



8C Nurture
Progress Statements
Summer 2024

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, **for 8C Nurture**, 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:	By the second rotation in Art, pupils in year 8 should be able to:
<ul style="list-style-type: none">● 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.	<ul style="list-style-type: none">● Research and critically analyse photography sources.● Record and apply a range of editing skills including 'selected colour,' 'black and white' and 'colour overlay.'● Critically self-reflect upon work as it progresses and annotate next steps.● Refine editing skills and produce personal and imaginative photographic outcomes.● Review and evaluate their outcome demonstrating connections to research.

Expressive Arts: Drama

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:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Understand how to create a character and develop this character in performance. ● Reflect upon creating character and applying their reflections in performance. ● Use a stimulus for creating a story and characters. Developing characters further through use of voice, accent and movement. ● Use drama techniques with increasing confidence. This includes: Voice work, Body Language, Gesture, Characterisation, using a script, Performance Skills, Physical Theatre, Soundscape, Choral Speaking, Abstract Drama, evaluating, Conscience, Cross-Cutting, performance skills, Narration and contribution to work. 	<ul style="list-style-type: none"> ● Develop characters and explore new techniques in order to tell a story. ● Apply techniques through characters and storyline. ● Explore the themes and issues of a dramatic piece, developing this devised piece through use of a variety of drama skills. ● Create a devised group piece of drama using the techniques developed throughout the year. This can include: Voice work, Body Language, Gesture, Characterisation, using a stimulus, Performance Skills, Physical Theatre, Abstract Drama, Choral Speaking, Soundscape, Evaluating, Conscience, Cross-Cutting, performance skills, Narration, Monologue and contribution to work in preparation for GCSE. ● Evaluate their own performance and that of others. Show knowledge and understanding of skills learnt in Year 8.

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"> ● Research and critically analyse sources from Textile artists and designers. ● Record and apply a range of sewing machine skills including sewing a plain seam and inserting a zip in a controlled manner. ● Respond to research through developing ideas using sources and experiments as inspiration such as batik and appliqué. ● Critically self-reflect upon work as it progresses and annotate next steps. ● Refine skills to design and produce personal and imaginative pencil cases. ● Review and evaluate their outcome rigorously demonstrating connections to research.

Expressive Arts: Music

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:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none">● Identify the difference between various hooks and riff in various songs within different genres of music.● Gain the knowledge of being able to use their IT skills to use GarageBand and working on their musical playing skills to play well known riffs and hooks and perform their work to their peers.	<ul style="list-style-type: none">● Identify the music in different genres and different factors of musical impact in a film.● Create their own story board for a film with their genre of choice and think of some musical features they can use alongside it.● Working in partners or independently to compose their own music that follows alongside either a trailer, scene from a film.	<ul style="list-style-type: none">● Identified how to create a pop band and what instruments are used within one.● Understand what is needed from a practice session and how to improve on various instruments.● Work together in their group to successfully perform as a pop band to the class.

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:	By the end of term 3, 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. 	<ul style="list-style-type: none"> ● Explore more challenging situations within invasion and net games in order to demonstrate efficiency and progress. ● Understand and apply position specific knowledge and awareness of invasion games. ● Understand and apply the techniques needed to perform various strength and conditioning exercises with improved technique and control. ● Improve physical competence across all activities. 	<ul style="list-style-type: none"> ● Understand and apply the technical and tactical factors that contribute toward striking and fielding games and demonstrate improving quality in competitive situations. ● Understand how to perform, coach and officiate a range of track and field activities. ● Lead an effective warm up independently and for small groups to prepare themselves for specific exercise activities. ● Improve physical competence across all activities. ● Understand how to lead an active and healthy lifestyle .

Health and Well-being: Relationships and Sexuality Education

Relationships and Sexuality Education (RSE) is taught as a statutory requirement in the Curriculum for Wales. It 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.

Humanities: Geography

By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> ● Define what sustainability means. ● Identify what makes a sustainable community. ● Identify the difference between renewable and non-renewables types of energy. ● Show an understanding of how their actions can have impacts on the wider world. ● Define what Globalisation means. ● Locate global companies in the UK ● Describe the effects of globalisation ● Determine where our food come from 	<ul style="list-style-type: none"> ● Understand how consumerism/palm oil is impacting rainforests. ● Identify the positives and negatives of using palm oil ● Locate on a world map the tropical rainforests. ● Explain why Palm oil is grown in the rainforest? ● Create and understand a climate graph. ● Build awareness of how important the rainforest is. ● Identify who needs the rainforests the most. ● Identify the main characteristics of each rainforest layer. ● Explain ow have plants and animals adapted to the rainforest. ● Create your own rainforest/ecosystem (Terrarium making).

Humanities: History

By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> ● Describe the Victorian workhouse and life in the workhouse. ● Describe the treatment of ordinary women during the nineteenth century. ● Explain why some women had very little choice in life. ● Understand the who, the what and the why of Jack the Ripper. ● Describe what life was like in Whitechapel ● Describe what were Britain's first policemen like ● Explain why was Whitechapel a perfect place for killing? ● Track and identify the location of the Whitechapel Murders and victims ● Brainstorm what Jack the Ripper might look like and the possible suspects to blame. 	<ul style="list-style-type: none"> ● Describe the Triangle of Trade, outline the role each country played and reach a judgement about which might be most to blame. ● Use historical sources to describe the aspects of the slave trade such as <ul style="list-style-type: none"> ● Slave capture ● Life on the slave ships ● The slave auctions ● Life on the plantations ● Explain why some people supported the slave trade and how it came to an end. ● Consider the validity of different interpretations of the past, giving their own view.

Humanities: Religious Studies

By the end of term 2, pupils in year 8 should be able to:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> ● Understand what makes a behaviour right or wrong. ● Evaluate how to make right decisions. ● Discover what influences a person’s decision. ● Identify the aims of punishment ● Analyse the punishment system in the UK ● Discover where Capital punishment take place in our world ● Identify the positives and negatives capital punishment, ● Evaluate whether capital punishment is right or wrong ● Explain how Christians should behave. ● Create a modern alternative to Christian teachings. ● Explain how Muslims try to live a good life. ● Assess how Muslims might react to real life scenarios. ● Outline how Buddhists believe we should behave. ● Explain Buddhist beliefs about karma. 	<ul style="list-style-type: none"> ● Describe the concept of freedom. ● Explain Christian beliefs about freedom. ● Evaluate the advantages and disadvantages of freedom. ● Describe the meaning of Love. ● Understand the 4 types of Love. ● Describe a range of ethical theories. ● Explain how religious believers make moral choices. ● Give ethical decisions based on a moral dilemma. ● Describe what makes a good citizen of the world. ● Explains how we can be better stewards for the environment. ● Describe the concept of evil. ● Describe the key events of the Holocaust. ● Explain the treatment of the Jews during the Holocaust.

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:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> • Use simple and compound sentences effectively in their writing. • Adapt their writing for different purposes, for example, to inform, to entertain and to empathise. • Use inference skills to respond to a range of texts. • Use and apply persuasive devices. • Research, write and present information with increasing confidence to the class. 	<ul style="list-style-type: none"> • Respond and ask questions about what they read, hear and see. • Vary the depth and type of question asked to find out information about a topic. • Describe and explain their choices when informing. • Make decisions based on information collected. • Write using varied sentence structures with increasing confidence. 	<ul style="list-style-type: none"> • Research and understand information about events. • Use their own imagination to create a backstory for an Olympic mascot of their own design. • Use techniques to build tension and atmosphere in writing/speech. • Read, analyse and create simple poetry linked to an overarching theme.

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:	By the end of term 3, pupils in year 8 should be able to:
<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 properly. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Start using the conditional tense. ● Hold a discussion on a range of different topics using a variety of tenses. ● Extend their written work with accuracy using a range of connectives.

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:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> • Understand and apply addition, subtraction, multiplication and division to whole numbers. • Interpret a range of data, diagrams and graphs. • Understand place value to write numbers in ascending or descending order. • Calculate the perimeter and area of different rectilinear and compound rectilinear shapes. • Identify and use the characteristics of a range of number types and give examples. Including evens, odds, primes, squares, factors and multiples. • 	<ul style="list-style-type: none"> • Solve one and two step equations • Use a variety of angle rules to calculate unknown angles in triangles. • Calculate interior and exterior angles of polygons. • Begin to calculate mean, median, mode and range effectively. • Understand and apply addition, subtraction, multiplication and division to numbers up to two decimal places. • Understand and calculate profit/loss 	<ul style="list-style-type: none"> • Use mean, median, mode and range to analyse data effectively. • Understand and use the relationship between speed, distance and time. • Find horizontal and vertical distances using coordinates • Plot points and analyse data on a scatter graph, including line of best fit • Read, plot and write coordinates in one quadrant • Identify and draw lines of symmetry in a shape

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 Knife skills Testing food is cooked 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. ● 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.

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:	By the end of term 3, pupils in year 8 should be able to:
<ul style="list-style-type: none"> ● 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. ● Begin to present experimental results appropriately. ● Begin to design experiments to test hypotheses. ● Evaluate results and methodology of experiments. 	<ul style="list-style-type: none"> ● Understand and explain the properties of solids, liquids and gases using the particle model. ● Recognise the differences between chemical and physical changes. ● Investigate materials to test their properties. ● Observe and describe the ways in which materials change when mixed together. ● Investigate the pH of acids and alkalis 	<ul style="list-style-type: none"> ● Organise and communicate findings in graphs. ● Use measuring techniques to calculate speed . ● Identify the basic structure and function of a plant cell and animal cell. ● Explain how food is used by the body as fuel and why a balanced diet is required for good health. ● Investigate how forces can affect movement.