thoughtful analyses of art using subject specific vocabulary. Work is well presented. Visual responses are skilful and show understanding of ideas and contexts.	Demonstrates growing control and technical skill to manipulate the qualities of materials and techniques. Is able to demonstrate good judgment.	Draws at an appropriate scale. Consistent and sound observation of shape with some successful use of tonal form. Attempts spatial depth and proportion.	Can consider and discuss ideas and adapt them to fit purpose. Is often able to work independently and take creative risks. Consistently applies drawing, practical skills, and imagination to tasks.

## Classics

Creative writing	Knowledge and Understanding	Creative Response	Reading and responding
Writing is often imaginative and clear, with some detail from the context.	Shows satisfactory knowledge of classical mythology and civilisation.	Shows a satisfactory creative response to classical mythology and culture.	Understands the main points and issues in written texts about classical culture.

## English

Drama	Spoken Language (Speaking & Listening)	Writing	Spelling, Punctuation and Grammar	Reading & Comprehension	Literature
Secure ability to create, develop and sustain a role, to take an active part within a group and to thoughtfully analyse and evaluate own work and that of others.	Secure ability to speak confidently in both formal and informal situations, to use Standard English where appropriate and to also respond to questions and to the views of others confidently.	Secure ability to produce texts that experiment with different structures and effective literary, rhetorical and structural devices, writing in a range of forms and for specific audiences.	Secure ability to show variation of vocabulary, sentence structure, grammar and punctuation for effect. Accurate spelling of regular and some irregular words.	Secure ability to understand a range of fiction and non-fiction texts clearly, selecting information, identifying main and subsidiary points and summarising accurately.	Secure ability to analyse and evaluate the language, form and structure of texts in a sustained way, using literary terminology and supporting opinions with apt textual references. Also, the ability to make thoughtful links and comparisons between texts.

## Modern Foreign Languages

French & Spanish

Listening	Speaking	Reading	Writing	Translation
Can show a general and specific understanding of different types of spoken language in a variety of contexts. May need to hear it twice.	Can narrate and share opinions on several topics. Can speak with a very good accent with confidence.	Can understand different types of written language in a variety of specified contexts.	Can write a short paragraph from memory on several topics to give facts and opinions. Can make reference to two times frames. In spite of a few mistakes, people can understand her.	Can translate longer sentences into French/Spanish/ English on a variety of topics

## Geography

Places	Skills	Geographical Understanding	Geographical Aptitude
Can compare and contrast the places studied at a range of scales. Can demonstrate a stronger sense of place.	Can use most OS mapwork skills and use different maps appropriately. Can use a number of simple presentation techniques. With help can use Excel. Shows awareness of some GIS. Can communicate effectively. Can use mathematics. Can extract useful information from primary and secondary research sources and with help can evaluate methods.	Uses a range of geographical vocabulary appropriately. Understands some geographical concepts and processes. Can transfer knowledge and skills to new circumstances with some independence. Makes clearer links between physical and human geography. Can describe and explain human and physical geographical features.	Asks relevant questions. Can make some links with experiences outside the classroom. Can work in a team. May show some empathy. Is enthusiastic.

## History

Chronology	Historical understanding	Interpretations of history	Historical enquiry	Organisation and communication
Is able to use dates, terms and conventions of historical periods.	Usually able to describe reasons for, and results of, historical change and continuity. Can identify some similarities and differences in a period	Is aware that the past can be represented in different ways and is beginning to explore the different viewpoints.	Can extract relevant information from several sources to find out about the past. Is able to identify usefulness and reliability.	Can independently choose appropriate techniques to communicate own knowledge and understanding.

## Mathematics

Number	Algebra	Ratio, proportion and rates of change	Geometry and measure	Probability	Statistics
Finds the prime factor decomposition of a number and uses this to find highest common factor and lowest common multiple.	Finds the nth term of a linear sequence.	Divides quantities into a given ratio.	Solves problems using angle and symmetry properties of polygons and angle properties of intersecting and parallel lines.	Identifies all outcomes of two experiments using diagrams.	Collects data in an appropriate form.

## Music

Composing and Arranging	Performing	Listening and Appraising
Secure in the skills needed to use short ideas expressively within simple musical structures	Secure in the musical skills to perform with accuracy and fluency as a soloist or in an ensemble.	Secure in using musical language. Recognises and describes simple musical elements and their expressive character

## Physical Education

Use of strategy (Netball/Handball/Outwitting Opponents)	Techniques	Analysis of Performance	Knowledge of fitness and health
Makes tactical and strategic decisions, with some inconsistencies. Applies appropriate techniques to situations, but can panic under pressure. Is sometimes successful at outwitting opponents, but also regularly outwitted themselves.	Trampolining: Twisting (minimum one) – half twist to front drop/seat half twist to feet/half twist to seat combination/back drop/front drop half twist to feet/others	Able to analyse others performance in skills they have learned, making accurate suggestions for improvement. Demonstrates understanding of why techniques should be performed in a particular way.	Explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle.

## Science

Chemistry	Biology	Physics	Investigations	Working with Data
Can use the correct scientific terminology to describe processes and phenomena in year 8 chemistry topics. Can use a wide range of concepts and processes including abstract ideas and models to explain these phenomena in a range of familiar contexts. Can explain conservation of mass in reactions and calculate masses of reactants and products. Can use patterns to classify an element as metal or non-metal. Can use the reactivity series to predict reactions.	Can use the correct scientific terminology to describe processes and phenomena in year 8 topics such as life processes, healthy living and adaptation. Can use abstract ideas and models to explain phenomena in a range of familiar contexts. Can describe how variation in a species occurs and the process of natural selection. Can describe how organisms evolve over time and how factors may have led to extinction.	Can use the correct scientific terminology to describe processes and phenomena in year 8 topics such as waves, heat transfer, pressure and motion. Can use a wide range of concepts and processes including abstract ideas and models to explain these phenomena in a range of familiar contexts. Can identify variations and patterns. Can recall the equations used in these topics and use them appropriately, choosing the correct units. Can take into account a number of factors in their explanations.	Can predict what is likely to happen in scientific investigations based on scientific understanding. Can design methods and select equipment to test that prediction. Can carry out an investigation safely, making decisions about the use of equipment, timings and the collection of data.	Can identify independent, dependent and relevant control variables. Can select the most effective method of presenting information graphically with accurate units of measure. Can interpret patterns and make simple comparisons about the patterns in different graphs. Can make simple calculations using information in a table.

## Technology

Designing	Making	Evaluate	Technical Knowledge
Is able to use research and exploration to inform their design decisions/recipe ideas. Demonstrates creativity, independence and mathematical modelling in the generation and development of ideas	Is able to select and use a wider, more complex range of equipment, materials/ingredients and processes confidently and safely. Demonstrates an awareness of quality and attention to detail when manufacturing products.	Can carry out more in-depth analysis of existing products taking into account the views of intended users. Evaluation of their own work is objective and shows an understanding of the need to meet set criteria and the broader needs of the market.	Evidences good technical knowledge including how the properties of materials/ingredients, manufacturing processes and technical systems can be used to make a range of outcomes. Can apply subject specific terminology and awareness of computerised technologies/nutritional requirements to their own work.

## Theology

Using Religious Terminology	Supporting arguments with evidence	Evaluating Theological and Philosophical Arguments	Understanding Religious Traditions
Can define and demonstrate understanding of key aspects of religious terminology.	Can use examples and quotations to support a point of view.	Can refer to more than one point of view before coming to a reasoned conclusion.	Can explain the meaning and symbolic significance of a religious ceremony or ritual and can compare this tradition with the traditions of other faiths.