Year 8

Progress Statements

Term 1: July 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	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:	By the second 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.	● independently investigate the work of a range of photographers and document their own judgements and opinions about the work of others; ● independently plan and carry out a range of photoshoots; ● explore ideas and experiment with a variety of editing methods; digitally and by hand; ● review and refine their work as it progresses; ● present personal, creative and imaginative ideas and outcomes; ● make clear connections between their work and their chosen photographer's work.

Expressive Arts: Drama

By the end of term 1 and 2, pupils in year 8 should be able to:	By the end of term 3, 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 gestures 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.	● 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.

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.	● research and critically analyse sources from Textile artists and designers; ● record and apply a range of creative techniques including hand sewing, fabric painting and applique; ● 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 outcome; ● review and evaluate their outcome rigorously demonstrating connections to research throughout the project.

Expressive Arts: Music

By the end of Year 8, 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:**	**By the end of term 3, 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 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.	● 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: 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:	By the end of term 3, pupils in year 8 should be able to:
● widen their geographical vocabulary by confidently using new terminology; ● develop a broad and varied knowledge of sustainability, globalisation and consumer related issues; ● confidently apply map skills in different contexts; ● synthesise a variety of sources and evidence on consumer 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.	● understand why certain parts of the world experience natural disasters; ● explain the effects of a variety of different natural disasters; ● show an understanding of how human actions influence natural and human 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.	● demonstrate a deeper understanding of a specific continent to include its tourist destinations; ● work within a group developing problem solving skills on how best to travel to their given continent; ● understand how tourism is having a growing influence on the world; ● create a product to display their learning, using independent research; ● apply critical thinking skills in a variety of contexts, both human and natural.

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:	By the end of term 3, pupils in year 8 should be able to:
● build on their understanding of travel on the Silk Roads to explain how the world war shaped by trade and exploration; ● explain their views on exploration and exploitation in the past; ● evaluate the actions of Auriel Stein and the artefacts he brought back to Britain.	● describe the Triangle of Trade, outline the role each country played and reach a judgement about which might be most to blame; ● consider Swansea's role in the Triangle of trade and assess its importance; ● use historical sources to describe the ● aspects of the slave trade, including Welsh links; ● explain why some people supported the slave trade and how it came to an end.	● describe the impact World War One had on life in Britain, including Wales, the 1920s; ● outline the gains and losses after World War One for people in Wales and Britain; ● reach a judgement about why the Second World War began.

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:	By the end of term 3, 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; ● evaluate a range of ethical theories.	● describe a range of ethical theories; ● explain how ethical theories can help with moral decision-making; ● evaluate a range of ethical theories.

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:
● 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; ● 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.	● use, apply and analyse the effect of persuasive devices; ● understand the history of rhetoric and its importance in society; ● research, write and deliver a speech with increasing confidence to the class.

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:	By the end of term 3, 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.	● give a summary of a French film; ● describe main characters; ● give a personal response to the film with justifications.

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:	By the end of term 3, 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.	● ask questions and make requests in real life contexts; ● use every day polite expressions; ● understand questions in real life contexts.

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:
● 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.	● 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:
● understand and fluently apply addition, subtraction, multiplication and division to whole numbers; ● use mean, median, mode and range to compare 2 sets of data; ● understand place value to write decimals in ascending or descending order; ● understand and fluently apply addition, subtraction, multiplication and division to numbers up to two decimal places; ● use known facts to derive others; ● round to a given number of decimal places and significant figures; ● use rounding to estimate answers; ● understand and calculate fractions of quantities; ● understand types of fractions, equivalence and the simplification of fractions; ● understand and fluently apply addition, subtraction, multiplication and division to fractions; ● understand and calculate percentages of quantities without and with a calculator; ● use the multiplier method; ● calculate the outcome of a given percentage increase or	● understand and calculate loans, interest rates and repayments; ● use exchange rates to convert money; ● calculate utility bills and find the best value for money given real life scenarios; ● convert between fractions, decimals and percentages; ● find a reciprocal of a number; ● simplify ratios including in the form 1:n and share a total amount in given ratio; ● identify and use the characteristics of a range of number types and give examples. Including reciprocals, evens, odds, primes, squares, roots, factors and multiples; ● write a number as a product of its prime factors. ● calculate the lowest common multiple and highest common factor; ● apply BIDMAS to solve more complex calculations, ensuring they are done in the correct order; ● add, subtract, multiply and divide negative numbers; ● understand the difference between an equation and an expression; ● simplify expressions involving addition and subtraction of 2 or more variables; ● express one quantity as a percentage of another; ● construct grouped frequency tables for a set of data; ● construct scatter graphs to draw a line of best fit and investigate correlation;	• Recall and fluently use angle properties on a straight line, around a point and in vertically opposite angles • Recall and fluently use angle properties of different types of triangles and quadrilaterals • Understand exterior angles of triangles • Explore angles in parallel lines • Calculate interior & exterior angles of regular polygons • Understand and use Metric conversions for length, mass and capacity • Convert metric units for area • Understand and calculate the perimeter of 2D shapes and compound shapes • Use derived formulae to find the area of triangles and quadrilaterals including compound shapes

decrease and appreciation/depreciation; ● express one quantity as a percentage of another; ● construct grouped frequency tables for a set of data; ● construct scatter graphs to draw a line of best fit and investigate correlation; ● interpret pie charts.	● interpret pie charts; ● rearrange formulae involving two variables; ● expand and simplify single and double brackets. ● factorise expressions; ● substitute positive and negative whole numbers into 1- and 2-part expressions; ● form and solve equations including equations with brackets and answers of fractions and negative numbers; ● calculate missing probabilities in a table to 1 (Probabilities adds to 1); ● find the probability of an event not occurring; ● express the probability of an event as a fraction, decimal and percentage; ● record all the outcomes of 2 events as sample space; ● find an estimate for the number of outcomes e.g. if a game was played 500 times.	• Calculate the circumference and area of circles • Calculate the area and perimeter of semi-circles and quadrants • Find the volume of cubes & cuboids • Find the volume of triangular prisms and cylinders. • Apply the formulae for area to find the surface area of cubes and cuboids • Use the rules of bearing to measure a bearing from a given point • Use bearings to draw the location of one object in relation to another and use scale to solve problems

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:	By the end of term 3, 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 computers 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) and solidity (solid); trigger events for objects; movement, collision and other events; multiple variable (score, lives, health, etc) with appropriately named objects and variable; multiple rooms (levels); an 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 the 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.

As part of the House of the Future project, pupils apply their digital skills to design innovative and sustainable living spaces using creative software tools. They use SketchUp to develop detailed 3D models of their future homes, demonstrating an understanding of space, structure, and functionality. Pupils explore how technology can be used to improve energy efficiency, security, and comfort within a home. They consider how smart technologies—such as automated lighting, voice-controlled systems, and renewable energy sources—can be integrated into modern living. Through this project, pupils combine creativity with critical thinking to envision how technology can shape the way we live in the future, while reflecting on the environmental and ethical implications of their designs.

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; ● consider 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:	By the end of term 3, 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.	● use models to understand the differences between elements, compounds and mixtures; ● explain different separation techniques in terms of the composition of the mixture; ● suggest a hypothesis, design an experiment and investigate a factor that affects solubility; ● to label the respiratory system and use models to explain the pathway of air; ● investigate the effect of exercise on breathing rate; ● compare and contrast aerobic and anaerobic respiration; ● debate the potential dangers of vaping vs smoking and form evidence-based opinions; ● investigate the difference between heat and temperature; ● use particle models to explain conduction and convection in everyday lives; ● apply knowledge of heat transfer to explain why penguins huddle; ● be creative learners and apply knowledge of heat transfer to create a model insulated house.	● explain the importance of a balanced diet; ● experimentally determine the energy content of food; ● apply numerical skills to calculate BMI and evaluate the limitations of this method; ● apply literacy skills to describe the journey of food through the body; ● compare and contrast the financial vs. human cost of non-communicable diseases; ● apply literacy skills to write to a patient regarding diabetes testing.