

Year 8 Autumn Term Subject Assessment Strands

Subject	Assessment Strand 1 – Knowledge	Assessment Strand 2 - Skills
Art	Encounters: New Art from Old. Reinventing the Past	
	<ul style="list-style-type: none"> Developing awareness of still life genre and the formal elements Developing awareness of how Old Art has inspired new Art (Encounters concept) Development of Art vocabulary to gradually build glossary 	<ul style="list-style-type: none"> Observational drawing skills using the formal elements: line, tone, proportion, form and mark-making Introduction to key words in Art to develop vocabulary to enable Art critical skills development
Drama	How effective can performance work without the use of the voice?	
	<ul style="list-style-type: none"> How to use Tableaux, Mime and Gesture effectively in performance work to create character, situation and plot How to work sensitively with others in group practical work 	Practical application of the following techniques and skills: <ul style="list-style-type: none"> Group work Tableaux, Gesture and Mime Devising performances
French & German	Understanding a new language	
	<u>German:</u> <ul style="list-style-type: none"> Talking about yourself and family Talking about pets and colours Saying how old you are and the month of your birthday <u>French:</u> <ul style="list-style-type: none"> Introducing yourself and others Giving a detailed description of pets / animals Using key phrases about classroom language 	<u>Writing:</u> <ul style="list-style-type: none"> Working out language rules Identifying links between spelling and pronunciation Understanding key language rules Understanding grammatical agreement and position of adjectives <u>Listening:</u> <ul style="list-style-type: none"> Understanding key words <u>Translation:</u> <ul style="list-style-type: none"> Using a bilingual dictionary
Humanities (Global)	What are the causes and solutions to conflict?	How does our technology affect our identity?
	<ul style="list-style-type: none"> Causes of Conflict Religious and cultural responses to conflict The pros and cons of violent and non-violent action Forgiveness and Reconciliation 	Ability to explain: <ul style="list-style-type: none"> Historical and present effects of technology on society. Responses of different cultural groups to technology
Humanities (Local)	Exploration	The Environment
	<ul style="list-style-type: none"> Exploring new frontiers- physical; emotional and historical perspectives around exploration People and their impact on the environment 	<ul style="list-style-type: none"> Describe patterns and trends Identify key words and concepts
IT	What is esafety? Why is it important and what do we need to consider?	
	<ul style="list-style-type: none"> Explore safety Understand how to stay safe online 	<ul style="list-style-type: none"> Searching information from the internet effectively Presenting information for a specific purpose and target audience

Maths	Show your method and be accurate	
	<p>Vocabulary, facts and rules associated with:</p> <p>Number 1</p> <ul style="list-style-type: none"> • Number bonds; multiplication facts; prime numbers <p>Geometry 1</p> <ul style="list-style-type: none"> • Angles; circle properties <p>Statistics 1</p> <ul style="list-style-type: none"> • Averages; types of data; types of charts <p>Number 2</p> <ul style="list-style-type: none"> • Primes, squares, cubes, square roots and cube roots; negative numbers; BODMAS <p>Algebra 1</p> <ul style="list-style-type: none"> • Basic rules of algebra 	<p>Use and apply skills associated with:</p> <p>Number 1</p> <ul style="list-style-type: none"> • Place value; 4 operations on integers; factors, multiples, HCF and LCM; prime factor decomposition; rounding <p>Geometry 1</p> <ul style="list-style-type: none"> • Measuring and drawing accurately; angle rules; properties of circles <p>Statistics 1</p> <ul style="list-style-type: none"> • Representing data in charts and diagrams; analysing data by calculating averages and range <p>Number 2</p> <ul style="list-style-type: none"> • Calculating powers and roots; using BODMAS; 4 operations with negative numbers and decimals <p>Algebra 1</p> <ul style="list-style-type: none"> • Simplifying, expanding, factorising, substituting
Music	Rhythm and Pitch & GarageBand	
	<ul style="list-style-type: none"> • Pupils will learn/reinforce their understanding of basic staff notation • Pupils will develop knowledge of how to work using a Mac • Pupils will learn about chords, rhythm patterns, bass lines and other important features of popular songs 	<ul style="list-style-type: none"> • Pupils will learn basic keyboard performing skills (differentiated by ability) • Pupils will compose pieces developing their knowledge of rhythm, pitch, structured melody and harmony • Listening critically to music • Evaluating their own and others work • Pupils will learn basic sequencing skills • Pupils will recreate a popular song exploring sequencing skills • Listening critically to music • Evaluating their own and others work
Science	Learning to work scientifically	
	<p><u>Biology:</u></p> <ul style="list-style-type: none"> • Health and Lifestyle: Food tests Healthy diets Digestive system Drugs, alcohol and smoking <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • The periodic table: Metals and non-metals Groups and periods in the periodic table (looking at groups 1, 7 and 0) <p><u>Physics:</u></p> <ul style="list-style-type: none"> • Electricity and magnetism: Circuits and current Potential difference Series and parallel Resistance Magnets and magnetic fields Electromagnets and their uses 	<p>Experimental skills and investigations:</p> <p>Making and testing predictions Following practical instructions and using apparatus safely Identifying variables in an investigation Evaluating the reliability of experiments</p> <p>Measurements skills:</p> <p>Naming chemical products and reactant Using SI units Using simple equations and carrying out simple calculations Evaluating investigations taking into account data analysis</p>

Technology (Food)	How to make a range of recipes for a healthy body?	How to prepare food safely?
	<ul style="list-style-type: none"> • Healthy eating, nutrients required for health. • Food hygiene & storage 	<ul style="list-style-type: none"> • Basic food preparation concentrating on knife skill
Technology (Materials)	Creating and maintaining a safe working environment	Can I communicate effectively?
	<ul style="list-style-type: none"> • Understanding and demonstration of safe working procedures in the manufacture of a sublimated product 	<ul style="list-style-type: none"> • Effective communication fit for purpose (audience), recognising British Standards
Technology (Textiles)	Creating and maintaining a safe working environment	Using decorative skills to create quality products
	<ul style="list-style-type: none"> • Understanding and demonstration of safe working procedures, production methods & decorative techniques • Understanding machine skills 	<ul style="list-style-type: none"> • Development and production of a range of decorative and technological skills
English	Assessment Strand 1 – Reading	Assessment Strand 2 - Writing
	Can you understand and respond to texts, identifying explicit and implicit information?	Can you use a range of vocabulary and sentence structures for clarity, purpose and effect?
	<ul style="list-style-type: none"> • Some reference to relevant details in the text • Evidence of explicit understanding • Clear understanding of ideas 	<ul style="list-style-type: none"> • Some deliberate use of vocabulary • Mostly accurate spelling of simple vocabulary • Some variety of accurate sentences • Some paragraphing for effect
PE	Assessment Strand 1 – Fitness	Assessment Strand 2 - Games
	Invasion Games	
	<ul style="list-style-type: none"> • Perform 12 minute run • To show a starting level of fitness • To inform training requirements • To compare against norms of the group/national averages • To motivate/set goals • To provide variety to a training 	<ul style="list-style-type: none"> • Students should perform in a small sided or full sided competitive game, demonstrating the skills appropriate to their chosen position