



Year 8

Progress Statements

Term 1: December 2025

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

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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:
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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:
<ul style="list-style-type: none"> ● 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:
<ul style="list-style-type: none">● 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.

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:

- 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.

Humanities: History

By the end of term 1, pupils in year 8 should be able to:

- outline 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.

Humanities: Religious Studies

By the end of term 1, 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.

Languages, Literacy and Communication: English

By the end of term 1, pupils in year 8 should be able to:
<ul style="list-style-type: none">● 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.

Languages, Literacy and Communication: French

By the end of term 1, pupils in year 8 should be able to:
<ul style="list-style-type: none">● 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.

Languages, Literacy and Communication: Spanish

By the end of term 1, pupils in year 8 should be able to:
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| <ul style="list-style-type: none">● 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. |
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Languages, Literacy and Communication: Welsh

By the end of term 1, pupils in year 8 should be able to:
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| <ul style="list-style-type: none">● 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. |
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Mathematics and Numeracy: Mathematics

By the end of term 1, 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.

Science and Technology: Computer Science

By the end of term 1, pupils in year 8 should be able to:
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| <ul style="list-style-type: none">● 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:<ul style="list-style-type: none">○ 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. |
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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:
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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:
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| <ul style="list-style-type: none">• 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. |
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