



Kings Langley School
Unlocking Potential for Life

Year 8

Curriculum Tracking Statements

Spring Term

January 2022



Dear Year 8 Parent and KLS student

At the end of each term we want to ensure you are fully aware of what your child has been taught and what they should know. This document has been designed to help remind you of all the curriculum skills and knowledge that your child has been taught over the past Spring Term in all of your subjects.

We have talked about how to retain information in your long term memory in your child's character programme during registration and also PSHE, we hope they will remember that reviewing work at varied intervals supports the retention of knowledge and ideas.

We would therefore ask that over the quieter days of this holiday period, you and your child take the opportunity to look at this booklet and review the information we hope they have retained by rating it either:

- *Red - I do not remember this and need to revisit it*
- *Amber - I remember this but still struggle with it and need to practise it more*
- *Green - I remember this well and would be able to answer questions correctly about it*

The potential next step is also up to you and your child. A true test of their stickability; self-regulation and independence.

As topics often spiral or build from one another, it is important that all the foundation knowledge is solid and any gaps are filled before moving onto the next section. Meaning that any red or amber ratings would benefit from a review or re-learning.

To do this you may find it may be useful to consider:

- *BBCBitesize <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>*

or

- *Oak Academy <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3>*

Alternatively our school website, the curriculum pages <https://www.kls.herts.sch.uk/learning/subject-pages/> may also be helpful to support any additional independent learning that they may wish to do as they will remind them of any additional software packages that they would find useful.

Remember to keep a note of any questions your child may still have, so that they can ask their teacher about them in their lessons next term.

*We hope that you and your child will find this exercise useful and productive,
Good Luck and Best Wishes for the Holidays!*



	Page
Art	3
Computer Studies	4
Drama	6
English	7
Food	9
French	10
Geography	11
Graphics	13
History	14
Mathematics	15
Music	16
Philosophy, Ethics and Religion	17
Physical Education	18
PSHE	20
Resistant Materials	22
Science	23
Spanish	25
Textiles	26



Knowledge and Skills Tracker			
Still Life and Man Made	R	A	G
<ul style="list-style-type: none"> I can appreciate the aesthetic changes in the representation of the human form within periods and movements of art, as well as visual representations through historical periods i.e., Egyptian, roman, etc. 			
<ul style="list-style-type: none"> I know the proportions and rules of formal figure drawing, painting and sculpture 			
<ul style="list-style-type: none"> I can use a range of 3D materials to produce realistic and abstract interpretations of the human form. 			
<ul style="list-style-type: none"> I understand and appreciate that artists have long studied the human form and that representations of the human form can be seen within a number of contexts; fine art, design, artefacts, as well as within areas of STEM 			
<ul style="list-style-type: none"> I understand how artists such as Leonardo da Vinci significantly influenced humankind's understanding and knowledge of the human form through artistic and visual representations 			
<ul style="list-style-type: none"> I know that artists use the human form in many pieces of artwork, with some pieces of artwork being famously used within contemporary everyday culture 			
<ul style="list-style-type: none"> I can identify significant, important and famous pieces of artwork based on the human form 			
<ul style="list-style-type: none"> I can produce gesture drawings in the style of Picasso. 			
<ul style="list-style-type: none"> I can produce life drawings of the human form from direct observation. 			
<ul style="list-style-type: none"> I can recognise the symbolism of important pieces of artwork, used as monuments, landmarks and focal points 			
<ul style="list-style-type: none"> I can understand that art can be an interpretation of something and that value can be placed within the context of the work. 			
<ul style="list-style-type: none"> I have developed an understanding the materials, techniques and processes used within the creation of 3D artwork. 			



Knowledge and Skills Tracker			
Networks and Internet	R	A	G
• I can explain the term, 'computer network'.			
• I can give a reason to why computer networks are useful.			
• I can identify a range of benefits and problems of computer networks.			
• I can identify at least two pieces of hardware required to set up a network.			
• I can clearly explain the difference between a hub, a switch and a router.			
• I understand that computer networks can be laid out in different ways.			
• I can describe at least two network topologies and give reasons why one might be a better option than another.			
• I understand that local area networks can be connected together to form a wide area network.			
• I can explain the difference between a LAN and a WAN.			
• I can clearly explain the difference between a LAN and WAN.			
• I can explain how the internet developed.			
• I understand that undersea cables are used to relay internet data between different continents.			
• I can describe the physical process of sending data from a home network to a server located in a different country			
• I can make a comparison between using Wi-Fi, ethernet cable and fibre optic cable to transmit data.			
• I can explain what a spreadsheet is.			
• I can enter simple data into a spreadsheet.			
• I can enter labels and numbers into a spreadsheet.			
• I can use simple formulae to perform calculations.			
• I can use the 'SUM' calculation to total a set of numbers in a range of cells.			
• I can change data in a spreadsheet, if the numbers or calculations in a scenario change.			
• I can create my own tables in Excel and populate them with data.			
• I can create my own tables in Excel and populate them with data, using formulae to help me enter the data.			
• I can create my own tables independently in Excel, populate them with data while using formulae to help me.			



Knowledge and Skills Tracker			
Non-Naturalism	R	A	G
• I can identify key features of a piece of naturalistic and non-naturalistic theatre			
• I can explain why a performance could be described as naturalistic or non-naturalistic			
• I can learn lines from a script			
• I can bring a script to life by playing a role and using the stage directions			
• I can adapt my performance skills (facial expressions, body language, voice, gesture and movement) to play a character appropriately			
• I can recognise how to show good audience awareness and apply this to a scene			
• I can perform with some confidence and identify areas I could develop my performance further			
• I can develop a piece of physical theatre using a range of techniques such as slow motion, freeze-frame and canon			
• I can identify, explain and perform direct address from a script			



Knowledge and Skills Tracker			
Gothic Literature	R	A	G
• I can select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available			
• I can engage listeners' attention and interest by using a range of different verbal and non-verbal techniques			
• I can make some appropriate selections from a range of conventions and forms in speech			
• I can use standard English, adapting the level of formality to different situations			
• I can make a sustained contribution to group discussion, and illustrate and explain my ideas			
• I can listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas			
• I can take a variety of designated roles in discussion including acting as spokesperson for the group by reporting the main strands of thought or decisions			
• I can use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where appropriate			
• I can use inference and deduction to explore layers of meaning within a text			
• I can make relevant notes when researching different sources, comparing and contrasting information			
• I can trace the development of writers' ideas, viewpoints and themes in different texts			
• I can respond to a text by making precise points and providing relevant evidence in support of those points			
• I can broaden my experience of reading a wide range of texts and express my preferences and opinions			
• I can explore how different audiences choose and respond to texts			
• I can understand and explore the concept of literary heritage, and why certain texts are important within it			
• I can explore the range, variety and effect of literary, rhetorical and grammatical features used by writers of literary and non-literary texts			
• I can recognise and comment on how writers' language choices contribute to the overall effect on readers			
• I can explain how specific choices and combinations of form, layout and presentation create particular effects			
• I can explain how specific structural and organisational choices in texts create particular effects			
• I can explore, problem-solve, connect and shape ideas, and identify the most appropriate approach to planning my writing			
• I can draw on some techniques and devices used by writers in order to develop distinctive character and voice in my own fiction			
• I can select techniques and devices used by writers, and draw on a range of evidence, opinions, information and the purpose of the task, in order to develop a consistent viewpoint in my own non-fiction writing			
• I can draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects			
• I can draw on my knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to my own writing to clarify ideas and create a range of effects according to task, purpose and reader			

<ul style="list-style-type: none"> I can create considered and appropriate effects by drawing independently on the range and variety of my own vocabulary, and by using strategies and resources to extend my available choices 			
<ul style="list-style-type: none"> I can draw on a repertoire of linguistic and literary techniques, and select those most appropriate for creating specific effects in my own writing 			
<ul style="list-style-type: none"> I can use a range of cohesive devices with audience and purpose in mind, drawing on experience of how writers develop and connect ideas within and between paragraphs 			
<ul style="list-style-type: none"> I can experiment with different ways of presenting texts, drawing on a range of modes, formats and media with the needs of the reader in mind 			
<ul style="list-style-type: none"> I can understand the significance and importance of conventional standard English, the ways in which writers use non-standard forms in specific contexts for particular effects, and how to use standard and non-standard English when appropriate in my own writing 			
<ul style="list-style-type: none"> I can draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in my own writing 			
<ul style="list-style-type: none"> I can draw on my knowledge of grammatical conventions to write grammatically accurate texts that are appropriate to the task, audience and purpose 			
<ul style="list-style-type: none"> I can spell most words correctly including some complex polysyllabic words and unfamiliar words 			
<ul style="list-style-type: none"> I can apply knowledge of spelling skills and strategies with increasing independence 			
<ul style="list-style-type: none"> I can investigate texts from a range of historical periods to show how the English language has changed and varied over time 			



Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Cooking Food From Around the World	R	A	G
• I can measure ingredients			
• I can make a dough			
• I can knead			
• I can divide mixtures into equal parts			
• I can shape dough			
• I can roll dough			
• I can use a grater			
• I can make a sauce			
• I can boil water			
• I can use a hob safely			
• I can use an oven safely			
• I can use a sharp knife safely			
• I can use a peeler			
• I can use a garlic crusher			
• I can fry ingredients			
• I can work with a partner			
• I can wash up equipment			
• I can dry equipment			
• I can prepare myself for cooking			
• I can organise my work area			
• I can behave hygienically in the food classroom			
• I can use the clock to work out cooking times			
• I can explain gluten			
• I can explain the process of bread making			
• I can explain the role yeast plays in bread making			
• I can explain the steps in cheese making			
• I can identify different types of carbohydrates			
• I can explain gelatinisation			
• I can list the 8 healthy eating guidelines			
• I can explain why we need to eat a health diet			
• I can identify key dishes from around the world			
• I can identify the socio economic factors that effect food choice			
• I can evaluate my practical work			
• I can make suggestions for alternative ingredients			



Knowledge and Skills Tracker			
French Life (Past and Future Tenses)	R	A	G
• I can compare France and Britain			
• I can describe a country			
• I can talk about French personalities			
• I can talk about transport and new technologies			
• I can discuss Francophone cartoon characters			
• I can use the present tense –er verbs			
• I can use comparatives and superlatives			
• I can use the perfect tense			
• I can use qui to link sentences			



Knowledge and Skills Tracker			
Climate Change	R	A	G
• I can locate our current experience of climate on the geological timeline			
• I can locate ice ages and inter-glacials in the Quaternary Period			
• I can describe how past climate change is measured scientifically			
• I can make distinctions between astronomical and terrestrial causes of historical climate change			
• I can identify sources of anthropogenic causes of climate change			
• I can identify evidence of anthropogenic climate change			
• I can distinguish between the Greenhouse Effect and the Enhanced Greenhouse Effect			
• I can describe the current and predicted impacts of climate change in the UK			
• I can describe the current and predicted impacts of climate change in the Maldives			
• I can outline opportunities that humans are undertaking to mitigate against climate change			
• I can identify adaptations that humans are making to adapt to climate change			
Economic Change In The UK and Globalisation	R	A	G
• I can compare the changes in population that are happening in different parts of the world.			
• I can identify the factors that influence birth rates around the world.			
• I can identify the factors that influence death rates around the world.			
• I can identify the factors that influence flows of people as migrants around the world			
• I can identify the stages of the Demographic Transition Model			
• I can compare trends in populations of different countries by looking at contrasting population pyramids			
• I can link the shape of a country's population pyramid with its level of development and location on the Demographic Transition Model			
• I can describe the role of different governments to the population profile of its country – China, Singapore and the UK			
• I can explain why China now has a 'two child policy' rather than a 'one child policy'			
• I can explain the push and pull factors for international migration			
• I can explain the push and pull factors for rural to urban migration within a country (transmigration)			
• I can describe the ramifications of international migration with border control forces and socio-economic challenges.			



Knowledge and skills tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Developing and Evaluating Packaging, including Points of Sale (POS)	R	A	G
• I can identify safety hazards and work safely			
• I can identify key pieces of Graphics equipment and spell them correctly			
• I can analyse a task			
• I can identify and use ACCESSFM			
• I can collect data and draw a pie chart			
• I can produce an annotated mood-board			
• I can sketch and annotate a range of ideas			
• I can draw out a 2D net			
• I can accurately assemble a 2D net to make a 3D shape			
• I can explain the significance of packaging			
• I can explain what a Point of Sale Display is			
• I can use a craft knife safely			
• I can use a glue gun safely			
• I can explain the difference between a primary and secondary source			
• I can tell you why a prototype is important in the design process			
• I can develop a range of promotional items			
• I can explain the advantages and disadvantages of CAD/CAM			
• I can use 2D Design			
• I can safely use a line bender (strip heater)			
• I can produce an accurate equipment list			
• I can produce a detailed plan of making			
• I can evaluate my product			
• I can identify paper stock forms and their sources			
• I can identify and explain the properties of different papers and boards			



Knowledge and Skills Tracker			
The Industrial Era	R	A	G
• I can explain how machines changed the way people worked during the industrial revolution			
• I can explain what conditions for child labour were like in Britain's factories			
• I can describe some of the laissez faire attitudes of the factory owners towards working conditions			
• I can explain how Parliament responded to the issues faced by working class people who worked in the factories			
• I can explain what was wrong with British 'democracy' in the early 1800s?			
• I can explain the causes of the massacre at Peterloo			
• I can make a judgement about how successful the great reform act was			
• I can explain who the Chartists were			
• I can explain the reasons for government attitudes towards Public health changing between 1854-1858			
• I know why the Public Health Act was passed in 1875			
The British Empire	R	A	G
• I can explain the reasons that Britain built an empire			
• I can describe the impact of British colonisation on the aboriginal populations of Australia			
• I can explain the events of the 1857 Mutiny in India			
• I can make a judgement on the legacy of the British Raj in India			
• I can explain what the scramble for Africa was			
• I can explain historical debates about statutes being pulled down in the present day			
• I can make a judgement about whether Britain owes reparations to her former colonies			



Knowledge and Skills Tracker			
Angles in Quadrilaterals and Polygons	R	A	G
• I can classify special quadrilaterals on the basis of their properties			
• I can recognise the properties of special quadrilaterals			
• I can recognise the properties of polygons, including symmetry properties			
• I can calculate the sum of the interior and exterior angles of polygons			
Perimeter and Area of Parallelograms and Trapezia	R	A	G
• I can calculate the area of a parallelogram			
• I can calculate the area of a trapezium			
• I can solve problems involving perimeters and areas of composite plane figures			
Coordinate and Linear Functions	R	A	G
• I can construct the Cartesian coordinate system in two dimensions and state the coordinators of points on it			
• I can plot a graph of a set of ordered pairs as a representation of a relationship between two variables			
• I can recognise the idea of functions			
• I can recognise linear functions in the form of $y=mx + c$ and draw their graphs			
• I can find the gradient of a linear graph			
Number Patterns	R	A	G
• I can recognise number patterns and sequences			
• I can find terms of a sequence using a term-to-term or position-to-term rule			
• I can recognise arithmetic and geometric sequences			
• I can find the formula for the general (nth) term of an arithmetic sequence			
• I can solve problems involving number patterns and sequences			



Knowledge and Skills Tracker			
Theme and Variation	R	A	G
• I know what a melody is and can recognise one in a piece of music			
• I know about the Classical era: when it was and about Classical composers			
• I can read and perform from treble clef notation			
• I can read and play note durations accurately: crotchets, minims, quavers, semiquavers...			
• I know what a 'Theme and Variations' piece is			
• I can perform a 'Theme and Variations' piece using my own variation ideas			
• I know what tonality is and can recognise if a piece of music is major and minor			
• I know what chords are and know how to play some chords on the keyboard			
• I know what sharp and flat notes are			
Ukulele Skills	R	A	G
• I know what a chord is			
• I know about the ukulele and where it originated			
• I can read and sing the lyrics to popular songs			
• I can hold the ukulele correctly and hold the neck curling my fingers to press the strings on the fret board			
• I know how to change between chords on the ukulele			
• I know what strumming patterns are			
• I can perform a variety of strumming patterns			
• I know what tonality is and can recognise if a chord is major and minor			
• I know how to perform chords on the ukulele and sing the melody to a song at the same time			



Knowledge and Skills Tracker			
Hinduism	R	A	G
• I know what is meant by Brahman and the Trimurti			
• I can explain what Hindus believe about God			
• I know what is meant by Karma and rebirth			
• I can explain what is meant by the Hindu cycle of life			
• I know what reincarnation and Moksha mean			
• I can explain how Hindu Holy books affect their lives			
• I know the difference between sruti and smriti texts			
• I can recognise what a Hindu Temple looks like inside and out			
• I know why Hindu Temples are designed in a particular way			
• I can recognise different ways that Hindus worship			
• I know what is meant by Darshan			
• I know what happens in the Arti ceremony			
• I know what a home shrine looks like			
• I can explain why daily worship is important to Hindus			
• I know the names of the four main groups within Hinduism			
• I can give two facts about each group			
• I know what a pilgrimage is			
• I can name two places where Hindus go on pilgrimage			
• I can explain why pilgrimage is important to Hindus			
• I know what is meant by a 'moral code'			
• I know what is meant by a virtue			
• I can explain which virtues Hindus feel are important to follow in their lives			
• I know how Holi and Diwali began			
• I can explain how Hindus celebrate Holi and Diwali			



Knowledge and Skills Tracker			
Dance	R	A	G
• I understand what is a genre			
• I can demonstrate the Haka and explain why it is performed.			
• I can demonstrate a Bollywood dance and explain why it is a significant dance genre.			
• I can demonstrate a Latino dance and explain it is a significant dance genre.			
• I understand the term constructive criticism.			
• I understand why adaptation is important and how it links to Year 8 Leadership.			
Health Related Fitness	R	A	G
• I know what the 5 components of a warm-up are.			
• I can explain what heart rate is and why it changes with exercise.			
• I can explain why it is important to stretch			
• I can describe interval training and what FITT stands for			
• I can describe plyometric training and what sports may benefit from plyometric training			
• I can describe what Fartlek means and what sports may benefit from Fartlek training			
• I can describe what the difference between continuous and Fartlek training is			
Gymnastics	R	A	G
• I know why momentum is needed to complete a roll and which axis each roll rotates around?			
• I know why a triangular base is important			
• I know what manual guidance is			
• I know why verbal guidance is important			
• I can demonstrate a partner counterbalance			
• I know what safety considerations must be taken into account when performing			
• I know why a defined start and end point are important			
• I know what the terms symmetry and asymmetry mean			
Rugby	R	A	G
• I know how to tackle and fall safely			
• I can demonstrate a variety of passing options			
• I know what the different types of kick are available and when they are best used			
• I know what a maul is and when it occurs			
• I know what the role of the ball carrier is within a maul			
• I know what is the role of the hooker, second row, and scrum half			
• I can demonstrate a drop-off, overlap, and reverse balls			
• I know when might they be used effectively			

Outdoor & Adventurous Activities	R	A	G
• I can explain what thumbing is and why it is useful within orienteering			
• I can explain what aiming off is and why it is important within orienteering			
• I know what factors need to be taken into account when planning an orienteering course			
• I know why it is important to consider wind, slopes and features when setting out a course			



Knowledge and Skills Tracker			
Asylum Seekers	R	A	G
<ul style="list-style-type: none"> I can explain the reasons for seeking asylum 			
<ul style="list-style-type: none"> I know why some people face persecution in their countries 			
<ul style="list-style-type: none"> I understand the meaning of privilege and how it affects the lives of everyone 			
<ul style="list-style-type: none"> I know different levels of privilege, how it affects me personally and why more people should learn about privilege 			
Causes of Racism	R	A	G
<ul style="list-style-type: none"> I understand what hate crime is 			
<ul style="list-style-type: none"> I understand the reasons for the increase in hate crime 			
<ul style="list-style-type: none"> I know the causes of racism 			
<ul style="list-style-type: none"> I understand how racism can affect people 			
Homophobia	R	A	G
<ul style="list-style-type: none"> I am able to define homophobia 			
<ul style="list-style-type: none"> I know different ways to tackle homophobia 			
Knife Crime	R	A	G
<ul style="list-style-type: none"> I know the legal position about carrying a knife 			
<ul style="list-style-type: none"> I know the consequences of carrying a knife 			
<ul style="list-style-type: none"> I know how knife crime affect families 			
<ul style="list-style-type: none"> I understand different ways to discourage young people from carrying knives 			
Learning To Learn	R	A	G
<ul style="list-style-type: none"> I know how I learn best 			
<ul style="list-style-type: none"> I understand how the behaviour of others could affect my learning 			
<ul style="list-style-type: none"> I am able to list different forms of intelligence 			
<ul style="list-style-type: none"> I understand how multiple intelligences can help me develop into a stronger learner 			
<ul style="list-style-type: none"> I know what verbal/linguistic intelligence is 			
<ul style="list-style-type: none"> I can identify my own strengths and weaknesses within the verbal/linguistic intelligence 			
<ul style="list-style-type: none"> I understand the importance of prioritising work 			
<ul style="list-style-type: none"> I can apply prioritising skills to different situations 			
<ul style="list-style-type: none"> I know what a reflective learner is 			
<ul style="list-style-type: none"> I understand the importance of being a reflective learner 			



Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Developing and Designing Storage Solutions	R	A	G
• I can use pencil and steel ruler to mark out			
• I can mark out each corner of the box correctly with the letters A,B,C,D			
• I can mark out dowels joints			
• I can mark out lap joints			
• I can use a Tenon saw correctly and safely			
• I can use a Marking gauge correctly and safely			
• I can use a Chisel and Mallet correctly and safely			
• I can name the parts of the Pillar drill			
• I can use Pillar drill correctly and safely			
• I can use PVA glue correctly and safely			
• I can use sand paper correctly using the right grades of sand paper			
• I can use a Bandfacer correctly and safely			
• I can use a bench hook and Tenon saw correctly and safely			
• I can use a hammer and pins to attach top and bottom of box			
• I can decide on what dividers I want in my box			
• I can design a theme for my box			
• I can use 2D design on the laptops			
• I can change the colours of the lines of my design on 2D design so the laser cutter can cut it			



Knowledge and skills tracker			
Chemical reactions 2	R	A	G
• I can describe the fire triangle			
• I can describe the different ways of putting out a fire			
• I can describe complete combustion			
• I can give an example of a hydrocarbon			
• I can state the reactants in combustion			
• I can state the products in combustion			
• I can describe how to test for carbon dioxide			
• I can describe how to test for water as a product of combustion			
• I can state the products of incomplete combustion			
• I can define an exothermic reaction			
• I can define an endothermic reaction			
• I can give an example of a chemical reaction that is exothermic			
• I can state two everyday uses of exothermic reactions			
• I can give an example of a chemical reaction that is endothermic			
• I can state one everyday use of endothermic reactions			
• I know the law of conservation of energy			
• I can describe what must happen to particles of elements if they are to react			
• I can describe what happens in stage 1 of a chemical reaction			
• I can describe what happens in stage 2			
• I can define activation energy			
The Periodic Table	R	A	G
• I can explain the order of elements in early tables			
• I can explain why some elements were absent from early tables			
• I can explain the significance of Mendeleev's table			
• I can explain why other scientists accepted his periodic table			
• I can describe a period and the similarities that elements within a period have in common			
• I can describe a group and the similarities the elements within a group have in common			
• I can identify the metals in the periodic table			
• I can describe the properties of metals			
• I can describe some observations and tests used to decide if a substance is a metal or a non-metal			
• I can explain the difference between a physical property and a chemical property			
• I can describe the physical properties of non-metals			
• I can explain why elements form ions			
• I can state the charge on a metal ion			

• I can state the charge on a non-metal ion			
• I can name the type of oxides formed when non-metals react with oxygen			
• I can name the type of oxide formed when metals react with oxygen			
• I can describe how to test the pH of a solution			
• I can name the type of substance made when a metal reacts with oxygen			
• I can describe oxidation			
• I can describe reduction			
• I can describe the reaction that produces iron oxide			
• I can name the type of reaction that produces iron oxide			
• I can name the type of reaction use to extract iron from its oxide			
• I can explain what determines how reactive a metal is			
• I can explain why a metal would have a greater tendency to lose electrons and be more reactive			
• I can place metals in order of reactivity based on their reactions with water			
•) I can place metals in order of reactivity based on their reactions with dilute acids			
• I can name the two non-metals included in the reactivity series			
• I can name the type of reaction where a less reactive metal is replaced by a more reactive metal			
• Using the reactivity series, I can predict what would happen if iron sulfate is reacted with magnesium.			
• I can explain why gold is found as a pure element on Earth			
• I can explain how we obtain the many metals we use from the compounds they form in the Earth's crust			
• I can describe how metals less reactive than carbon are extracted. I can give examples of 3 of these metals			
• I can state the name given to the group 0 elements			
• I can describe the chemical properties of group 0 elements and explain their behaviour			
• I can describe the change in boiling point as you go down the group 0 elements			
• I can state the name given to the group 1 elements			
• I can explain the reactivity the group 1 metals			
• I can describe the change in reactivity of the group 1 metals as you go down the group			
• I can state the name given to the group 7 elements			
• I can describe and explain the reactivity of the halogens			



Knowledge and Skills Tracker			
Diet and Health	R	A	G
• I can name ten or more foods in Spanish.			
• I can talk about what I and other eat and drink			
• I can say what I have for breakfast, lunch and dinner.			
• I can say how often I eat certain foods.			
• I can compare Spanish mealtimes to my own.			
• I can name some traditional Spanish / Latin-American dishes.			
• I can give a range of opinions on different foods and drinks.			
• I can use three negative expressions.			
• I can name at least five adjectives to describe foods.			
• I can order food in a Spanish restaurant.			
• I can name a range of Spanish tapas dishes			
• I can understand a menu in Spanish			
• I can understand the tu and usted forms			
• I can describe a healthy diet in Spanish			
• I can use mucho and poco accurately in sentences			
• I can name at least ten body parts			
• I can use the verb doler correctly			
• I can say how long something has hurt for			
• I can describe symptoms and illnesses			
• I can say I don't feel well			
• I can understand a range of treatments and medicines			
• I can use some expressions in the imperative form			
• I can understand how to perform a role play effectively			

Year 8 D&T: Textiles Curriculum Tracker Statements



Kings Langley School
Unlocking Potential for Life

Knowledge and Skills Tracker (On a rotation with other D&T subjects, so may be at a different time of year)			
Designing and Stitching Monster Soft Toys	R	A	G
• I can identify safety hazards			
• I can analyse a task			
• I can identify and use ACCESSFM			
• I can draw a bar graph			
• I can produce an annotated mood-board			
• I can sketch and annotate a range of ideas			
• I can identify and use pattern symbols			
• I can make accurate paper patterns			
• I can cut out paper and fabric correctly			
• I can pin correctly			
• I can thread a needle and tie a knot			
• I can explain and use tacking correctly			
• I can set up the sewing machine			
• I can explain and sew a seam			
• I can explain and sew a hem			
• I can explain and applique on fabric correctly			
• I can fabric paint			
• I can produce an accurate equipment list			
• I can produce a detailed plan of making			
• I can produce and explain a manufacturing specification			
• I can evaluate my product			
• I can identify and explain care labels			
• I can identify and explain the properties of natural fibres			
• I can identify and explain the properties of synthetic fibres			
• I can identify and explain environmental issues relating to plastics and textiles			
• I can research and explain the work of key fashion designers			

