



Y8 ASSESSMENT CALENDAR: TERM 2

8th January – 25th March 2024

Term 2 assessment windows for each subject are highlighted on the calendar below. Each class will complete an assessment in one of their lessons during this two-week period.

	w/c 8th January	w/c 15 th January	w/c 22 nd January	w/c 29 th January	w/c 5 th February	W/C 19 th February	w/c 26 th February	w/C 4 th March	W/c 11 th March	w/c 18 th March	w/c 25 th March
Art & Design				Knowledge test			Sketchbook/portfolio				
Computer Science							Computational Thinking – Algorithms and Flowcharts				
Dance				Swansong						Risk Sports	
Design & Technology							Light Sensing Night Light				
Drama				Romeo and Juliet							
English			Mini assessment: Shakespeare and Gender		Main assessment: Shakespeare and Gender			Mini assessment: Myths Transactional Writing		Main assessment: Myths Transactional Writing	
Food							Source and Seasonality of ingredients.				
French	Module 1 Progress check 2				Module 1 Assessment					Module 2 Progress check 1	
Geography				Globalisation							Population
History							The Early Modern World				
Maths			Developing Geometry Area		Multiplying & Dividing Fractions			Proportional Reasoning			
Music				Listening + Performing Instruments of the Orchestra 2			Performance Skills SAMBA				
P. E				MiMove record						MiMove record	
Philosophy & Ethics							DEP2 Assessment				
Science		Matter				Forces	Waves	Cumulative Assessment			
Spanish		Module 2 Assessment								Module 3 Assessment	

Y8 TERM 1 ASSESSMENT CALENDAR

Subject Knowledge and Revision Lists

















25th September – 15th December 2023



Subject knowledge and revision lists

The subjects being assessed in this assessment window are listed below.

Click on a subject to see the knowledge/skills being assessed:

 <u>Art & Design</u>	 <u>Computer Science</u>	 <u>Dance</u>	 <u>Design & Technology</u>
 <u>Drama</u>	 <u>English</u>	 <u>Food</u>	 <u>French</u>
 <u>Geography</u>	 <u>History</u>	 <u>Maths</u>	 <u>Music</u>
 <u>PE</u>	 <u>Philosophy & Ethics</u>	 <u>Science</u>	 <u>Spanish</u>

[Click here to return to calendar](#)

Art & Design

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 to 04.02.24	Knowledge test	<ul style="list-style-type: none">• Formal elements• Materials, techniques, and processes• Colour theory• Artists
Independent learning support:	Students will be assessed on the following: <ul style="list-style-type: none">• Formal elements: Line, shape, tone, colour, form, space• Principles: Pattern, movement, contrast• Materials/Techniques/ Processes: knowledge on those used in class to date• Colour theory: primary, secondary, tertiary, analogous, tint and shade, complementary• Artists – Victor Vasarely, Bridget Riley, Xenobia Bailey - knowledge of style, content, context.	

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 to 04.03.24	Sketchbook/portfolio	A mastery percentage will be given for the sketchbook
Independent learning support:	Students will be assessed on the following: <ul style="list-style-type: none">• Quality of artwork• Quality of annotations• Quality of presentation and completion of work• Previous knowledge test considered	

[Click here to return to subject list](#)

Computer Science

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	Computational thinking	Computational thinking
Independent learning support:	Revision sheet provided by class teacher. <u>Computational thinking - KS3 Computer Science - BBC Bitesize</u>	

[Click here to return to subject list](#)

Dance

Assessment Window	Assessment Title	Topics/Content			
w/c 29.01.24 or 05.02.24	Swansong	The main intent of this unit is to introduce the students to professional dance repertoire from an iconic BRITISH dance choreographer – Christopher Bruce. The students will have already studied the practitioner Hofesh Shether in year 7 and this unit aims to develop the basic movement component appreciation skills ASDR. Alongside the continuous development of physical, expressive and choreography skills with a key focus on motif development Actions, using the repertoire piece ‘Swansong’. This piece explores the ideas of human rights and particularly focuses on the rights of prisoners, the section studied shows two prison officers interrogating one prisoner.			
Independent learning support:	Content key knowledge/skills being assessed: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Physical <ul style="list-style-type: none"> • Strength • Extension </td> <td style="vertical-align: top; text-align: center;"> Performance <ul style="list-style-type: none"> • Projection • Facial expressions </td> <td style="vertical-align: top;"> Choreography <ul style="list-style-type: none"> • Contact • Accumulation • Action / Reaction </td> </tr> </table> <p><u>Shen Yun Reviews: "Heavenly Experience" (youtube.com)</u></p>		Physical <ul style="list-style-type: none"> • Strength • Extension 	Performance <ul style="list-style-type: none"> • Projection • Facial expressions 	Choreography <ul style="list-style-type: none"> • Contact • Accumulation • Action / Reaction
Physical <ul style="list-style-type: none"> • Strength • Extension 	Performance <ul style="list-style-type: none"> • Projection • Facial expressions 	Choreography <ul style="list-style-type: none"> • Contact • Accumulation • Action / Reaction 			

Assessment Window	Assessment Title	Topics/Content			
w/c 19.03.24 or 25.03.24	Risk Sports	This unit's intent to is to continue developing physical, expressive and choreographic skills to perform <i>dances with advance techniques</i> . Choreographic skills are embedded throughout this topic introducing further choreographic devices such as counterpoint while consolidating students understanding of motif development. The use of Akram Khans Rush repertoire underpins technical motifs taught to students and their understanding and use of ASDR to analyse a section of a professional work building on their analysis understanding with Swansong. The contemporary and Kathak infused dance style explored by students also enhances their application of dynamic range using the repertoire's tremendous speed and serene stillness. This unit also uses visual stimuli linked to water sports			
Independent learning support:	Content key knowledge/skills being assessed: <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> Physical <ul style="list-style-type: none"> • Stamina • Flexibility </td> <td style="vertical-align: top; text-align: center;"> Performance <ul style="list-style-type: none"> • Emphasis • Timing • Dynamic range </td> <td style="vertical-align: top;"> Choreography <ul style="list-style-type: none"> • Motif Development space • Contact work • Climax • Highlight • Counterpoint </td> </tr> </table>		Physical <ul style="list-style-type: none"> • Stamina • Flexibility 	Performance <ul style="list-style-type: none"> • Emphasis • Timing • Dynamic range 	Choreography <ul style="list-style-type: none"> • Motif Development space • Contact work • Climax • Highlight • Counterpoint
Physical <ul style="list-style-type: none"> • Stamina • Flexibility 	Performance <ul style="list-style-type: none"> • Emphasis • Timing • Dynamic range 	Choreography <ul style="list-style-type: none"> • Motif Development space • Contact work • Climax • Highlight • Counterpoint 			

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	Light Sensing Night Light	Key knowledge and vocabulary: Symbol, Risk, laser cutter, Circuit, Components, HIPS, CAM, Thermoplastic
Independent learning support:	Students will be assessed on their ability to: <ul style="list-style-type: none">• Understand inputs and outputs in a circuit board.• Identify common components including LDR, LED, Resistors, Thyristors and power supplies.• Accurately solder electronic components using a soldering iron.• Understand that some components are polarised.• Understand that plastics are grouped as thermosetting and thermoforming.• Understand the working properties of HIPS.• Explain how vacuum forming works and identify common products which are made in this way.• Use 2D Design to cut acrylic using the laser cutter.• Understand the advantages of using computer aided manufacture (CAM).• Use a line bender to form thermoplastics using a jig. <p>There will also be a weekly Flipped Learning Quiz in class to support.</p>	

[Click here to return to subject list](#)

Drama

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.23 or 05.02.24	Romeo and Juliet	Romeo and Juliet
Independent learning support:	Students will be assessed on the following: Soft skills: Resilience, Confidence, Focus, Teamwork, Communication Physical skills: Stillness, stance, Proxemics, Eye contact, physical Contact, Levels, Body Language, Facial Expressions, Gesture Vocal skills: Emphasis, Pitch, Pause, Pace, Tone of voice, Projection & Clarity Drama conventions: stage combat Academics kills: Writing as a director/designer, Justifying creative decisions, script and character analysis, Peer-analysis, Self-analysis, target setting Technical design skills: Staging, sound design	

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
Mini Assessment: w/c 22.01.24 to 02.02.24 Main assessment: w/c 05.02.24 to 23.02.24	Shakespeare and Gender	Key skills: Short answer questions on dramatic techniques and Shakespearean context. PEEZL response linked to the text studied in class, focusing on a character or theme.
Independent learning support:	Mini assessment (formative): Students will complete short answer questions, eg multiple choice, gap fill. <u>You will need to know:</u> <ul style="list-style-type: none"> Context linked to Shakespeare, such as when was Shakespeare writing? What was life like when Shakespeare was writing? Key dramatic techniques used in Shakespeare's works such as soliloquy, asides, dramatic irony etc. Main assessment (formative and summative): <ul style="list-style-type: none"> Students will complete a full reading assessment using an extract from their class text, eg The Tempest, Much Ado... Section A: Short answer questions on dramatic techniques and Shakespearean context Section B: PEEZL response linked to the text studied in class, focusing on a character or theme (eg power). 	

Assessment Window	Assessment Title	Topics/Content
Mini Assessment: w/c 04.03.24 to 15.03.24 Main assessment: w/c 18.03.24 to 22.03.24	Myths Transactional Writing	Students will explore a range of myths and legends before creating their own piece of transactional writing inspired by an event from one of the stories.
Independent learning support:	Mini assessment (formative): Students will answer short answer questions linked to a myth; it is likely this myth will be Medusa. <u>You need to know:</u> How to define morality tale; how to define the term 'theme'; what themes are in Medusa; what is the writer's message to the reader? Main assessment (formative and summative): Students need to revise RESIST C, ambitious vocabulary, spelling, punctuation, grammar, language techniques. Revision Materials: BBC bitesize Writing Skills: https://www.bbc.co.uk/bitesize/topics/z43dwnb/articles/zk972v4 BBC bitesize SPaG https://www.bbc.co.uk/bitesize/topics/z7vdy9q	

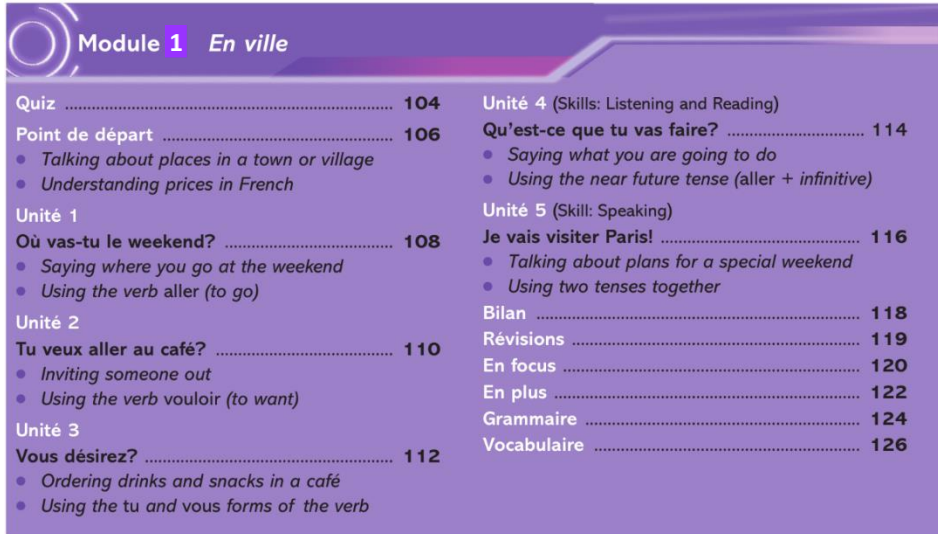
Food

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	Source and Seasonality of ingredients.	Source and Seasonality of ingredients.
Independent learning support:	Students will complete a knowledge quiz on the following: Source and Seasonality of ingredients. Seneca Seneca - Learn 2x Faster (senecalearning.com)	

[Click here to return to subject list](#)

French

Assessment Window	Assessment Title	Topics/Content
w/c 08.15.24 or 15.02.25	Module 1 Progress Check 2	Module 1: En Ville
Independent learning support:	Progress check formative assessment: For each module of work, there will be a Progress Check following the teaching of Units 1, and 2. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 – 12.02.24	Module 1 Assessment	Module 1: En Ville
Independent learning support:	<p>Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.</p> <p>Students will complete Listening, Reading and Grammar activities based on the units taught, as well as activities to test their translation skills. Students will be expected to achieve 70%.</p>	
		 <p>The image shows a table of contents for 'Module 1 En ville'. It lists various sections and their page numbers, including a Quiz (104), Point de départ (106), Unité 1 (108), Unité 2 (110), Unité 3 (112), Unité 4 (114), Unité 5 (116), Bilan (118), Révisions (119), En focus (120), En plus (122), Grammaire (124), and Vocabulaire (126). Each unit includes a list of topics to be covered.</p>

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 or 25.03.25	Module 2 Progress Check 1	Module 1: Vive les vacances!
Independent learning support:	Progress check formative assessment: For each module of work, there will be a Progress Check following the teaching of Units 1, and 2. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

[Click here to return to subject list](#)

Geography

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 to 04.02.24	Globalisation	Pros and cons of globalisation for different countries.
Independent learning support:	Revision worksheet provided – pros and cons of globalisation for different countries. Key skill – describing map https://www.bbc.co.uk/bitesize/articles/z2frg7h#z4njqfr	

Assessment Window	Assessment Title	Topics/Content
w/c 25.03.24	Population	DTM and ageing populations in the UK
Independent learning support:	Revision worksheet provided – population key terms, DTM and ageing populations in the UK https://www.bbc.co.uk/bitesize/topics/zg7nvcw/articles/zxv4cmn#zgghhcw	

[Click here to return to subject list](#)

History

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	700AD-1066	The Medieval World
Independent learning support:	<p>Students will have studied the following leading up to this assessment:</p> <p>Early Modern Voyages of Discovery</p> <ul style="list-style-type: none">• Motives for exploration• Francis Drake• John Cabot• Walter Raleigh• Colonising North America <p>The Early Modern Witch-craze</p> <p>Chronology</p> <p>Revision support: Seneca: 2.1-2.1.1, 5.2.1,5.2.2 BBC Bitesize - https://www.bbc.co.uk/bitesize/guides/zstdhv4/revision/1</p>	

[Click here to return to subject list](#)

Maths

Assessment Window	Assessment Title	Topics/Content
w/c 22.01.24 – 26.01.24	Developing Geometry Area	Developing Geometry Area Unit
Independent learning support:	<ul style="list-style-type: none">• Area of a Rectangle• Area of a Triangle• Area of a Trapezium• Volume of Cuboid• Volume of Prism	

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 29.02.24	Multiplying & Dividing Fractions	Multiplying & Dividing Fractions Unit
Independent learning support:	<ul style="list-style-type: none">• Fraction of an Amount• Multiplying Fractions• Dividing Fractions• Reverse Fractions• Problem Solving	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 or 22.03.24	Proportional Reasoning	Proportional Reasoning Unit
Independent learning support:	<ul style="list-style-type: none">• Simplify Ratio• Convert Ratio & Proportion• Share into a Given Ratio• Share into a Given Ratio• Problem Solving Ratio	

[Click here to return to subject list](#)

Music

Assessment Window	Assessment Title	Topics/Content
w/c 29.01.24 or 05.02.24	Listening + Performing Instruments of the Orchestra 2	Instruments of the Orchestra Part 2 – TIMBRE and TEXTURE: Students will review and recall Families of instruments. Instruments of the Orchestra from Yr. 7 Classes will then broaden this to identify electronic instruments, West African Drums and Percussion. As students apply listening skills to different, musical examples, this knowledge will be used to undertake a practical performance task of an orchestral piece of music using a range of instruments.
Independent learning support:	<p>Task 1: Identify and DESCRIBE sounds from 3 pieces: POP SONG, ORCHESTRA.</p> <ul style="list-style-type: none"> • Reading and interpreting Musical Symbols: Melody and Chords. • Perform pieces on Keyboard, Ukelele and hand drums. <p>Task 2: Review and refine Melody and Harmony in smaller instrument groups.</p> <ul style="list-style-type: none"> • Whole class performances and feedback. • Unit assessment- ensemble performance. <p>Key Words: TEXTURE, PITCH, DYNAMICS, MELODY, TIMBRE</p> <p>Technical skills: Listening skills, identifying a range of instruments and musical features in written and verbal responses.</p>	

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Performance Skills SAMBA	Students will be introduced to examples of Samba from Brazil. Pieces will be discussed and placed in context of prior learning of Rhythms in Yr. 7. Listening skills will be applied to musical examples and keywords used to identify and define features of Samba music. Using knowledge and understanding classes will then apply composing and performance skills to a Samba rhythm.
Independent learning support:	<p>Task 1: Recap and link: Different Rhythm patterns and $\frac{3}{4}$ 4/4 time signatures.</p> <ul style="list-style-type: none"> • SAMBA Drums and RHYTHMS- Body percussion and some djembe drums. • Performance prep, perform to class addressing success criteria evaluation • Compositions showcased with performances where Rhythms of Crotchets and Quavers are used including rests. <p>Unit assessment- individual and group performances.</p> <p>Key Words: TEMPO, DYNAMICS, TIME SIGNATURE</p> <p>Technical skills: To Sing and play a range of pieces and recognize PITCH ranges when composing and performing.</p>	

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
HT1: w/c 29.01.24 to 04.02.24 HT2: w/c 18.03.24 – 24.03.24	MiMove record	Record of physical activity on the MiMove app.
Independent learning support:	<p>In KS3 PE activities are rotated every 4-8 weeks and there are small assessments within lessons relating to the specific skills for activity that students are learning during that time.</p> <p>Half Termly Assessment: Activity levels are monitored on MiMove as the main assessment each half term.</p> <p>About MiMove: This is miMove - YouTube</p> <p>Student Login (Online): Mimove (mimoveapp.com)</p> <div style="text-align: right;">  </div>	

[Click here to return to subject list](#)

Philosophy & Ethics

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 to 04.03.24	DEP2 Assessment	History of Christianity Ethics
Independent learning support:	Students will be assessed on the following: History of Christianity: Pentecost and how this spread Christianity; The Great Schism and it's impact on Christianity; Different Christian denominations and their differences in belief. Ethics: The definition of Ethics; The key ideas in Situation Ethics; The key ideas in Duty-based Ethics (Immanuel Kant); The key ideas in Utilitarianism; The key ideas in Virtue Ethics; issues in the UK with racism, climate change (including protests about climate change) and LGBTQ+ and whether following these ethical theories can help with these issues. Learning overview: PowerPoint Presentation (ifieldcc.co.uk)	

[Click here to return to subject list](#)

Science

Assessment Window	Assessment Title	Topics/Content
w/c 15.01.24 or 22.01.24	Matter	Periodic table and Elements
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u>Science Year 8 Assessment Term 1</u> Bitesize: <u>Symbols and formulae - BBC Bitesize</u> <u>The modern periodic table - BBC Bitesize</u> <u>What are elements in science? KS3 guide for chemistry students - BBC Bitesize</u>	



Assessment Window	Assessment Title	Topics/Content
w/c 19.02.24 or 26.02.24	Forces	Contact forces and pressure
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u>Science Year 8 Assessment Term 1</u> Bitesize: <u>Introduction to forces - Forces and movement - KS3 Physics - BBC Bitesize - BBC Bitesize</u> <u>Pressure guide for KS3 physics students - BBC Bitesize</u>	

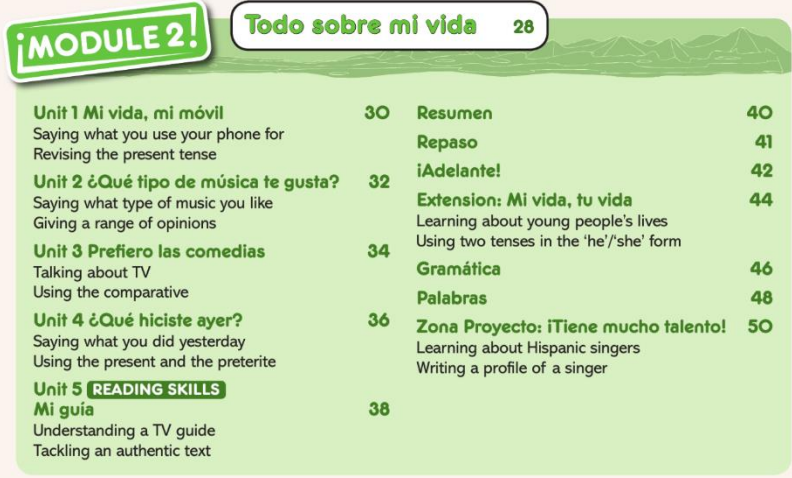


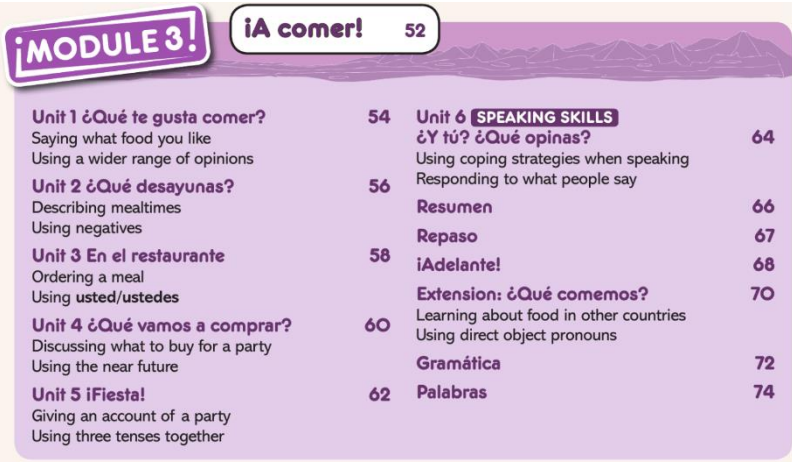
Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Waves	Wave effects and Wave properties
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet: <u>Science Year 8 Assessment Term 1</u> Bitesize: <u>Features of waves links to energy transfer guide for KS3 physics students - BBC Bitesize</u>	



Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Cumulative Assessment	Ecosystems, Earth, Organisms, Matter, Forces and Waves
Independent learning support:	This assessment focuses on cumulative knowledge and skills across the whole Science curriculum so far. Key knowledge for the topics included in this assessment can be found on the following 'Need to know' sheets: <u>Science Year 8 Assessment Term 1</u> <u>Science Year 8 Assessment Term 1</u>	

[Click here to return to subject list](#)

Assessment Window	Assessment Title	Topics/Content
w/c 15.02.24 – 26.02.24	Module 2 Assessment	Module 2: Todo sobre mi vida
Independent learning support:	Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.	 <p>Unit 1 Mi vida, mi móvil 30 Saying what you use your phone for Revising the present tense</p> <p>Unit 2 ¿Qué tipo de música te gusta? 32 Saying what type of music you like Giving a range of opinions</p> <p>Unit 3 Prefiero las comedias 34 Talking about TV Using the comparative</p> <p>Unit 4 ¿Qué hiciste ayer? 36 Saying what you did yesterday Using the present and the preterite</p> <p>Unit 5 READING SKILLS 38 Mi guía Understanding a TV guide Tackling an authentic text</p> <p>Resumen 40 Repaso 41 ¡Adelante! 42 Extension: Mi vida, tu vida 44 Learning about young people's lives Using two tenses in the 'he'/ 'she' form</p> <p>Gramática 46 Palabras 48 Zona Proyecto: ¡Tiene mucho talento! 50 Learning about Hispanic singers Writing a profile of a singer</p>
	Students will complete Listening, Reading and Grammar activities based on the units taught, as well as activities to test their translation skills. Students will be expected to achieve 70%.	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 25.03.24	Module 3 Assessment	Module 3: ¡A comer!
Independent learning support:	Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.	 <p>Unit 1 ¿Qué te gusta comer? 54 Saying what food you like Using a wider range of opinions</p> <p>Unit 2 ¿Qué desayunas? 56 Describing mealtimes Using negatives</p> <p>Unit 3 En el restaurante 58 Ordering a meal Using <i>usted/ustedes</i></p> <p>Unit 4 ¿Qué vamos a comprar? 60 Discussing what to buy for a party Using the near future</p> <p>Unit 5 ¡Fiesta! 62 Giving an account of a party Using three tenses together</p> <p>Unit 6 SPEAKING SKILLS 64 ¿Y tú? ¿Qué opinas? Using coping strategies when speaking Responding to what people say</p> <p>Resumen 66 Repaso 67 ¡Adelante! 68 Extension: ¿Qué comemos? 70 Learning about food in other countries Using direct object pronouns</p> <p>Gramática 72 Palabras 74</p>
	Students will complete Listening, Reading and Grammar activities based on the units taught, as well as activities to test their translation skills. Students will be expected to achieve 70%.	