Year 8 Spring Term Subject Assessment Strands

Subject	Assessment Strand 1 – Knowledge	Assessment Strand 2 - Skills
Art	**Encounters: New Art from Old. Reinventing the Past**	
	• Developing an in depth case study of an artist working in the still life genre • Developing awareness of how Old Art has inspired new Art (Encounters concept) • The study of colour theory and the use of colour in painting • Development of Art vocabulary to annotate artworks and make connections between Art from the past and the Art of today	• Development of painting skills with an emphasis on consistency of paint and control • Demonstrate understanding of colour theory and applying this skilfully in the painting • To translate artists styles with sensitivity and awareness by creating relevant resources and adapting these accordingly • To analyse and evaluate work with awareness of how to refine it
Drama	**Exploring Victimisation and the Story of the Elephant Man**	
	• How to use Tableaux, Thought Track, Thought Tunnel, Hot Seating and Improvisation to explore character, situation and plot of the story of the Elephant Man • How to work sensitively with others in group practical work	Practical application of the following techniques and skills: • Group work • Tableaux, Thought Tracking, Thought Tunnel, Hot Seating and Improvisation • Devising performances
French & German	**Understanding and applying a new language in a variety of contexts**	
	German: • Talking about school • Giving opinions about school subjects • Telling the time • Talking about free time and hobbies French: • Describing parts of the body • Talking about sports and opinions Giving opinions about clothes and fashion • Talking about where you live	Writing: • Using question words • Using verb second in word order • Understanding negatives • Understanding grammar to work out gender • Looking at nouns and plurals Listening: • Understanding key words Translation: Using a bilingual dictionary Grammar: • Using comparatives • Conjugating the present tense • Conjugating the near future tense • Forming negative structures
Humanities (Global)	**What are the causes and consequences of migration?**	**Why was Slavery abolished?**
	Identify, describe and explain: • Causes and consequences of migration • Cultural responses to migration • The pros and cons of immigration & emigration	Identify, describe and explain: • Evidence gathering using sources • Structured explanation paragraphs • Communicate opinions with supported argument and example

Humanities (Local)	What does Community mean?	How does crime affect us?
	- What are British Values? - Diversity and Multiculturalism - Prejudice and discrimination	Identify, describe and explain: - Differences in crime rates (using data) - How crime has changed over the ages - Impact of crime
IT	**How control systems can be programmed to produce efficient solutions**	
	- Understand Control systems - Identify input, output and process - How sensors work	- Sequencing - Flowcharts - Subroutines - Variables
Maths	**Learn the key facts and formulas**	
	Vocabulary, facts and rules associated with: Geometry 2 - Metric units and conversions; area and perimeter of shapes; volume and surface area of 3D shapes; area and circumference of a circle Number 3 - Fractions Algebra 2 - Solving Equations Statistics 2 - Scatter graphs and correlation Number 4 - Percentages	Use and apply skills associated with: Geometry 2 - Converting between units; finding areas, perimeters and volumes Number 3 - Fractions Algebra 2 - Solving Equations Statistics 2 - Representing and analysing data using scatter graphs and two-way tables Number 4 - Percentages
Music	**Binary, Ternary and Rondo Form and TV Advert Music**	
	- Pupils will learn/reinforce their understanding of melody writing and of chords - Pupils will extend their knowledge of how to compose using a Mac - Pupils will develop an understanding of musical structure and how sounds can be organised - Pupils will gain an understanding of how elements of music can be used expressively to create a mood through analysis	- Pupils will develop more complex keyboard performing skills (differentiated by ability) - Pupils will compose longer structured pieces developing their knowledge of rhythm, pitch, melody and harmony - Pupils will compose exploring elements of music to create a mood - Pupils will listen critically to music - Pupils will undertake evaluation of their own and others work

Science	Learning to work scientifically	

	Biology:
	 • Ecosystems and Processes
	  Photosynthesis
	  Aerobic and anaerobic respiration
	  Food chains, webs and ecosystems
	 Chemistry:
	 • Metals and acids
	  Reactions of metals with acids, oxygen, water and displacement reactions
	  Extracting metals, ceramics, polymers and composites
	 Physics:
	 • Motion and pressure
	  Speed and motion graphs
	  Pressure in gases, liquids and solids
	  Turning forces
		Analysis and evaluation:
		 • Identifying simple patterns and drawing conclusions
		 • Presenting observations and data in tables and graphs
		 • Random and systematic error
		 • Evaluating data and suggesting further questions
		
		 Scientific attitudes:
		 • Identifying hazards and describing safety precautions during scientific investigations
		 • Learning to use the key terms accuracy, precision, repeatability and reproducibility correctly

Technology (Materials)	Understanding of Computer Aided Design techniques	Application of Computer Aided Design
	• CAD - Understanding and demonstration of coding to perform set tasks. • Applying knowledge to more ever more demanding challenges.	• CAD - Creating a design or programmes that include application of relevant protocols e.g. including line and colour settings for cutting/engraving • Complexity of CAD demonstrating higher order thinking skills
Technology (Textiles)	Understanding of manufacture	Designing and making
	• How to quilt fabric • Applying knowledge to create a practical protective cover	• Using a theme to create an interesting design • Selecting and using appropriate materials, components and techniques to create a functional product
English	Assessment Strand 1 – Reading	Assessment Strand 2 - Writing
	How does a writer use language for effect?	Can you create your own non-fiction text?
	• Accurate use of quotations • Shows understanding of inference • Applies terminology correctly • Understanding of ideas and perspectives	• Use of challenging vocabulary • Writing for a specific purpose and audience • Accurate spelling
PE	Assessment Strand 1 – Fitness	Assessment Strand 2 - Games
	Invasion Games	
	• 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	• Students should perform in a small sided or full sided competitive game, demonstrating the skills appropriate to their chosen position