Oak Wood School

Year 8 Autumn Term Assessment Criteria 2026

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Art - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Subject knowledge	Application	Refining Practice	Presentation

Year 8 - Insects and the Natural World

Students build on their observational drawing skills by studying insects and learning how artists use detailed biological illustration in their work. They practise using materials such as biro, ink and sticks to create layered drawings that show texture, tone and depth.

By the end of the term, they produce a detailed A3 ink drawing of an insect that demonstrates their improved accuracy and confidence in observational drawing.

Application	I can layer Biro Pen to show detail in my drawings
Subject Knowledge	I can create macro style drawings of insects
Application	I can apply correct scale and perspective to my drawings
Presentation	I can use mark making techniques to create different textures
Refining Practice	I can experiment well with tools and drawing ink

Computer Science - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3
Digital Literacy	Information Technology	Computer Science

Students will step into the role of a Hardware Engineer and Game Designer tasked with designing a next-generation gaming console and planning a new video game.

This project assesses core Computer Science competencies across three main areas: hardware components, central processing unit (CPU) architecture, and computational thinking.

Year 8 – Knowledge & Understanding

Computer Science	I can sort modern hardware devices into input, output or storage categories
	I can match internal components (RAM, ROM, motherboard, HDD/SSD, PSU) to their physical purpose
	I can label the CU, ALU and Cache on a diagram of the CPU
	I can arrange the steps of the Fetch-Decode-Execute (FDE) cycle in the correct order
	I can name the four cornerstones of computational thinking: Decomposition, Abstraction, Pattern Recognition and Algorithms

Year 8 – Application & Analysis

Computer Science	I can deduce the category of an unfamiliar device (e.g. a barcode scanner) by explaining how data flows through it
	I can identify which internal component is likely causing a computer to run slowly
	I can use Decomposition to break a large task, such as building a school website, into smaller sub-problems

Year 8 - Evaluation & Judgement

Computer Science	I can weigh up the strengths and weaknesses of different storage devices for a given purpose

Drama - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Knowledge & understanding	Responding to Drama	Creating Drama	Performing Drama

Year 8 - Naturalism & Stanislavski

	Performance task	Writing tasks
Autumn 1	Midpoint performance: devise a naturalistic scene from an everyday scenario, using believable characterisation, objectives and acting skills.	• Live theatre evaluation: Vanya's emotions and personality in Uncle Vanya. • Naturalistic acting choices: describe and explain believable performance choices. • Midpoint aims and intentions: explain intended character, objective and naturalistic choices.
Autumn 2	Final performance: rehearse and perform an extract from Noughts and Crosses using Stanislavski's principles and naturalistic acting.	• Given Circumstances and Objectives: explain how they shape performance. • Magic If / truthful emotion: describe how to create believable emotion. • Final aims and intentions: explain intended acting and staging choices.

Knowledge & understanding	I can use naturalism and Stanislavski terms such as given circumstances, objective, Magic If, emotional memory and subtext.
Responding to Drama	I can evaluate the actor playing Uncle Vanya by explaining how vocal and physical choices show emotion, character and audience impact.
	I can describe, explain and evaluate drama choices using key words and clear examples
Creating Drama	I can devise a believable naturalistic scene from an everyday situation using character objectives and given circumstances.
	I can apply naturalistic techniques such as objectives, given circumstances, Magic If and active listening.
Performing Drama	I can perform a believable character using subtle physical and vocal skills, active listening and naturalistic reactions.
	I can rehearse responsibly, stay focused and improve my group performance.
	I can use believable gesture, facial expression, movement and posture to show character.
	I can use pace, tone, volume and pause to communicate truthful emotion.
	I can use space, positioning and focus to show relationships and keep the scene clear.

English Language & Literature - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3
Reading	Writing	Speaking

Year 8 – Sherlock Holmes

Task: Students will read an extract from Sherlock Holmes.

They will write one developed analytical paragraph answering the question:

Starting with this extract, how does Doyle present Sherlock Holmes?

Students should analyse Doyle's use of language to explain what the extract suggests about Holmes.

Reading	I can make a clear point about how the character/theme is presented.
	I can select a relevant quotation that supports my point.
	I can select key words or phrases from my quotation and explain what they suggest about the character/theme.
	I can identify a writer's method, use the correct terminology and explain its effect.
	I can make a second clear point about how the character/theme is presented.
	I can select a second relevant quotation that supports my second point.
	I can select key words or phrases from my second quotation and explain what they suggest about the character/theme.
	I can identify a writer's method in my second quotation, use the correct terminology and explain its effect.
	I can explain why the writer may have presented the character/theme in this way.
	I can link my ideas back to the question.

French & Spanish - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Writing	Listening	Speaking	Reading

Year 8 – French & Spanish

Writing

- Midpoint writing assessment: write simple sentences about yourself using vocabulary and structures from the sentence builders.
- Dictation task: write accurately from a short text containing familiar phonics and vocabulary.
- End of unit writing assessment: write a short paragraph about yourself, family and school using modelled language.
- Translation task: translate short sentences from English into French/Spanish.

Writing	I can use a range of connectives to link my ideas and develop my answers.
	I can use different time frames to describe what I have done, what I do and what I am going to do.
	I can express and justify more complex opinions using a wider range of vocabulary and structures.

Listening

- Identify key information from short audio passages about personal information.
- Complete a listening dictation using familiar vocabulary and sound-spelling links.
- Listen to a longer passage and identify specific details and the main message.
- Demonstrate understanding of familiar vocabulary in unfamiliar contexts.

Listening	I can identify the gist of a longer conversation or recording.
	I can listen for several different details and distinguish between positive and negative information.
	I can use tone, context, cognates and familiar grammatical patterns to understand unfamiliar language.

Speaking

- Read aloud a short text demonstrating accurate pronunciation and intonation.
- Answer simple questions about yourself using complete sentences.
- Take part in a short conversation about yourself, family and school.
- Respond to follow-up questions using familiar structures.

Speaking	I can speak in longer sentences without relying entirely on memorised phrases.
	I can give opinions and justify them using a variety of reasons and expressions.
	I can respond spontaneously to questions and maintain a short conversation using a range of vocabulary.

Reading

- Read a short text and identify key details.
- Recognise familiar vocabulary, cognates and sound-spelling patterns.
- Read and understand an adapted text containing familiar language.
- Answer comprehension questions and identify key grammatical features.

Reading	I can understand longer texts and identify both the main ideas and specific details.
	I can use prefixes, suffixes, cognates and grammatical knowledge to work out unfamiliar vocabulary.
	I can understand different viewpoints in a text and identify whether the writer is expressing a positive, negative or mixed opinion.

Geography - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Location and place knowledge	Human and physical processes	Geographical skills	Mathematics and statistics

Topic 1 "Can we close the development gap?"

Pupils will complete the following tasks:

- Explain two reasons why some countries face barriers to development and two ways the development gap can be closed.
- Do the success criteria below match to specific tasks?

Topic 2 "How do rivers shape the land?"

Pupils will complete the following tasks:

- Explain two ways rivers shape the land and one physical, and one human cause of flooding.
- Name the different parts of a storm hydrograph
- Label the different parts of a storm hydrograph

Human and Physical processes	I can identify and explain the initial elements that start the process
	I can identify and explain the actual movements or actions taking place
	I can identify and explain the outcomes generated by the process
	I can use 2 subject-specific words accurately such as landlocked, relief, climate, investment, Fairtrade, bottom-up, top-down, industry and debt relief
Geographical skills	I can name the different parts of a storm hydrograph
	I can label the different parts of a storm hydrograph

History - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Period & chronology knowledge	Cause & consequence	Change & continuity	Sources & interpretations	Historical significance

Year 8 – English Civil war & Slavery

Pupils will answer the question:

'Why did the English Civil War start?'

These are the success criteria:

Cause and consequence	I can identify a cause
	I can include two pieces of evidence to support the cause
	I can explain how this cause led to the event
	I can identify a second cause
	I can include two pieces of evidence to support the cause
	I can explain how this cause led to the event
	I can use 3 subject-specific words accurately
	I can link back to the question at the end of each paragraph

Pupils will analyse a source about the Middle Passage and evaluate how useful it is, these are the success criteria:

Sources & interpretations	I can summarise what the source shows
	I can support my summary with a quote/detail
	I can provide own knowledge to support the message in the source
	I can explain why this makes the source useful
	I can explain the usefulness of the nature of the source
	I can explain the usefulness of the origin of the source
	I can explain the usefulness of the purpose of the source

Maths - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Substantive Mathematical knowledge	Fluency	Mathematical reasoning	Problem solving

Pupils will explore sequences, percentages, ratio and proportional reasoning through worked examples, discussion and problem-solving activities.

They develop fluency through regular practice, investigate mathematical relationships and patterns, and use their understanding to explain, justify and solve increasingly complex problems throughout their maths lessons in the Autumn term.

Progress is assessed through regular exit tickets, with feedforward provided to address misconceptions and support further improvement

	Fluency	Problem Solving	Reasoning
Sequences, including nth term	I can describe a sequence using appropriate mathematical language.	I can recognise patterns in a sequence and use them to predict later terms.	I can explain how I know whether a sequence is linear.
	I can continue a linear sequence forwards and backwards.	I can use the pattern in a sequence to find missing terms.	I can justify the next or previous term in a sequence.
	I can find and state the term-to-term rule of a linear sequence.	I can use a term-to-term rule to generate a sequence.	I can explain the difference between a term-to-term rule and an nth-term rule.
	I can use a given nth-term rule to find any term in a sequence.	I can use an nth-term rule to decide whether a given number appears in a sequence.	I can explain how substituting a term number into an nth-term rule generates the corresponding term.
	I can find the nth-term rule of a linear sequence.	I can use an nth-term rule to solve problems involving the position or value of terms.	I can justify an nth-term rule by checking it against several terms in the sequence.
	I can substitute values into an nth-term expression accurately.	I can work backwards from a term to determine its position in a sequence.	I can explain how the common difference is connected to the coefficient of in a linear nth-term rule.

	Fluency	Problem Solving	Reasoning
Percentages 1	I can recognise that a percentage represents a number of parts out of 100.	I can use fractions, decimals and percentages to represent quantities in different forms.	I can explain the relationship between fractions, decimals and percentages.
	I can convert between fractions and percentages.	I can select an appropriate method to convert between fractions and percentages in a problem.	I can justify why two fractions or percentages are equivalent.
	I can convert between decimals and percentages.	I can use equivalent decimals and percentages when solving problems.	I can explain why multiplying or dividing by 100 converts between decimals and percentages.
	I can express one quantity as a percentage of another.	I can determine what percentage one quantity is of another in a real-life context.	I can explain why the quantities must be expressed in compatible units before finding a percentage.
	I can calculate 50%, 25% and 10% of an amount mentally.	I can select useful percentages to solve a problem efficiently.	I can explain how 50%, 25% and 10% relate to simple fractions and division.
	I can combine 50%, 25%, 10% and 5% to calculate other percentages without a calculator.	I can break a percentage into simpler percentages to calculate an amount.	I can compare different methods for finding the same percentage and explain why they are equivalent.
	I can calculate 1% and use it to find other percentages, including decimal percentages.	I can use the 1% method to solve unfamiliar percentage-of-an-amount problems.	I can justify how finding 1% can be used to calculate any percentage of an amount.
	I can calculate percentages greater than 100% of an amount without a calculator.	I can solve problems involving percentages greater than 100%.	I can explain what a percentage greater than 100% means in relation to the original amount.
	I can convert a percentage into a decimal multiplier.	I can use decimal multipliers to calculate percentages of amounts efficiently with a calculator.	I can explain why multiplying by a decimal gives the required percentage of an amount.
	I can calculate percentages of different quantities.	I can use percentages to compare quantities fairly.	I can explain why percentages can be more useful than absolute amounts when comparing quantities of different sizes.

	Fluency	Problem Solving	Reasoning
Percentages 2	I can increase an amount by a percentage without a calculator.	I can choose an efficient method to solve problems involving percentage increases.	I can explain how I can combine simple percentages to increase an amount without a calculator.
	I can decrease an amount by a percentage without a calculator.	I can solve real-life problems involving percentage decreases.	I can explain the difference between finding a percentage of an amount and decreasing an amount by that percentage.
	I can convert a percentage increase into a decimal multiplier.	I can use a decimal multiplier to increase an amount by a given percentage using a calculator.	I can explain why a percentage increase produces a decimal multiplier greater than 1.
	I can convert a percentage decrease into a decimal multiplier.	I can use a decimal multiplier to decrease an amount by a given percentage using a calculator.	I can explain why a percentage decrease produces a decimal multiplier between 0 and 1.
	I can calculate the percentage change from one value to another.	I can determine and interpret percentage increases or decreases in context.	I can explain why percentage change is calculated using the original value as the denominator.
	I can identify the multiplier associated with a percentage change.	I can work backwards from a new value and a percentage change to calculate the original value.	I can explain why reversing a percentage change requires division by the multiplier rather than simply applying the opposite percentage.
	I can calculate simple interest for a given amount, rate and time.	I can solve problems involving simple interest over different lengths of time.	I can explain why the amount of interest added each year remains the same when using simple interest.
	I can calculate the total amount after simple interest has been added.	I can compare amounts produced by different simple-interest rates or time periods.	I can justify my calculations and check whether an answer involving simple interest is reasonable.
	I can increase an amount by a percentage without a calculator.	I can choose an efficient method to solve problems involving percentage increases.	I can explain how I can combine simple percentages to increase an amount without a calculator.
	I can decrease an amount by a percentage without a calculator.	I can solve real-life problems involving percentage decreases.	I can explain the difference between finding a percentage of an amount and decreasing an amount by that percentage.
	I can convert a percentage increase into a decimal multiplier.	I can use a decimal multiplier to increase an amount by a given percentage using a calculator.	I can explain why a percentage increase produces a decimal multiplier greater than 1.
	I can convert a percentage decrease into a decimal multiplier.	I can use a decimal multiplier to decrease an amount by a given percentage using a calculator.	I can explain why a percentage decrease produces a decimal multiplier between 0 and 1.
	I can calculate the percentage change from one value to another.	I can determine and interpret percentage increases or decreases in context.	I can explain why percentage change is calculated using the original value as the denominator.

	Fluency	Problem Solving	Reasoning
Ratio	I can write a ratio using the correct notation and order.	I can identify and write ratios from descriptions, diagrams and contexts.	I can explain what each part of a ratio represents.
	I can identify common factors and the HCF of two or more numbers.	I can use common factors to simplify ratios.	I can explain how simplifying a ratio is related to simplifying a fraction.
	I can simplify a ratio by dividing each part by a common factor.	I can use the HCF to simplify a ratio efficiently.	I can justify that a ratio is in its simplest form.
	I can write a ratio using the correct notation and order.	I can identify and write ratios from descriptions, diagrams and contexts.	I can explain what each part of a ratio represents.
	I can generate equivalent ratios by multiplying or dividing each part by the same factor.	I can find a missing value in an equivalent ratio.	I can explain why multiplying or dividing all parts by the same value keeps ratios equivalent.
	I can identify the scale factor between equivalent ratios.	I can use inverse operations to determine an unknown scale factor.	I can justify whether two ratios are equivalent.
	I can use a bar model to represent equivalent ratios.	I can find an equivalent ratio when one new part is known.	I can use a bar model to explain how each part of a ratio change proportionally.
	I can find equivalent ratios using more than one calculation.	I can solve problems where the required value is not a direct multiple of the original ratio.	I can explain why dividing to find one part can help me scale a ratio to a new amount.
	I can identify the difference between the parts of a ratio.	I can use the difference between ratio parts to find unknown quantities.	I can use a bar model to explain and justify solutions involving the difference between parts.
	I can generate equivalent ratios by multiplying or dividing each part by the same factor.	I can find a missing value in an equivalent ratio.	I can explain why multiplying or dividing all parts by the same value keeps ratios equivalent.
	I can add the parts of a ratio to find the total number of parts.	I can use the total number of parts to divide a quantity in a given ratio.	I can explain why the parts of a ratio must be added before sharing a quantity.
	I can add the parts of a ratio to find the total number of parts.	I can use the total number of parts to divide a quantity in a given ratio.	I can explain why the parts of a ratio must be added before sharing a quantity.
	I can use equal-sized sections in a bar model to represent a ratio.	I can use a bar model to share quantities in a given ratio.	I can explain how a bar model represents the relationship between the ratio and the total quantity.
	I can share a quantity in a given ratio when the total divides exactly.	I can solve contextual problems involving sharing money, measures and other quantities in a ratio.	I can check that my shares are in the correct ratio and add to the original total.
	I can share a quantity when the value of one part is a decimal.	I can solve ratio-sharing problems where the total does not divide into whole-number values.	I can decide on an appropriate degree of accuracy based on the units and context of a problem.
	I can include appropriate units in my answers.	I can solve problems where quantities are shared according to information such as ages or other given values.	I can justify whether my answer is reasonable by checking both the ratio and the total.
	I can identify a common part in two ratios.	I can combine two ratios by making the common quantity equivalent.	I can explain why the common part must have the same value before two ratios can be combined.
	I can scale ratios to create equivalent ratios with a matching part.	I can use equivalent ratios to find a combined ratio involving three quantities.	I can justify each scaling step when combining two ratios.
	I can simplify a combined ratio where appropriate.	I can solve problems that require information from two related ratios to be combined.	I can check whether my combined ratio is consistent with both of the original ratios.

	Fluency	Problem Solving	Reasoning
Proportional Reasoning	I can express a proportion as a fraction, decimal and percentage.	I can move between fractions, decimals and percentages to solve proportional problems.	I can explain why a fraction, decimal and percentage can represent the same proportion.
	I can identify quantities that are in direct proportion.	I can use scaling to solve direct proportion problems.	I can explain how I know that two quantities are directly proportional.
	I can scale quantities up or down using multiplication and division.	I can use a unitary or scaling method to find unknown quantities in direct proportion problems.	I can compare different scaling methods and explain why they give the same result.
	I can use a given exchange rate to convert between currencies.	I can solve problems involving currency and exchange rates using direct proportion.	I can explain why currency conversion using a fixed exchange rate is an example of direct proportion.
	I can identify quantities that are in inverse proportion.	I can use scaling to solve inverse proportion problems.	I can explain what happens to one quantity when the other increases or decreases in an inverse proportion relationship.
	I can distinguish between direct and inverse proportion.	I can recognise whether a worded problem involves direct or inverse proportion and choose an appropriate method.	I can justify whether a relationship is direct proportion or inverse proportion using the information given.
	I can convert between appropriate units of distance.	I can convert measurements into consistent units before solving a problem.	I can explain whether I need to multiply or divide when converting between units of distance.
	I can convert between appropriate units of time.	I can use conversions between units of time when solving contextual problems.	I can explain why converting units of time is different from using a base-10 place-value conversion.
	I can convert between appropriate units of mass and volume.	I can choose appropriate units when solving problems involving mass and volume.	I can justify which unit is most appropriate for a given measurement or context.
	I can convert between appropriate units of area.	I can convert areas into consistent units before comparing or calculating with them.	I can explain why converting squared units requires applying the conversion factor in two dimensions.
	I can use the relationship between speed, distance and time.	I can calculate an unknown speed, distance or time from two known quantities.	I can explain how speed, distance and time are related.
	I can rearrange the relationship between speed, distance and time.	I can solve contextual journey problems involving speed, distance and time.	I can use units to justify which calculation is required.
	I can calculate average speed from journey information presented in a table.	I can calculate average speed for a journey made up of two or more stages.	I can explain why the overall average speed is found using total distance and total time.
	I can use appropriate units for speed.	I can convert units when necessary before calculating speed, distance or time.	I can check whether a calculated speed is reasonable in the context of the problem.
	I can use the relationship between density, mass and volume.	I can calculate an unknown density, mass or volume from two known quantities.	I can explain how density, mass and volume are related.
	I can rearrange the relationship between density, mass and volume.	I can solve contextual problems involving density, mass and volume.	I can use units to determine which calculation is required.
	I can calculate density when information about two mixed substances is presented in a table.	I can calculate the density of a mixture using the combined mass and volume.	I can explain why the total mass and total volume are needed when calculating the density of a mixture.
	I can give density using appropriate units.	I can compare substances using their densities.	I can interpret what a greater or smaller density means mathematically.
	I can use the relationship between pressure, force and area.	I can calculate an unknown pressure, force or area from two known quantities.	I can explain how pressure changes when force or area changes.
	I can rearrange the relationship between pressure, force and area.	I can solve contextual problems involving pressure, force and area.	I can use units and the information given to decide which operation is required.
	I can substitute values correctly when calculating pressure, force or area.	I can convert units where necessary before solving a pressure problem.	I can explain why the same force acting over a smaller area produces greater pressure.
	I can give my answer using appropriate units.	I can interpret my answer in the context of the problem.	I can check whether my calculated answer is reasonable using the relationship between the three quantities.

Music - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Sound production	Musical Grammar	Sound Creation	Musical Literacy

Year 8 – Djembe drumming

Students rehearse and perform a group djembe piece demonstrating the three main djembe sounds, a secure pulse, call and response, contrasting rhythmic parts and accurate ensemble starts/stops.

They learn the Kassa rhythm and demonstrate that they can perform it, notate it and recognise it when listening. They also create or develop a rhythmic part of their own and identify features such as pulse, metre/time signature, ostinato and call and response in listening work.

Sound production	I can maintain a steady pulse when playing the djembe.
	I can perform the three main djembe sounds correctly.
	I can copy a rhythm accurately.
	I can perform as part of an ensemble, starting and stopping together without a teacher's help.
	I can perform a call-and-response pattern with others.
	I can maintain my own part while another rhythm is being played.
Musical Grammar	I can create or develop my own rhythmic pattern.
Sound Creation	I can identify the time signature of a piece when listening to it.
	I can respond correctly to a call when performing in a percussion ensemble.
	I can describe how different rhythmic parts work together in an ensemble.
Musical Literacy	I can use the musical terms pulse, rhythm, ostinato, call and response and ensemble correctly when describing music.
	I can perform the Kassa rhythm accurately from memory.
	I can notate the Kassa rhythm accurately.
	I can recognise the Kassa rhythm when I hear it.

Physical Education - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Performance	Understanding	Personal Development	Health & Safety	Engagement & Leadership

Across the Autumn Term, students will participate in six different sports and physical activities, with each lesson focusing on the development of specific skills and techniques relevant to the activity. During Autumn Term 1, students will take part in Table Tennis, Rugby and Basketball, while Autumn Term 2 will focus on Football, Performing at Maximal Levels and Netball.

	TABLE TENNIS	RUGBY	BASKETBALL	NETBALL	PAML	FOOTBALL
Performance	I can perform a chop serve	I can form a ruck	I can perform a cross-over while dribbling	I can perform the 3 passes with power and accuracy	I can perform the multi-stage fitness test/ 12 min Cooper run or the Harvard step test	I can perform the different passes in an isolated scenario
	I can perform a drive shot in a rally	I can form a 5-man ruck	I can perform different passes with power and accuracy	I can perform a one handed shot with accuracy	I can perform a circuit to target different muscle groups	I can perform a feint and turn with confidence and control
	I can perform a block shot to return a ball	I can use a drift defence	I can perform a jump shot	I can perform a landing and running pass	I can perform in a long distance race	I can strike the ball with power and accuracy when shooting
Understanding	I can manipulate my opponents around the table forcing them into weak returns	I can push in a competitive scrum to force back my opponent and win the ball	I can box out when defending	I can use the 3 passes in the correct scenarios	I can define what oxygen debt is	I can enforce the offside rule in football
	I can implement serving rules to a competitive game	I can name the 5 positions which form a 5-man scrum	I can position myself on the court in an offensive formation	I can obtain a rebounding ball while attacking or defending	I can place my foot on a reversaboard in the correct position to benefit my performance	I can change direction on the ball to avoid defenders
	I can utilise a defensive block to keep the point going when my opponent is dominating	I can run forwards and pass backwards to advance my team down the field	I can use basic referee signals while officiating a game	I can enforce the replay ball rule while officiating a game	I can effectively hand over my relay baton in an indoor relay event	I can shoot the ball into the corners of the goal

Alongside the development of physical skills, students will also develop their knowledge and understanding of rules and tactics, as well as their ability to apply these effectively in competitive situations. There will be a continued focus on personal and social development, including communication, teamwork, resilience and respect for others.

Students will also develop their understanding of health and safety, demonstrate positive engagement and participation, and have opportunities to develop their leadership skills through roles such as officiating, coaching and supporting others.

Personal development	I can show respect and kindness to others by encouraging teammates, listening to different ideas, and treating everyone fairly during PE
	I can work cooperatively with others by communicating clearly, sharing responsibilities, and supporting my team to achieve a common goal
	I can demonstrate resilience by staying positive when activities are challenging, learning from my mistakes, and continuing to try until I improve
Health & Safety	I can use and collect equipment responsibly, following instructions and considering how my actions affect the safety of others
	I can follow the rules of different activities, play fairly, and make safe decisions to reduce the risk of injury to myself and others
	I can prepare for physical activity by completing the Oak Wood Warm Up correctly, raising my heart rate, and preparing my muscles and joints for exercise
Engagement & leadership	I can participate positively in every lesson by trying my best, staying focused, and encouraging others to get involved
	I can take on a leadership role by organising activities, helping others understand tasks, supporting my peers, and setting a positive example
	I can communicate confidently, make responsible decisions, and adapt my leadership to help my team learn, improve, and succeed together

Religious Studies - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Knowledge	Use of Evidence	Explanation	Evaluative Judgements

Year 8 – Evil & suffering

In Autumn Term pupils answer the question, evaluate this statement:

‘God must not exist if there is evil and suffering in the world’

These are the success criteria:

Knowledge	I can make a clear first point that answers the question
	I can make a clear second point that answers the question.
Use of Evidence	I can use a relevant source of authority, quotation, or teaching to support my first point.
	I can use a relevant source of authority, quotation, or teaching to support my second point.
Explanation	I can explain my first point in detail
	I can explain my second point in detail.
Evaluative Judgements	I can link my first point back to the question.
	I can link my second point back to the question.

Science - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4
Biology	Chemistry	Physics	Working Scientifically

Students will complete end of topic assessments in each topic listed above. In each topic, they will complete a mid-topic assessed task in a feed forward lesson which will assist them in preparing for the end of topic assessment.

Biology

Respiration Students explore how living organisms release and use energy through respiration, using practical investigations, models and explanations to compare aerobic and anaerobic respiration.

Inheritance & Variation They investigate inheritance and variation by exploring DNA, genes and chromosomes, interpreting inheritance patterns and analysing data to distinguish between inherited and environmental variation.

The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Biology	I can describe aerobic respiration
	I can compare aerobic and anaerobic respiration
	I can explain energy release
	I can relate respiration to exercise
	I can describe DNA and genes
	I can explain chromosomes
	I can identify inherited characteristics
	I can explain simple inheritance
	I can distinguish inherited and environmental variation
	I can explain continuous variation
	I can explain discontinuous variation
	I can interpret variation data

Chemistry

Compounds Students explore the differences between compounds and mixtures through models, practical activities and separation techniques.

Mixtures and metals They investigate the reactivity of metals, using the reactivity series to predict reactions and explain processes such as displacement, corrosion and metal extraction.

The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Chemistry	I can distinguish compounds and mixtures
	I can explain bonding
	I can separate mixtures
	I can identify pure substances
	I can explain the reactivity series
	I can predict displacement reactions
	I can explain corrosion
	I can describe extraction

Physics

Electric circuits, Current & voltage Students investigate electrical circuits by constructing and drawing series and parallel circuits, measuring current and potential difference, and predicting circuit behaviour.

Magnetism & Electromagnetism They explore magnets and electromagnets through practical investigations, including factors affecting electromagnet strength and their applications.

Motion Students also investigate motion by calculating speed, interpreting distance-time graphs and explaining changes in motion.

The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Physics	I can draw standard circuit diagrams
	I can construct series circuits
	I can construct parallel circuits
	I can predict circuit behaviour
	I can explain electric current
	I can explain potential difference
	I can measure current and voltage
	I can apply Ohm's Law
	I can identify magnetic materials
	I can explain magnetic fields
	I can describe permanent magnets
	I can explain attraction and repulsion
	I can explain how electromagnets work
	I can investigate factors affecting electromagnet strength
	I can describe applications of electromagnets
	I can calculate speed
	I can interpret distance-time graphs
	I can explain changes in motion
	I can compare speed, velocity and acceleration

Working Scientifically Students develop their scientific enquiry skills by asking questions, making predictions and planning fair tests. They identify variables, work safely and accurately, collect and present evidence, and use tables, charts, diagrams and models to communicate their findings. Students apply scientific knowledge to familiar and unfamiliar situations, using evidence to explain observations, identify cause and effect and justify scientific claims.

The students will develop and demonstrate their scientific knowledge through factual recall, practical investigations, observation, data analysis, application of knowledge, scientific explanations and evidence-based conclusions.

Students will complete end of topic assessments in the Biology, Chemistry and Physics topics topic listed previously. Each end of topic or mid-topic assessment may feature different elements of Working Scientifically at different points in a variety on contexts.

Working Scientifically	I can identify a scientific problem or question
	I can distinguish between scientific and non-scientific questions
	I can make predictions using scientific knowledge
	I can identify independent, dependent and control variables
	I can plan a fair test
	I can follow a method accurately
	I can make and record observations
	I can identify potential hazards
	I can suggest control measures
	I can construct tables and charts
	I can name scientific structures and processes
	I can describe relationships between concepts
	I can apply knowledge to familiar contexts
	I can apply knowledge to unfamiliar contexts
	I can use scientific understanding to explain observations
	I can produce labelled diagrams accurately
	I can use models to represent scientific ideas
	I can explain scientific phenomena
	I can link cause and effect
	I can use evidence to justify explanations
	I can connect explanations to scientific theory
	I can support claims with evidence

Technology (Graphics) - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Visual communication	Drawing & Technical skills	Digital Skills	Design Process	Audience & purpose

Year 8 – Pattern Design

Initial Idea – Students create a range of design ideas with the user in mind.

Design Process	I can understand the design brief.
Audience & Purpose	I can produce a range of initial pattern ideas.
	I can use line, shape and colour to communicate my ideas.

Colour Schemes – Students create a range of colour schemes with the design and user in mind.

Design Process	I can identify different colour schemes.
Audience & Purpose	I can select colours that work well together.
	I can explain why my chosen colours are suitable for my design.

Final Pattern – Students create a range of designs using Photoshop.

Design Skills	I can refine my pattern design.
	I can repeat visual elements to create a successful pattern.
	I can explain how my final pattern meets its purpose.

Final Product – Students print and make a gift bag.

Digital Skills	I can apply my pattern to a product design.
Design Process	I can develop my pattern for a three-dimensional product.
Audience & Purpose	I can make design choices that are appropriate for the intended user.

Technology (Cooking and Nutrition) - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Practical Skills	Nutrition	Food Safety	Planning	Creativity

Year 8 – Pastry Project

Cheese & Onion Triangles – Students create pastry and add filling.

Practical Skills	I can prepare food safely and hygienically.
	I can prepare ingredients using the correct techniques.
	I can organise my ideas using a mind map.

Macaroni & Cheese – Students create Macaroni and Cheese using a white sauce.

Nutrition	I can identify suitable ingredients for my product.
Practical Skills	I can follow a recipe accurately.
	I can use appropriate cooking techniques.

Sausage Rolls – Students create Pastry dough and add filling.

Practical Skills	I can use appropriate shaping and finishing techniques.
Food Safety	I can handle ingredients safely and hygienically.
	I can use the oven safely and appropriately.

Pastry Products – Students create your own pastry.

Practical Skills	I can identify and use appropriate pastry-making techniques.
Evaluation	I can evaluate the appearance, texture of my product.
	I can evaluate my final product against my design brief and specification.

Technology (Resistant Materials) - Key Stage 3 Assessment Criteria

Assessment Strands

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Health & Safety	User & Purpose	Design Process	Making Skills	Evaluate

Year 8 – Clock

Health & Safety – Students identify hazards in the workshop. List safety rules of the workshop.

Health & Safety	I can identify hazards in the workshop.
	I can explain how to reduce risks when using tools and equipment.
	I can use workshop equipment safely.
	I can follow safety procedures independently.

Design Brief & Specification – Students explain what a design brief is and specification.

Design Process	I can identify the target user.
	I can identify the needs of the user.
	I can identify the requirements of the design brief.
	I can create a specification for my product.
	I can explain how my specification meets the user's needs.

Analysing Existing Products – Students examine existing products to see how well they work.

Design Process	I can identify the target user of an existing product.
	I can identify features that make an existing product successful.
	I can explain how the product meets the user's needs.
	I can use information from existing products to inform my own design.

Design Idea – Students create a range of design ideas with the user in mind.

Design Process	I can produce a range of design ideas.
	I can develop my strongest design idea.
	I can make design decisions based on the needs of the user.
	I can explain and justify my design choices.

Hegner Saw – Students identify the main parts of the Hegner Saw and to use the Hegner saw safely.

Health & Safety	I can explain the safety rules for using the Hegner saw.
	I can use the Hegner saw safely.
	I can use the Hegner saw to cut accurately.
	I can follow the correct safety procedures when using machinery.

Final Product – Students design and create a clock from wood.

Making Skills	I can measure and mark out accurately.
	I can use appropriate joining and finishing techniques.
Evaluate	I can identify strengths and weaknesses in my finished product.