

Year 8	Summative One	Summative Two	Summative Three
English	In half one, students compose a piece of narrative prose with a particular emphasis being placed on the accuracy of their spelling, punctuation, sentence structure and grammar.	In half term four, students will produce a piece of analytical writing about the novel, 'Animal Farm', by George Orwell.	In the final term, students will write a persuasive speech, applying the skills and knowledge they have developed during their unit on 'Rhetoric'.
Maths	In half term one, students will be assessed on their knowledge of ratio and proportion in many areas of maths. Contexts may include speed of objects, scaling recipes and "fair" sharing.	In half term three, students are assessed on their extended knowledge from Year 7, this includes data handling, algebraic manipulation and further number work on fractions, decimals and percentages.	In half term six, students complete an "end of key stage 3" assessment, which consolidates their work on number, algebra, shape and space, data and probability.
Science	Half-term 2: Students will sit an assessment on P4 and B3. This will be a mixture of short and longer answers.	Half-term 4: Students will sit an assessment on C3 and P5 and will revisit the P4 and B3 topics. This will be a mixture of short and longer answers.	Half-term 6: Students will sit an assessment based on all the Y7 topics taught so far: B3 and B4, C3 and C4, P4, P5 and P6.
	<b>Year 7 and 8 Topics</b>		
	B1: Cells and Systems	C4: The Periodic Table	
	B2: Inheritance	P1: Forces & Motion	
	B3: Healthy Body	P2: Light & Space	
	B4: Organisms & the Environment	P3: Electricity & Magnetism	
	C1: Matter	P4: Energy & Resources	
	C2: Reactions	P5: Particles & Matter	
C3: The Earth	P6: Sound & Waves		
RE	In half term 2, students will show their knowledge and understanding of key figures from the Bible. They will give a detailed definition of the term "Canon of Scripture" and they will produce a summary of important events in the life of a key Biblical figure -Abraham. Students will produce an extended piece of writing to explain the importance of the covenant agreements God made with both Abraham and Moses.	In half term 4, students will show their knowledge and understanding of the morality of Jesus and how this influences modern Church teachings. They will give a definition of the key term incarnation and they will produce a summary of key events from the <i>parable of the sheep and goats</i> . Students will produce an extended piece of writing to explain how the teaching of Jesus, in the parables, is shown in Papal Encyclicals by Pope Francis: Laudato Si and Amoris Laetitia	In half term 5, students will show their knowledge and understanding of key events in Church history and the importance of the sacraments. Students will give definitions of the key terms: Reformation and Vatican II. They will produce a summary of important changes in the Catholic Church's history from the reformation in the 15th century, up until Vatican II in the 1960's. Students will produce an extended piece of writing to explain the importance of the sacraments of initiation: Baptism / Eucharist and Confirmation.
Geography	In half term two, students compose a response to the question, 'How did Joe Simpson escape Siula Grande?' which will allow students to demonstrate their extended writing skills, use of data and evidence and range of geographical knowledge.	In half term three, students complete their first geography exam. Part 1 will test their knowledge and skills including map-based, description and explanation questions. Part 2 will test their decision-making skills on stakeholders as they are provided with information to constructive an argument and make a final decision.	In half term five, students complete their second geography exam. Part 1 will test their knowledge and skills including map-based, description and explanation questions. Part 2 will test their comparative writing on floods as students are provided with two case studies to find and explain their similarities and differences.

<b>History</b>	<p>In half term two, pupils will complete an assessment comprised of 3 key sections.</p> <ol style="list-style-type: none"> <li>1. 5 multiple choice questions, based on the Tudors and World War One, and 5 questions where they can expand on the multiple-choice answer.</li> <li>2. Source skills – pupils will be required to answer some questions about the sources linked to World War One.</li> <li>3. A choice of two extended answers, where pupils must reach a clear judgement. They have a choice between a question about the British Empire and World War One.</li> </ol>	<p>In half term four, pupils will complete an assessment comprised of 3 key sections.</p> <ol style="list-style-type: none"> <li>1. 5 multiple choice questions, based on World War One and the Holocaust, and 5 questions where they can expand on the multiple-choice answer.</li> <li>2. Pupils will be asked to create a narrative by considering the consequences of key events linked to World War Two.</li> <li>3. An extended answer about World War Two.</li> </ol>	<p>In half term six, pupils will complete an assessment comprised of 3 key sections.</p> <ol style="list-style-type: none"> <li>1. 5 multiple choice questions, based on the Industrial Revolution and World War Two, and 5 questions where they can expand on the multiple-choice answer.</li> <li>2. Pupils will be asked to demonstrate source skills, by making inferences about a source about the Holocaust.</li> <li>3. An extended answer about the Trade in Enslaved People.</li> </ol>
<b>Languages</b>	<p>In half term 2 students are assessed on their speaking skills. Students communicate and respond spontaneously to a number of speaking questions. Students are given the opportunity to use high level phrases in order to demonstrate their range and quality of language. Students will be advised to practise at home to a range of topics throughout year 7 and 8, however they are advised not to pre-learn answers off by heart as it is their ability to speak spontaneously which is being assessed as per GCSE exam expectations. Learning set phrases rather than a whole answer is the best preparation for this.</p>	<p>In half term 4 students are assessed on their extended writing skills on a range of topics covered throughout the year (a visit to Paris and Free Time) with a particular focus on accurate use of the past, present and future tenses. They demonstrate the ability to identify key structures taught in lesson as well as retrieve detailed knowledge from the whole year through written sentences and extended paragraphs. Students are well prepared for this task in lesson time by completing a walking talking mark with their teacher and looking at quality models. Self-quizzing and testing of vocabulary and spelling is the best preparation method for this assessment.</p>	<p>In half term 5 students will be assessed on their reading, listening and translation into French skills. They will be tested on their ability to understand and respond to different types of spoken and written language and apply exam skills to both familiar and unfamiliar contexts. Learning vocabulary French to English on a regular basis is essential preparation for these papers.</p>
<b>Art</b>	<p>During half term one, pupils will practice their use of the artistic formal element tone through an observational drawing of a celebrity.</p> <p>During half term two, pupils will practice their use of the artistic formal element composition through a reflected pattern piece, creating a range of different shapes and appropriate balance of both positive and negative shapes.</p>	<p>During term two, pupils put together a body of research on the artist Marlene Dumas and produce of work using monochromatic multimedia techniques to effectively add tone to show three dimensionality, texture and detail.</p> <p>Additionally, pupils will put together a body of research on the artist Sarah Hope and produce a sustained and focussed piece of work using pencil crayon techniques to effectively to add tone to show three dimensionality, texture and detail.</p> <p>Also, students written work is assessed for its content, appropriate use of key terminology and presentation.</p>	<p>During term three, pupils will put together a body of research on the artist Gabriel Morenio and use mark making to produce an observational drawing of a skull in his style. Additionally, use a biro in order to create a range of different tones, blending them seamlessly, adding shadows and highlights accurately; as well as layering and mark making to create tone, texture and detail. Furthermore, pupils will put together a body of research on the artist David Walker; use different painting application methods to produce an observational painting of a skull in his style and use colour and painting techniques in order to create contours and three dimensionality.</p> <p>Also, students written work is assessed for its content, appropriate use of key terminology and presentation.</p>

<b>Performing Arts</b>	Drama: During term 1, students will have a practical assessment that asks students to show the knowledge and skills that they have developed in devising a dramatic performance.	Music: During term 1, students will have a practical assessment that asks students to show the knowledge and skills that they have developed in writing a 'Blues' song.	Drama: During term 2, students will have a practical assessment that asks students to show the knowledge and skills that they have developed in Shakespearean theatre.	Music: During term 2, students will have a practical assessment that asks students to show the knowledge and skills that they have developed in creating music for Film.	Drama: During term 3, students will have a practical assessment that asks students to show the knowledge and skills that they have developed in scripted performance.	Music: During term 3, students will have a practical assessment that asks students to show the knowledge and skills that they have developed in popular song-writing.	
<b>Technology</b>	In Year 8 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology.  In half term 1 pupils will complete a 50-mark assessment, 40 marks will be based on Y7 knowledge and 10 marks will be based on knowledge from the first 4 lessons of their first rotation in Y8.		In Year 8 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology.  In half term 4 pupils will complete a 50-mark assessment, 20 marks will be based on Y7 knowledge and 15 marks will be based on knowledge from their first two completed rotations in Y8.  S		In Year 8 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology.  In half term six, pupils will have nearly completed all three rotations. Pupils will complete a 50-mark assessment, 10 marks will be based on Y7 knowledge and the remaining 40 marks from Y8 knowledge approximately 13 marks per rotation.		
	<u><b>Clock</b></u> Client Batch Production Specification Finite and infinite Sources and origins of polymer. Environmental impact of materials. <u><b>Food</b></u> Time-plans Health and safety Quality control Function of ingredients <u><b>Textiles</b></u> Ergonomics Primary and secondary research. Design strategies- user centred, collaboration, iterative design Design fixation Gantt chart		<u><b>Textiles</b></u> Fastenings Types of research Design strategies Overlocker Synthetic Fibres Fabric Construction methods Gantt charts Risk Assessments of textiles equipment Biodegradable Sublimation Printing Process. CAD		<u><b>Food</b></u> How to prepare an onion Macro and Micronutrients definitions and examples Quality control and hygiene and safety points Cake making methods Time plans Health and safety Quality control Function of ingredients		<u><b>Product Design-Clock making</b></u> Design Specification Environmental impact of materials. How to use workshop tools and equipment safely. Polymers- uses Polymer characteristics and properties. Manufacturing processes for polymers- Vac Forming Thermoforming and Thermo Setting Plastics Stock Forms Types of Technical Drawing Modelling
<b>PE</b>	In Term one, students will be assessed on their fitness levels for sport; including the quality and range of the core and advanced skills performed in Trampolining and Gymnastics.		In term two, students will be assessed on their leadership, decision making and ability to solve			In term three, students will be assessed on the practical application and knowledge of the quality	

	Additionally, they will be assessed on their ability to analyse and evaluate their own fitness components for sport.	problems in outdoor adventurous activities and invasion games.	and range of core and advanced skills in Athletics and striking and fielding.
<b>ICT</b>	In half term one, students will be assessed on content from year 7 as well as new content on Computational Thinking and Python Basics. There will be a mix of short and longer questions.	In half term three, students will be assessed on Computational Thinking, Python Basics Graphics, e-Safety and Web Design. There will be a mix of short and longer questions.	In the final term, students will be assessed on Computational Thinking, Python Basics, Graphics, e-Safety and Web Design Ethical, Environmental and Legal issues. There will be a mix of short and longer questions.