Year 8 Reading	Word	Understand and Retrieve	Interpret	Organisation and Structure	Language	Viewpoint
	I engage in discussions to explore a range of sophisticated words with different meanings.	In non-fiction, I can retrieve, record and present more detailed information to the reader.	I can distinguish between statements of fact and opinion in reference to a text and explain my reasoning in detail, supporting my answer with a quote.	I can explain in good detail how language, structure and presentation can contribute to the meaning of a text.	I can comment on how language, including more complex figurative language, is used to contribute to meaning.	I can make comparisons within and across texts of different genres.
	I can demonstrate appropriate intonation, tone and volume when reading aloud a range of plays and reciting poetry to make the meaning clear to the audience.	I can ask questions to enhance my understanding of a range of challenging texts.	I can make more complex predictions based on details which are stated and implied.		I have learned a range of poetry by heart and can perform to others.	I can express views formed from independent reading, explaining and justifying my opinion and courteously challenging those of others in structured debate.
	I engage in discussions to explore a range of sophisticated words with different meanings.	I can identify themes and conventions and demonstrate understanding of their use in and across a range of writing. I can convey my response in writing.	I can draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justify inferences with evidence. I can quote evidence to support my interpretation.			I can explain and discuss my understanding of what I have read, including through formal presentation and debate. I can maintain a focus on the topic and use cue-cards to assist me.
		I can identify key details that support main ideas and can use them to summarise content drawn from an extended complete text.	I can independently draw on contextual evidence to make sense of what I have read in both familiar and unfamiliar texts.			I can recommend books to others based on my own preferences, giving detailed reasons for my choice in a range of verbal and non-verbal forms.
		I have read and am able to begin to draw comparisons between a range of books including fiction and non-fiction, drama and poetry.				I can demonstrate a positive attitude to reading, by frequently reading for pleasure a range of both fiction and non-fiction including some older literature and texts from other cultures.

Year 8 Writing	Spelling, Punctuation and Grammar		Transcription	Planning, drafting and editing	Structuring and Organising Texts	Handwriting
	I can write using accurate spelling, including more ambitious vocabulary choices.	My clauses are manipulated to emphasise relationships between ideas or to convey information succinctly.	I am able to write from memory complex sentences (dictated by the teacher) that include words and punctuation from the glossary of terms.	I can write for a range of purposes and audiences, demonstrating manipulation and control to achieve the intended effect.	I can structure my writing with an awareness of the audience, purpose and context through deliberately shaping paragraphs to present, withhold, expand, emphasise or develop material to achieve the intended effect.	My handwriting is legible, fluent and consistently maintained when writing at sustained, efficient speed.
	I can use a dictionary and thesaurus efficiently.	I can make precise vocabulary and grammatical choices including the use of the subjunctive mood where appropriate, in order to suit both formal and informal situations.		When planning for narratives, characters and settings are adapted and developed from a wide range of sources.	I can use a wide range of cohesive devices such as deliberate repetition, precisely chosen adverbials and relevant tense use sustained throughout my writing.	I choose appropriate writing tools which supports the high standard of presentation in my work.
		I can use the passive voice to affect the presentation of information in both formal and informal situations.		I can use a drafting process to make deliberate choices of grammar and vocabulary to change and enhance the meaning for intended effect.		I take pride in my work and it is presented to a high standard.
		I can consistently use a full range of punctuation for clarity and emphasis, with only occasional errors in more ambitious constructions.		I can evaluate and edit the effectiveness of my own and others' writing to make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.		

Year 8 Maths	Number	Algebra	Geometry and Measure	Probability and Statistics	Ratio and proportion
	Order positive and negative integers, decimals, fractions and numbers given in the form $\sqrt{}$n	Use and interpret algebraic notation eg: ab in place of a x b, a squared instead of a x a	Calculate lengths represented by line segments in scale drawings given scale factors as ratios in any form	Record and describe the frequency of outcomes of simple probability experiments	Change freely between related standard units, for example speed
	Use the symbols =, ≠, <, >, ≤, ≥ to make order statements about integers, decimals, fractions and numbers given in the form $\sqrt{}$n	Substitute integer values into formulae and expressions, including scientific formulae	Draw and measure line segments and angles in geometric figures	Make better informed judgments about the fairness of situations	Express one quantity as a fraction of another
	Relate percentages to decimals and fractions by showing their relative positions on a number line	Understand and use the concepts and vocabulary of expressions, equations, inequalities, terms , factors and correlations	Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia, volume of cuboids and other prisms	Begin to allocate probabilities to particular outcomes by considering all possible outcomes	Use ratio notation including fractions
	Use standard units of mass, length, time, money and other measures, including with decimal and fractional quantities	Simplify, expand and factorise algebraic expressions to maintain equivalence	Describe, sketch and draw: points, lines, parallel lines, perpendicular lines, right angles, regular polygons, and other polygons that are reflectively and rotationally symmetric	Understand why, when there are only two possible outcomes, the probabilities of the two possible outcomes sum to 1	Use scale factors when constructing similar shapes by enlargement
	Round numbers and measures to different degrees of accuracy	Rearrange formulae to change the subject	Use conventional terms and notations, such as *complementary* to describe angles with a sum of 90˚ and *supplementary* to describe angles with a sum of 180˚	Use graphical representation involving discrete, continuous and grouped data; and appropriate measures of central tendency (mean, mode, median) and spread (range)	Relate the language of ratios and the associated calculations to gradients
	Multiply and divide a whole number by a fraction, whether positive or negative	Use algebraic methods to solve linear equations	Use the standard ruler and compass constructions (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle)	Construct and interpret frequency tables, bar charts, pie charts, and pictograms for larger sets of categorical data, and vertical line charts	Divide a given quantity into any ratio
	Understand the priority of operations, including brackets and powers	Understand how the position of a point changes if one or both of its coordinates are multiplied by ¯1	Recognise and use the perpendicular distance from a point to a line as the shortest distance to the line	Describe simple mathematical relationships between two variables that can be seen in the data derived from own experiments or observations	Solve problems involving percentage change

Year 8 Maths	Number	Algebra	Geometry and Measure	Probability and Statistics	Ratio and proportion
	Recognise and use relationships between the operations +, –, ×, ÷, squaring and finding the square root, including inverse operations	Model situations or procedures by translating them into linear algebraic expressions or formulae	Classify quadrilaterals by their geometric properties and provide convincing arguments to support classification decisions	Represent data on a scatter graph	Solve problems involving direct proportion, including graphical and algebraic representations
	Interpret fractions and percentages as operators	Recognise and produce graphs of linear functions of one variable	Know that translations, rotations and reflections map shapes onto congruent shapes		Use familiar compound units, such as speed, to solve problems
	Use integer powers	Interpret linear mathematical relationships, such as *A plus 7 is 6 less than half of B* both algebraically and graphically	Understand and use the relationship between parallel lines and alternate and corresponding angles		
	Use prime factorisation	Reduce a linear equation to the standard form $y = mx + c$; calculate and interpret gradients and intercepts of graphs of such linear equations	Derive and use the sum of angles in a triangle		
	Use decimals and their corresponding fractions and percentages	Use linear graphs to estimate values of y for given values of x and to find solutions to simultaneous equations	Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms and cylinders to solve problems in 3-D		
	Interpret percentages and percentage changes as a fraction or a decimal, express one quantity as a percentage of another, compare two quantities using percentages, work with percentages greater than 100%	From given linear graphs find approximate answers to contextual questions			
	Use approximation, through rounding to the nearest whole number or to one or two decimal places, to estimate answers	Generate terms of a sequence with an nth term rule including quadratics			
	Use a calculator to calculate results accurately and then interpret them appropriately	Find an expression for the value of the nth term			

Year 8 Biology	Plant Reproduction	Nutrition and Photosynthesis	Relationships in an Ecosystems
	Describe reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.	Describe how plants make carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.	Describe the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
		Give the reactants in, and products of, photosynthesis, and a word summary for photosynthesis.	Assess the importance of plant reproduction through insect pollination in human food security.
		Explain the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere.	Explain how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.

Year 8 Chemistry	Chemical Reactions	The Periodic Table and Reactivity	Materials
	Understand that chemical reactions involve the rearrangement of atoms.	Describe the varying physical and chemical properties of different elements.	Compare the properties of ceramics, polymers and composites (qualitative).
	Represent chemical reactions using formulae and using equations.	Describe the principles underpinning the Mendeleev Periodic Table	
	Investigate combustion, thermal decomposition, oxidation and displacement reactions.	Describe the Periodic Table: periods and groups; metals and non-metals.	
	Define acids and alkalis in terms of neutralisation reactions.	Explain how patterns in reactions can be predicted with reference to the Periodic Table.	
	Use the pH scale for measuring acidity/alkalinity; and indicators.	Research the properties of metals and non-metals.	
	Investigate the reactions of acids with metals to produce a salt plus hydrogen	Describe the order of metals and carbon in the reactivity series.	
	Investigate the reactions of acids with alkalis to produce a salt plus water.		
	Consider the chemical properties of metal and non-metal oxides with respect to acidity.		
	Explain what catalysts do.		
	Investigate exothermic and endothermic chemical reactions (qualitative).		
	Describe energy changes on changes of state (qualitative)		

Year 8 Physics	Describing Motion	Forces	Waves	Electricity and Electromagnetism
	Study speed and the quantitative relationship between average speed, distance and time (speed = distance ÷ time).	Describe forces as pushes or pulls, arising from the interaction between two objects.	Describe waves on water as undulations which travel through water with transverse motion; can be reflected, and add or cancel.	Describe electric currents, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge.
	Represent a journey on a distance-time graph.	Use force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces.	Describe the frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound, sound needs a medium to travel, the speed of sound in air, water, solids.	Investigate potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current.
	Explain the meaning of relative motion: trains and cars passing one another.	Explain moments as the turning effect of a force.	Explain that sound is produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal.	Investigate differences in resistance between conducting and insulating components (quantitative).
	Describe the forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only).	Describe forces: associated with deforming objects; stretching and squashing – springs; friction between surfaces, pushing things out of the way; resistance of air and water.	Describe the auditory range of humans and animals.	Describe electrostatic forces as the separation of positive or negative charges when objects are rubbed together: transfer of electrons.
	Explain why simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement.	Define forces as measured in newtons, measurements of stretch or compression as the force applied is changed.	Describe light waves travelling through a vacuum; speed of light.	Explain the idea of electric field, forces acting across the space between objects not in contact.
		Investigate force-extension linear relation; Hooke's Law	Investigate the transmission of light through materials: absorption, diffuse scattering and specular reflection.	Consider magnetic poles, attraction and repulsion
		Consider work done and energy changes on deformation.	Use the ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the eye.	Plot magnetic fields with compass, representation by field lines (HW project).
		Investigate non-contact forces: gravity forces acting at a distance on Earth and in space, forces between magnets and forces due to static electricity.	Consider light as transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras	Study Earth's magnetism, compass and navigation (HW project).
		Describe opposing forces and equilibrium: including weight held by stretched spring or supported on a compressed surface.	Describe colours using different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.	Investigate the magnetic effect of a current, electromagnets, D.C. motors (principles only).

Year 8 Working Scientifically	Scientific Attitudes	Experimental Skills and Investigations	Analysis and evaluation	Measurement
	Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility.	Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.	Apply mathematical concepts and calculate results.	Understand and use SI units and chemical nomenclature.
	Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review.	Make predictions using scientific knowledge and understanding.	Present observations and data using appropriate methods, including tables and graphs.	Use and derive simple equations and carry out appropriate calculations
	Evaluate risks in experimental investigations including the use of CLEAPPS hazcards.	Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate.	Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions.	Undertake basic data analysis including simple statistical techniques.
		Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety.	Present reasoned explanations, including explaining data in relation to predictions and hypotheses.	
		Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.	Evaluate data, showing awareness of potential sources of random and systematic error.	
		Apply sampling techniques.	Identify further questions arising from their results.	

Year 8 Art & Design	**Generating Ideas** *Skills of Designing & Developing Ideas*	**Making** *Skills of Making Art, Craft and Design*	**Evaluating** *Skills of Judgement and Evaluation*	**Knowledge** *Knowledge about art processes and context*
	I can effectively use web and book based research to inform my experience of how artists develop ideas to create outcomes in two and three dimensions to realise creative intentions.	I can independently improve my practical skills or understanding of the qualities of different materials and processes as I purposefully investigate and experiment for a purpose.	I can evaluate my own work, adapting and refining choices and actions, applying my understanding of different forms of art to improve and realise my own creative intentions.	I know how to mix and apply colour so I can convey concepts such as warm and cool, or express meanings and emotions.
	I can improve accuracy when recording from observation, memory and imagination in sketchbooks, journals and other media to develop my ideas towards an outcome.	I can successfully explore the expressive characteristics of different media, processes and techniques, in order to express personal ideas, communicate meaning and intentions.	I can discuss different aspects of my own and other's work, explaining how I refine my ideas, skills and methods, applying what I learn to improve my own outcomes.	I use my understanding of dry and wet techniques, colour theory, structure and surface qualities to create and communicate moods and meaning using suitable tools.
	I can develop my ideas and plan intentions following a sequence of design steps evidenced with thumbnail studies, annotation, multiple views, compositions and maquettes;	I can work safely and effectively to improve my skills with various tools to explore the characteristics of different 2D and 3D media when making work about social issues.	I can compare, analyse and describe different ideas and approaches used by artists and designers, recognising the influence of contexts, cultures and times on my work.	I know how to interpret and respond to different creative forms from diverse historical periods, cultures and times e.g. artists, craftspeople, designers, architects, digital, photographic and graphic media artists.
	I can explain or show how my individual selection of an artist, designer or craftsperson to study, informs my personal actions to realise creative intentions.	I can create imaginative responses and representations of the real world in response to my study of artists, craftspeople and designers, remaining flexible to adapt and change the characteristics for a specific meaning.		

Year 8 Computing Technology	Computer Science	Digital Literacy	Technology
	Demonstrate a wide application of computational thinking to their work.	Use ICT to structure, refine and present information in different forms and relevant styles for specific purposes and audiences.	Make models and drawings to explore and test design thinking, discussing my ideas with users.
	Recognise and understand the function of the main parts of a computer system and how they communicate with one another.	Exchange information and ideas with others in a variety of ways, including using digital communications.	Work with a range of tools, materials, equipment, components and processes and show that they understand their characteristics.
	Create physical computing projects which include a range of interactivity to the environment or user.	Understand a range of ways to use ICT safely and responsibly, knowing how to handle situations or online behaviour which may make them feel uncomfortable.	Analyse the positive and negative impact that products can have in the wider world.
	Demonstrate an ability to use two or more programing languages to write and develop a computer program.	Reflect on their responsibilities as creators and users of creative work.	Test, evaluate and refine ideas and products against a specification, taking into account the views of intended users.
	Use a range of techniques to produce efficient and effective coding solutions understanding the need for care and precision of syntax.		

Year 8 Food Studies	Develop a range of cooking skills	Principles of nutrition and health	Source, seasonality and function of a range of ingredients
	I can cook a wider range of dishes using more complex techniques e.g. using yeast, kneading, blending, whisking method, pastry.	I can apply the principles of nutrition and health to adapt and make nutritious products.	I can describe the factors involved in food and drink choice and how this may be influenced by availability, season, need, cost, minimal packaging, where the food is produced, culture, religion, allergy/intolerance and peer-pressure
	I use equipment safely being aware of others safety.	I know that food and drinks provide energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life, e.g. infant feeding, teenage years	I know that food is produced, processed and sold in different ways, e.g. conventional and organic farming, fair trade.
	I can follow a recipe.	I can explain nutritional the content of dishes.	
	I can adapt and use my own recipe based on current healthy eating guidelines.		

Year 8 French	Listening	Speaking	Reading	Writing
	Can understand passages or dialogues spoken clearly and more slowly than a normal native speaker	Can adapt familiar question forms to vary questions	Can understand longer texts containing predictable information	Can write short paragraphs from memory on 2/3 topics
	Can pick out details in a passage referring to different time frames	Can use high frequency verb forms with a combination of different question words to produce new questions	Can pick out the gist and some detail in a variety of text styles and including different time frames	Can adapt structures to add new language to express a range of simple yet personal ideas and opinions
	Can record responses in French that communicate successfully	Can combine pre-learned language with new elements to communicate new meanings	Can infer meaning (from context or surrounding language) of a limited amount of unfamiliar language	Can use more than one time frame
		Can read phrases and short texts aloud with reasonable pronunciation when reading text that includes some unfamiliar language	Can use a dictionary to determine whether verbs are regular or irregular	Can translate short sentences into French containing language from recent topics
		Can express ideas, opinions , reasons and factual information in more than one time frame	Can identify the tense of verbs within a text	Can use a variety of negative forms
				Can use comparative and superlative forms
				Can use some modal verbs, including in combination with infinitives
				Can form the past tense with regular and key irregular verbs

Year 8 Geography	Geographical Knowledge	Geographical Understanding			Geographical Skills And Enquiry	
	The world and continents	**Physical themes**	**Human themes**	**Understanding places and connections**	**Map and atlas work**	**Fieldwork and investigation**
	I can locate and describe key physical and human characteristics of Africa and the Middle East.	I can explain with understanding the processes which have shaped distinctive landscapes including the rock cycle, weathering and soils.	I can describe the distribution of economic activity in the primary, secondary, tertiary and quaternary sectors. I can explain one sector in detail to show understanding of the growth, development and change over time.	I can explain how human and physical processes interact to influence and change landscapes and environments such as managing hazards in risky places.	I can use OS maps and thematic maps for specific purposes and can interpret height, slope, scale and grid references.	I can collect, analyse, and draw conclusions and communicate geographical information in a variety of ways.
	I can locate cities, countries and regions of Africa and the Middle East on physical and political maps.	I can demonstrate an awareness of geological timescales and understands the role plate tectonics has played in shaping our earth.		I can explain and show understanding of similarities and links between places through the study of human and physical geography of a region within Africa.	I can use globes, atlases, aerial and satellite photographs to locate places studied in relation to environmental regions, countries and major cities.	I can plan and carry out a fieldwork investigation using appropriate techniques.
					I can use physical and political maps to describe key physical and human characteristics of regions of Africa and the Middle East.	

Year 8 History	Chronological Awareness	Historical Knowledge and Understanding	Interpretations of History	Historical Enquiry	Organisation and Communication
	I can describe the characteristic features of past societies and periods.	I can show an increasing depth of knowledge and understanding about the past and show how events changed over time.	I can describe and begin to explain, different historical interpretations of events, people and changes.	I can select and combine information from historical sources.	I can select, organise and deploy relevant information to produce well-structured narratives, descriptions and explanations.
	I can make links within and across periods and explain connections.	I can examine and begin to analyse the causes and consequences of events and changes.		I can critically evaluate sources relating to the nature, origin and purpose of sources.	I can make appropriate use of dates and terms.
				I can reach a valid and substantiated conclusion to an independent enquiry.	I can make accurate use of historical terminology.

Year 8 Music	Performing	Composing	Listening and Appraising
	To make improvements to my work in relation to style.	To use relevant notations to create music.	To use KS3 vocabulary to analyse different features.
	To select and make expressive use of tempo, dynamics, phrasing and timbre.	To compose for different occasions using a variety of musical devices.	To analyse, compare and evaluate music from different periods.
	To make adjustments to fit my own part within a group.	To improvise and compose in different styles developing musical ideas.	To identify the characteristics of some musical genres and styles
	To perform with confidence in both group work and individually using musical elements with fluency, accuracy and expression.	To compose confidently drawing on knowledge from a range of styles and traditions.	To listen with increasing discrimination to a wide range of music from a variety of composers and to develop a deepening understanding of music and its history.

Year 8 PE	Gymnastics	Table Tennis	Football	Hockey	Rugby	Volleyball
	You can perform vaults with increase power and fluency.	You can demonstrate attacking shots.	You demonstrate a range of passing techniques and can control the ball with different body parts more effectively in a game situation.	You can demonstrate a range of passes with good ball pace.	You can pass with consistency and accuracy in a game.	You can demonstrate an accurate serve.
	You can evaluate others performance using some of the correct terms.	You can start to demonstrate spin on your shots to outwit opponents.	You can recognise and demonstrate how to support a player in a game situation.	You can lead a small group in a hockey practice.	You can perform a range of different tackles in a game and practice situations.	You can direct the ball to a teammate using a set or dig.
	You can create a flowing floor routine with the use of apparatus.	You can demonstrate more accuracy in your shots and start to apply tactics in your gameplay.	You use effective dribbling and tackling techniques in both practice and game situations.	You can demonstrate shooting with accuracy.	You can comment on strengths and weaknesses of yourself and other players.	You demonstrate an understanding of why it is important to use more than one shot to return the ball.
	You can lead a warm up to a small group.	You can umpire a game of table tennis.	You are effective in a game situation and have a good understanding of different tactics for attacking and defensive play.	You can identify your own strengths and areas for improvement.	In a game you can use tactics to outwit opponents.	You can demonstrate a basic spike.

Year 8 PE	Rounders	Athletics	Cricket	OAA	Dance	Fitness
	You can demonstrate effective tactics of striking and fielding games.	You can demonstrate long, triple and high jumps with power.	You demonstrate the correct release point on a bowl and show consistent accuracy over at least 10m.	You can orientate my map based on my surroundings.	You demonstrate consistency in musicality.	You can demonstrate a consistent pace for 3 mins
	You can start to vary your bowling, including height, spin and pace.	You can throw, shot, discus and javelin with control.	You can demonstrate an accurate over arm throw over 15m.	You can plan an effective approach to complete a course in a fast time.	You can contribute ideas to your group considering how the performance looks aesthetically.	You can name an element of fitness.
	You demonstrate that you are able to hit the ball into space.	You demonstrate an appropriate pace for different race distances.	You can consistently hit the ball showing both attacking and defensive shots.	You can use a compass to orientate your map.	You start to show expression in your performance.	You can coach/ lead others in a station of a circuit.
	You demonstrate that you can field effectively and consider where you throw the ball to which benefits your team.	You can provide feedback to others about their strengths in and areas for improvement in track and field events.	You can explain some tactics of cricket.	You can assist other who have made mistakes and explain why.	You can provide feedback on the strengths and areas for improvement in your own and others performances.	You can name what elements are your strengths and what are your areas for improvement.
			You can demonstrate batting, bowling, throwing and catching with accuracy.			

Year 8 Religious Education					
	I can recognise and explain the impact of beliefs on individuals and communities	I can ask thoughtful, insightful questions in response to the learning.	I can confidently gather, select and organise information, using a range of sources.	I can use a wide range of key religious vocabulary correctly and in context.	I can express clear views about why beliefs are so important to individuals and communities.
	I can show empathy and explore different beliefs from different perspectives or viewpoints.	I can reflect on my own learning and make links to my own experiences.	I can give opinions and back them up with informed reasons.	I can confidently express my opinion and contribute by responding and adding to the views of others.	I can organise and present my work using a range of different styles and creativity according to the audience.
	I can explain in detail why we learn about different religions and cultures.	I can interpret, apply and be able to explain the impact of belief against the way people live their life.	I can analyse and evaluate a variety of religious arguments and use them for and against a particular view point.	I can research using a range of sources a variety of perspectives before formulating an opinion or conclusion to the question.	I can comment respectfully on two opposite viewpoints, drawing out reasoned ideas about the views I had myself.
	I can explain clearly and without bias the viewpoints of others.		I can begin to debate key issues and formulate arguments on key issues.		