

Year 8	Summative One	Summative Two	Summative Three
English	In term 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 how napoleon is presented in 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’.
	8a3, 8b3 – 7 th -18 th Oct 8a1, 8a4, 8b1, – 14 th Oct – 8 th Nov 8a2, 8b2, – 18 th -29 th Nov	10 th -21 st March	8a1, 8a4, 8b1 – 5 th -16 th May 8a2, 8a3, 8b2, 8b3 – 18 th -28 th Mar
Maths	In half term one, students will be assessed on a broad range of topics from year 7 term 3. These include data and probability as the main topics, supplemented with number work (such as fractions and percentages) and algebraic manipulation work (such as expanding brackets and using a formula).	In half term three, students are assessed on measures, shape and space knowledge, such as rounding and estimation, circles and ratio.	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.
	23 rd Sep – 4 th Oct	20 th – 31 st Jan	23 rd Jun – 4 th Jul
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 Y8 topics taught so far: B3, C3 and C4, P4, P5 and P6.

	WB 14 TH Oct	WB 24 TH March	WB: 24 TH June
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.
	This will take place within a two-week window from Monday 25 th November 2024.	This will take place within a two-week window from Monday 3 rd February 2025.	This will take place within a two-week window from Monday 9 th June 2025.
History	In half term two, pupils will complete an assessment comprised of 3 key sections. 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. 2. Source skills – pupils will be required to answer some questions about the sources linked to World War One. 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.	In half term three, pupils will complete an assessment comprised of 3 key sections. 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. 2. Pupils will be asked to create a narrative by considering the consequences of key events linked to World War Two. 3. An extended answer about World War Two.	In half term five, pupils will complete an assessment comprised of 3 key sections. 1. 5 multiple choice questions, based on World War One, World War Two and the Holocaust, and 5 questions where they can expand on the multiple-choice answer. 2. Pupils will be asked to demonstrate source skills, by making inferences about a source about the Holocaust. 3. An extended answer about the Trade in Enslaved People or the Holocaust.
	w/c 18 th or 25 th November (revision will take place in class the week before)	w/c 20 th or w/c 27 th January (revision will take place in class the week before)	w/c 5 th or 12 th May (revision will take place in class the week before)
Languages - French	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.	In half term 4 students will be assessed on their translation skills into French. They will be tested on their ability to recall and accurately apply knowledge of vocabulary from year 7 and year 8 topics in three tenses. Learning vocabulary French to English on a regular basis is essential preparation for this assessment. Foundation students will have sentences to translate into French and Higher students will have a paragraph into French.	In half term 5 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.

	w/c 18 th November	w/c 10 th March	w/c 2 nd June
Languages - German	In half term 2 students are tested on their ability to understand to and respond to different types of spoken and written language by completing a reading and listening assessment. They listen to language in both familiar and unfamiliar context and use knowledge and exam technique to work out meaning. Detailed revision and retrieval of vocabulary German to English is essential for this assessment.	In half term 3 students are tested on their speaking skills where they are required to speak spontaneously to answer a range of questions on topics they have been studying in class. They are prepared for this in lesson where they will develop their understanding on which language to include to give a strong answer, however they will not plan lengthy prepared answers as they are required to respond to questions spontaneously.	In half term 6 students are tested on their ability to write an extended answer (approx 90 words) to a written question. They will be assessed on their knowledge of spelling and accurate punctuation as well as their ability to give extended sentences using justified opinions. They will retrieve and apply new vocabulary in sentences to talk about themselves and their family. 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.
	w/c 18 th November	w/c 10 th March	w/c 2 nd June
Art	<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 work using monochromatic multimedia techniques to effectively add tone to show three dimensionality, texture and detail. 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 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>
	Week beginning 11.11.24 - Painting practice	Week beginning 31.03.25 - Sarah Hope project	Week beginning 30.06.25 - David Walker project
Performing Arts	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 scripted theatre.	<p>Drama: During term 3, students will have a practical assessment that asks students to show the knowledge and skills that</p> <p>Music: During term 3, students will have a practical assessment that asks students to show the knowledge and skills</p>

			they have developed in devised performance.	that they have developed in popular song-writing.
	Blues Music Summative Assessment 9th – 20 th December	Riots summative assessment 3 rd – 13 th February		Devising formative assessment 12 th -23 rd May
	Pop Music Summative Assessment 7 th – 11 th July			
Technology	<p>In Year 8 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology.</p> <p>In half term 1 pupils will complete a 50-mark assessment, 40 marks will be based on Y7 knowledge and 10 marks will be knowledge from the first 4 lessons of their first rotation in Y8.</p>	<p>In Year 8 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology.</p> <p>In half term 4 pupils will complete a 50-mark assessment, 20 marks will be based on Y7 knowledge and 15 marks will be knowledge from their first two completed rotations in Y8.</p>	<p>In Year 8 pupils will rotate around three different materials areas- Resistant Materials, Food Technology and Textiles Technology.</p> <p>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.</p>	
	14 October- 8 th November	10 th March- 21 st March	9 th June- 20 th June	
	<p><u>Clock</u> Client Batch Production Specification Finite and infinite Sources and origins of polymer. Environmental impact of materials.</p> <p><u>Food</u> Time-plans Heath and safety Quality control Function of ingredients</p> <p><u>Textiles</u> Ergonomics Primary and secondary research. Design strategies- user centred, collaboration, iterative design Design fixation Gantt chart</p>	<p><u>Textiles</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</p>	<p><u>Food</u> How to prepare an onion Macro and Micronutrients definitions and examples Quality control and hygiene and safety points Cake making methods Time plans Heath and safety Quality control Function of ingredients</p>	<p><u>Product Design-Clock making</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</p>
PE	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 problems in outdoor adventurous activities and invasion games, such as Rugby and Handball.	In term three, students will be assessed on the practical application and knowledge of the quality and range of core and advanced skills in Athletics and striking and fielding.	

ICT	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.
	11 th November – 22 nd November	27 th January – 7 th February	5 th May – 16 th May