

Year 8 Summer 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 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 	<ul style="list-style-type: none"> • 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	An introduction to Shakespeare and exploring the themes and issues in a modern society Or WW1 – Keeping the human emotion alive through drama	
	<ul style="list-style-type: none"> • How to use Tableaux, Thought Track, Spontaneous Improvisation, Proxemics, Scripted Text, Role Play to explore character, situation and plot of Shakespeare’s most famous plays • How to work sensitively with others in group practical work • Understanding Language, or • How to show empathy for the human cost of WW1 • An understanding of the Pride Vs the destruction of WW1 • The realities of Trench life in WW1 • How to use a variety of stimuli to present human suffering in WW1 	Practical application of the following techniques and skills: <ul style="list-style-type: none"> • Group work • Tableaux, Thought Track, Spontaneous Improvisation, Proxemics, Scripted Text, Role Play, Mime • Devising performances
French & German	Understanding and applying a new language in a variety of contexts	
	<p><u>German:</u></p> <ul style="list-style-type: none"> • Talking about free time and hobbies • Talking about weather • Talking about where you live <p><u>French:</u></p> <ul style="list-style-type: none"> • Giving opinions about clothes and fashion • Talking about where you live • Directions 	<p><u>Reading and Writing</u></p> <ul style="list-style-type: none"> • Using verb second in word order • Understanding negatives • Understanding grammar to work out gender • Looking at nouns and plurals • Present tense verbs • Near future tense verbs • Prepositions • Using time expressions • "Il y a/Il n'y a pas de" <p><u>Listening:</u></p> <ul style="list-style-type: none"> • Understanding key words <p><u>Translation:</u></p> <ul style="list-style-type: none"> • Using a bilingual dictionary

Humanities (Global)	What are the causes and consequences of Industrialisation?	How did the Victorians live?
	Identify, describe and explain: <ul style="list-style-type: none"> • Causes and consequences of industrialisation • Cultural responses to industrialisation • The pros and cons of industrialisation 	Identify, describe and explain: <ul style="list-style-type: none"> • How people lived in Victorian times • How life has changed over the period • Impact of Victorian development • Fieldwork on Black Country Museum
Humanities (Local)	How does sport affect our lives?	Where do we live?
	Identify, describe and explain: <ul style="list-style-type: none"> • How has sport changed over time? • What needs considering when locating a new stadium? • Does sport have consequences? 	Identify, describe and explain: <ul style="list-style-type: none"> • Differences in settlement growth (using data) • how to use maps of different scales • Impact of tourism on settlements. • Interpret data, drawing out relationships and concepts. • Compare information and draw conclusions, argument and examples. • Stratford Fieldwork
IT	Understanding how computers work, how they communicate and how they store information	
	<ul style="list-style-type: none"> • Identify different hardware devices • Understand how computers use binary to communicate • Understand how to wirelessly connect to the internet • Identify different network topologies 	<ul style="list-style-type: none"> • Identify different hardware devices • Understand how computers use binary to communicate • Understand how to wirelessly connect to the internet • Identify different network topologies
Maths	Apply skills to solve problems	
	Vocabulary, facts and rules associated with: <p><u>Algebra 3</u></p> <ul style="list-style-type: none"> • Standard sequences and n^{th} term; coordinates and graphs; gradient and intercept; distance-time graphs <p><u>Geometry 3</u></p> <ul style="list-style-type: none"> • Properties of shapes; transformations <p><u>Number 5</u></p> <ul style="list-style-type: none"> • Ratio and proportion <p><u>Statistics 3</u></p> <ul style="list-style-type: none"> • Probability <p><u>Geometry 4</u></p> <ul style="list-style-type: none"> • Pythagoras' Theorem 	Vocabulary, facts and rules associated with: <p><u>Algebra 3</u></p> <ul style="list-style-type: none"> • Standard sequences and n^{th} term; coordinates and graphs; gradient and intercept; distance-time graphs <p><u>Geometry 3</u></p> <ul style="list-style-type: none"> • Properties of shapes; transformations <p><u>Number 5</u></p> <ul style="list-style-type: none"> • Ratio and proportion <p><u>Statistics 3</u></p> <ul style="list-style-type: none"> • Probability <p><u>Geometry 4</u></p> <ul style="list-style-type: none"> • Pythagoras' Theorem

Music	Binary, Ternary and Rondo Form and TV Advert Music	
	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	
	<p><u>Biology:</u></p> <ul style="list-style-type: none"> • Ecosystems and Processes Photosynthesis Aerobic and anaerobic respiration Food chains, webs and ecosystems <p><u>Chemistry:</u></p> <ul style="list-style-type: none"> • Metals and acids Reactions of metals with acids, oxygen, water and displacement reactions Extracting metals, ceramics, polymers and composites <p><u>Physics:</u></p> <ul style="list-style-type: none"> • Motion and pressure Speed and motion graphs Pressure in gases, liquids and solids Turning forces 	<p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none"> • Identifying simple patterns and drawing conclusions • Presenting observations and data in tables and graphs • Random and systematic error • Evaluating data and suggesting further questions <p><u>Scientific attitudes:</u></p> <ul style="list-style-type: none"> • Identifying hazards and describing safety precautions during scientific investigations • Learning to use the key terms accuracy, precision, repeatability and reproducibility correctly
Technology (Food)	Becoming a responsible shopper	Enhancing Practical skills
	<ul style="list-style-type: none"> • Nutritional labelling • Local and seasonal produce • Special dietary needs • Understand the function of a broad range of basic ingredients • Extend knowledge of multi-cultural foods • Knows how to apply safe and hygienic work practices to a kitchen 	<ul style="list-style-type: none"> • Select from and use a wide range of utensils and equipment • Meat preparation. Avoiding cross contamination • Working with a variety of multi-cultural ingredients in a recipe • Rubbing in method. • Rolling, shaping of pastry • Knows how to apply safe and hygienic work practices to a kitchen
Technology (Materials)	Understanding of Computer Aided Design techniques	Application of Computer Aided Design
	<ul style="list-style-type: none"> • CAD - Understanding and demonstration of coding to perform set tasks. • Applying knowledge to more ever more demanding challenges. 	<ul style="list-style-type: none"> • 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 sustainability & new technologies in textiles	Application of sustainability & new technologies in textiles
	<ul style="list-style-type: none"> Understanding of the need to think sustainably and the different ways this can be done. <p>Know that there are a wide range of specialist new technologies in Textiles including fibres, construction and components</p>	<ul style="list-style-type: none"> Designing and making a new product (phone case) from recycled fabrics.
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?
	<ul style="list-style-type: none"> Accurate use of quotations Shows understanding of inference Applies terminology correctly Understanding of ideas and perspectives 	<ul style="list-style-type: none"> Use of challenging vocabulary Writing for a specific purpose and audience Accurate spelling
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