Year 8

Progress Statements

Term 2: March 2026

Introduction

In your child's Progress Report, they have been awarded a *Current Performance Score* from 1 to 4 in each subject area.

This number represents a judgement of your child's progress against the subject criteria outlined in this booklet.

You will find each subject criteria in this booklet.

The definitions for these scores are as follows:

1	Your child is able to demonstrate **all** of the statements for this term in this subject area. They are able to demonstrate these skills and this knowledge independently and with confidence.
2	Your child is able to demonstrate **most** of the statements for this term in this subject area. They are able to demonstrate these skills and this knowledge with increasing confidence and growing independence. At times they need some prompting from a teacher to fully demonstrate some of the statements.
3	Your child is able to demonstrate **several** of the statements for this term in this subject area. Whilst they are able to demonstrate some of the skills and knowledge independently, they require scaffolding from a teacher to demonstrate most of the statements. They will continue to develop their knowledge, skills and independence over the next term.
4	Your child is still working towards being able to meet the statements for this term in this subject. At this time, they are being supported by the teacher to develop their knowledge and skills in these statements.

Contents

Expressive Arts: Art

By the first rotation in Art, pupils in year 8 should be able to:
● independently investigate the work of a range of Street Artists and document their own judgements and opinions about the work of others; ● explore ideas and experiment with a variety of materials, techniques and processes; ● review and refine their work as it progresses; ● use a range of media to carefully record ideas and observations from both primary and secondary sources; ● present personal, creative and imaginative ideas and outcomes; ● make clear connections between their work and their chosen artist's work.

Expressive Arts: Drama

By the end of term 1, pupils in year 8 should be able to:
● begin to understand the context of the play 'War Horse;' ● consider the impact of war on civilians and horses, using the use of drama skills such as voice, movement, Freeze-Frames, Thought Tracks, levels and gesture to explore this; ● create atmosphere through the use of voice and body; ● be able to define and use: Freeze-Frame, Thought tracking, Physical Theatre, Soundscape, Conscience, voice, gesture and Characterisation; ● be able to evaluate their own performances and the performances of others.

Expressive Arts: Graphics and Textiles

By the end of the Graphics rotation, year 8 pupils should be able to:	By the end of the Textiles rotation, year 8 pupils should be able to:
● research and critical analyse sources (images, written text, observations) of artists/designer/illustrators/photographers to influence their practice, knowledge and skills; ● record their creative ideas through initial sketches/illustrations and communicate their thoughts with written annotation; ● respond to research and develop creative, personal and meaningful designs and experiments in a variety of digital and hand techniques/tools/skills; ● reflect on their creative and design responses through written annotation, identifying the positives and improvements of their work; ● refine their creative and design ideas, through developed experiments and refined techniques/tools/skills; ● review and evaluate their progress and outcome rigorously for the project.	● understand and apply the elements of Textile Design including line, colour, tone, shape, pattern and texture; ● present creative textile techniques such as applique, hand embroidery, block printing etc; ● reflect on their creative outcomes outlining the strengths and weaknesses and suggestions for improvements; ● analyse existing creative outcomes applying knowledge of the elements of Textile Design; ● use subject specific tools and equipment safely and skilfully.

Expressive Arts: Music

By the end of term 1, pupils in year 8 should be able to:
● understand how the 4 chord trick works within Pop music; ● show an understanding of the history of Pop music and how it has evolved over the years; ● show the skills necessary in order to create a basic 4 chord pop song on GarageBand.

Health and Well-being: Physical Education

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● understand and apply the tactical and technical factors that contribute toward invasion and net games; ● lead an effective warm up independently to prepare themselves for specific activities; ● understand and apply the techniques needed to perform various strength and conditioning exercises with improved technique and control; ● improve physical competence across all activities.	● explore challenging situations; ● apply position-specific knowledge; ● perform strength and conditioning; improve physical competence.

Health and Well-being: PSE / Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is taught as a statutory requirement in the Curriculum for Wales. It taught through Personal and Social Education (PSE) lessons and is not assessed.

The RSE curriculum focuses on **three** broad strands which are developmentally appropriate:

1. **Relationships and identity:** helping learners develop the skills they need to develop healthy, safe, and fulfilling relationships with others and helping them to make sense of their thoughts and feelings.
2. **Sexual health and well-being:** helping learners to draw on factual sources regarding their sexual and reproductive health and well-being, allowing them to make informed decisions throughout their lives.
3. **Empowerment, safety and respect:** helping to protect learners from all forms of discrimination, violence, abuse and neglect and enabling them to recognise unsafe or harmful relationships and situations, supporting them to recognise when, how and where to seek support and advice.

PSE lessons are developed in accordance with:

- RSE policy guidance 2022
- Schools Health Research Network (SHRN) data 2023

- Needs that are individual to year group or class

PSE aims to support the holistic development of our students, create positive relationships, allowing learners to thrive in an environment that is consistent, positive and safe for all. There is no assessment, internally or externally, in PSE.

Humanities: Geography

By the end of term 1, pupils in year 8 should be able to:	**By the end of term 2, pupils in year 8 should be able to:**
● understand why certain parts of the world experience disasters; ● explain the effects of a variety of different disasters; ● show an understanding of how human actions influence disasters; ● evaluate the reasons why some locations suffer more than others; ● use a variety of geographical skills and sources to report about a disaster of their choice; ● develop empathy to understand long term effects of disasters.	● widen their geographical vocabulary by confidently using new terminology; ● develop a broad and varied knowledge of development, conflict and 'power' related issues; ● synthesise a variety of sources and evidence on conflict related issues; ● show an understanding of how their actions can have impacts on the wider world; ● evaluate arguments for and against a variety of global issues; ● develop their own conclusions on a variety of global issues to express their beliefs and opinions.

Humanities: History

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● ooutline how the Victorians treated the most vulnerable in society; ● use historical items to describe conditions in Whitechapel, London; ● explain why the Victorian Police Force were unable to catch Jack the Ripper; ● reach a judgement about how much the Victorians cared for each other.	● understand the Merthyr Rising and actions of Dic Penderyn; ● consider the validity of different interpretations of the past, giving their own view and Write Like a Historian; ● describe and explain the reasons why Hitler rose to power in Germany; ● understand the impact Hitler had on Europe, including Wales.

Humanities: Religious Studies

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● describe the concept of freedom; ● explain Christian beliefs about freedom; ● evaluate the advantages and disadvantages of freedom.	● describe a range of ethical theories; ● explain how religious believers make moral choices.

Languages, Literacy and Communication: English

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● use similes, metaphors and personification in their writing; ● adapt their writing for different purposes, for example, to inform, to entertain and to empathise; ● use different genre conventions in their writing including subject specific vocabulary; ● use inference skills to respond to a range of more challenging texts.	● use inference skills to respond to a range of more challenging texts; ● begin to compare character / themes in two poems; ● track and understand character development within a novel; ● recognise and analyse how a writer presents a relationship; ● develop and express their opinion when writing a review; ● explore language within one of Shakespeare's plays.

Languages, Literacy and Communication: French

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● say where they live, including compass points; ● describe their town using a variety of adjectives; ● say what places are in their town; ● say what places there are / are not in their town; ● say what activities they can do in their town; ● talk about their town, using the past tense; ● talk about their town, using the conditional tense.	● give opinions on school subjects and teachers; ● justify opinions; ● use correct masculine/feminine adjectival endings to describe teachers; ● naming facilities in their school; ● describe uniform, including colours; ● use a variety of verbs to describe what their primary school was like; ● describe their ideal school.

Languages, Literacy and Communication: Spanish

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● say how many siblings they have; ● say their siblings' and other family members' ages and names; ● adapt verbs when talking about multiple people; ● describe their pets, including colour, name and age; ● describe their personality, as well as what they look like physically; ● use correct masculine/feminine adjectival endings.	● describe the location of Spanish Speaking countries; ● describe climate differences between Wales and Spain; ● explain features of traditional Spanish houses; ● describe a Hispanic festival; ● list traditional Spanish sports and foods; ● use a variety of adjectives to give opinions on cultural aspects of Spain.

Languages, Literacy and Communication: Welsh

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● use present and past tense sentence structures confidently; both positive and negative; ● identify and use verbs accurately in both past and present tenses; ● pronounce words confidently.	● use third person sentences confidently in the past tense; ● express opinions clearly using a range of adjectives and sentence starters; ● use a range of idioms within their work.

Mathematics and Numeracy: Mathematics

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● re-cap of 4 rules of number, including long multiplication & division; ● re-cap order of operations – including brackets powers and roots; ● re-cap +/- of numbers up to 2 decimal places; ● multiply and divide decimals by whole numbers & decimals by decimals; ● express recurring decimals using correct notation; ● calculate a decimal of a quantity using a calculator; ● round to a given number of decimal places; ● round to significant figures; ● use rounding to estimate; ● find equivalent fractions and simplify fractions; ● convert between mixed numbers & improper fractions; ● find a reciprocal; ● use the four operations with fractions including mixed numbers; ● re-cap fractions of quantities; ● re-cap percentages of quantities including increase and decrease without a calculator; ● find percentages of quantities with a calculator; ● calculate with a calculator the outcome of a given percentage increase or decrease appreciation/depreciation using the multiplier method; ● express one quantity as a percentage of another.	● interchange between fractions, decimals & percentages; ● use reciprocals with a calculator; ● re-cap addition & subtraction of positive and negative numbers; ● multiply & divide positive and negative numbers; ● understand taxation, interest rates and repayments; ● use exchange rates to convert money; ● calculate utility bills and find the best value for money given real life scenarios; ● evaluate in index form; ● write a number as a product of its prime factors in index form; ● calculate LCM and HCF using prime factors, including perfect squares and square numbers; ● calculate ratios when not given the total amount; ● re-cap basic angle rules; ● find angles in parallel lines; ● calculate interior & exterior angles of regular polygons; ● calculate with pie charts; ● draw and interpret conversion graphs; ● find the nth term of a linear sequence; ● find a term given the nth term of a linear sequence; ● use the nth term to generate a sequence; ● re-cap collecting like terms and expanding brackets; ● expand double brackets; ● factorise expressions; ● rearrange formulae involving 2 variables; ● re-cap substituting into expressions; ● substitute positive & negative whole numbers into simple quadratic and cubic expressions; ● solve equations including those where the solution is a negative or a fraction; ● construct & solve equations that include brackets; ● construct & solve equations where the variable appears on both sides of the equals sign.

Science and Technology: Computer Science

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● identify and describe key computer components including input and output devices; ● identify and explain the key components of the Von-Neumann architecture; ● compare and evaluate the different types of storage mediums for a given problem or scenario; ● identify and illustrate the network topologies; ● compare and evaluate the different network topologies; ● identify and explain the scope of networks; ● identify the different types of number systems and why they are used; ● identify the Binary headings and explain the place value; ● identify the Hexadecimal numbers line; ● explain the difference between an odd and even binary number; ● convert between different number systems: ○ Binary ○ Denary ○ Hexadecimal; ● identify, compare and explain the different storage units; ● recognise how computer represent data such as images and number in binary; ● solve binary sequences.	• identify and navigate different Integrated Development Environments; • create a program by using commands to perform tasks/actions; • solves problems using programming techniques including: ○ Iteration ○ Selection ○ Validation ○ Mathematics; • create maintainable programs by adding annotation throughout their code; • analyse scenarios and problems; • design solutions to the given problems and scenarios; evaluate your solution and its effectiveness. • identify the different tools and features in the game development environment; • plan a game; • create sprites and objects; • create a game that allows player interactivity, including: ○ storyline; ○ static objects; ○ object transparency (visible) ○ solidity (solid); ○ trigger events for objects; ○ movement, ○ collision ○ other events; ○ multiple variable (score, lives, health, etc) ○ appropriately named objects and variable; ○ multiple rooms (levels); ○ objective/s in the game • perform testing, which includes testing other games. • providing constructive feedback to others; evaluate your game and respond to feedback.

Science and Technology: ICT / Digital Competency

Pupils are taught Digital Competency across the curriculum and in their Information Communication Technology (ICT) lessons.

Pupils learn how to stay safe online and how to protect themselves from online dangers such as, phishing and scam websites. Pupils learn how to identify risks and the benefits of sharing their personal information such as their location. Pupils think carefully about what they post and share online, they learn about the dangers of sharing personal information. They explore what cyberbullying is, how to report it online and the serious consequences it can have. Pupils also discuss how technology affects society, both in good and bad ways. Finally, pupils learn about digital rights and how to use search engines in a strategic way to help them source credible information.

Science and Technology: Food and Product Design

By the end of the Food rotation, year 8 pupils should be able to:	**By the end of the Product Design rotation, year 8 pupils should be able to:**
● understand how ingredients can be grown and processed into different food products; ● cook at least 4 edible dishes showing the following skills hygienically and with increasing independence; ● weigh and measure; ● temperature control; ● use knife skills; ● test that food is cooked; ● understand enrobing; ● understand health and safety practices in the kitchen and apply them in practical situations; ● show an understanding of alternative diets and the reasons consumers choose to follow an alternative diet; ● identify how foods provide a range of nutrients and their impact on the body.	● creatively respond to the needs and wants of the user, based on the context and on the information collected; ● select and safely use appropriate tools, materials and equipment to construct purposeful outcomes; ● independently design and develop a range of innovative proposals that meet the contextual challenge; ● understand the health and safety constraints that need to be applied whilst using a range of tools and equipment; ● take into account the impact that making may have on the environment as they learn to combine component parts, materials and processes to achieve functionality and improve the effectiveness of the outcomes; ● evaluate products and make a range of suggestions on how to improve the outcome. Sketch and annotate the suggested amendments.

Science and Technology: Science

By the end of term 1, pupils in year 8 should be able to:	By the end of term 2, pupils in year 8 should be able to:
● work safely in the laboratory by designing effective risk assessments; ● identify complex scientific equipment and select and use the most appropriate piece of equipment for measuring precisely; ● identify the independent variable in an experiment suggesting the range of values; ● identify the dependent variable suggesting how it will be measured; ● identify control variables in an experiment, explaining how and why they are controlled; ● be able to present experimental results appropriately; ● independently design experiments to test hypotheses; ● evaluate results and methodology of experiments.	● evaluate social factors that affect health. investigate energy content of food and evaluate experimental methods ● label and state functions of the digestive organs ● understand chemical reactions and how to represent them as word equations. describe and use the principle of conservation of mass to explain chemical reactions. ● use different methods to analyse materials to understand their pH. ● recall, measure and calculate forces. investigate friction in everyday lives. ● investigate and calculate speed.