

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'.
	W/C 13 th Oct- W/C 10 th Nov	16 th -27 th March	W/C 4 th May – W/C 11 th May
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.
	22 nd Sep – 3 rd Oct	12 th – 23 rd Jan	15 th –26 th Jun
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 6: Students will sit an assessment based on all the Y8 topics taught so far: B3, C3 and C4, P4, P5 and P6.
	Year 7 and 8 Topics		
	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	
	In the fortnight w/1 st December	In the fortnight w/c 16 th March	In the fortnight w/c 8th June
RE	This assessment will take into account the year 7 content to aid recall along with the creation and covenant with a focus on the fall, Genesis 3 and its teachings Students will answer a series of 2- and 5-mark questions asking them "What is meant by..." and to "describe" a belief, teaching, religious observance, rite, event or idea Students will be stretched to an 8-mark answer building on the "Explain" command word.	This assessment will take into account the year 7 content to aid recall along with the creation and covenant with a focus on the fall, Genesis 3 and its teachings, Prophets and prophetic texts, Students will answer a series of 2 5 and 8 mark questions asking them "What is meant by..." and to "describe" as well as "Explain" a belief, teaching, religious observance, rite, event or idea.	This assessment will take into account the year 7 content to aid recall along with the creation and covenant with a focus on the fall, Genesis 3 and its teachings, Prophets and prophetic texts, The kingdom of God and the role of human suffering Students will answer a series of 2 5 and 8 mark questions asking them "What is meant by..." and to "describe" as well as "Explain" a belief, teaching, religious observance, rite, event or idea Students will be stretched with a 15 mark Discuss question.

	Week Commencing 17 th November 2025	Week Commencing 9 th February 2026	Week Commencing 15 th June 2026
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 construct 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 24 th November 2025.	This will take place within a two-week window from Monday 2 nd February 2026.	This will take place within a two-week window from Monday 8 th June 2026.
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 Trade in Enslaved People, and 5 questions where they can expand on the multiple-choice answer. 2. Source skills – pupils will be required to answer an inference question linked to the Trade in Enslaved People. 3. An extended answer about the consequences of the Trade in Enslaved People.	In half term three, pupils will complete an assessment comprised of 3 key sections. 1. 5 multiple choice questions, based on the Trade in Enslaved People and the Industrial Revolution, 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 events that they have studied. 3. An extended answer, reaching a clear judgement. The pupils can choose to answer a question about World War One or the Industrial Revolution.	In half term five, pupils will complete an assessment comprised of 3 key sections. 1. 5 multiple choice questions, based on World War One, Votes for Women 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 commenting on the utility of sources about World War One. 3. An extended answer which pupils can choose between Votes for Women and the Holocaust.
	This will take place in a two-week window from Monday 1st December 2025 (revision will take place in class the week before).	This will take place in a two-week window from Monday 2nd February 2026 (revision will take place in class the week before).	This will take place in a two-week window from Monday 18th May 2026 (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 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. All students will have a text to translate 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 lessons 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 17 th November	w/c 16 th March	w/c 1st June
Languages - German	In half term 2 students are tested on their ability to understand and respond to different types of spoken and written language by completing a reading and listening and assessment. They respond to language in both familiar and unfamiliar contexts 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 receptive and production skills on the topic of new technology by translating sentences into German and English using key verbs accurately. There is also a listening part to this assessment which helps to build confidence in receptive skills. Self-quizzing will help students prepare for the translation element and learning core vocabulary from absolutes and class books will help students develop their knowledge and understanding for listening.	In half term 6 students are tested on their ability to write extended sentences in German as they approach the end of the year. They will be assessed on their knowledge of spelling and accurate word order as well as their ability to give justified opinions. Students are well prepared for this task in lesson time by completing questions modelled by the teacher which feeds into independent practice. Self-quizzing and practicing translations at home will aid their preparation for this
	w/c 17 th November	w/c 16 th March	w/c 1 st June
Art	During half term one B pupils will be guided through and encouraged to practice their use of the artistic formal element colour. Students to demonstrate their ability to apply and mix paint accurately and demonstrate their understanding of the colour wheel and its applications and use within art and design.	During half term two A pupils will be guided through how to put together a body of research on the artist Paul Cadden. Students to demonstrate the ability to produce a sustained and focused piece of work using monochromatic multimedia techniques to effectively add tone to show three dimensionality, texture and detail. Also, student written work is assessed for its content, appropriate use of key terminology and presentation.	During half term three B pupils will be guided through how to put together a body of research on the artist Vincent Van Gogh. How to use different painting application methods to produce a portrait in his style. Students to demonstrate their ability to use colour and painting techniques to create contours and three dimensionality. Also, student written work is assessed for its content, appropriate use of key terminology and presentation.
	Assessment window: Week beginning 12.11.25	Assessment window: Week beginning 23.03.26	Assessment window: Week beginning 29.06.26
Performing Arts	Music: During Term 1, students will explore the rich tradition of Blues Music , focusing on both performance and musical understanding. They will:	Music: In Term 2, students will dive into the exciting world of Video Game Music , developing both performance and composition skills. They will: <ul style="list-style-type: none"> • Learn techniques and skills to perform music commonly 	Music: In Term 3, students will explore the iconic genre of Britpop , learning how to perform and understand its musical characteristics. They

	<ul style="list-style-type: none"> • Learn key techniques and skills required to perform Blues music. • Develop listening and appraising skills, with a focus on identifying stylistic features and emotional expression. • Apply musical knowledge to practical performance tasks using keyboard and ukulele. <p>Assessment Structure Assessments will take place at the end of each half term, following a rotation model. Students will be assessed on:</p> <ul style="list-style-type: none"> ○ Listening and appraising ○ Performance on keyboard or ukulele 	<p>found in video games.</p> <ul style="list-style-type: none"> • Continue developing listening and appraising skills, focusing on how music enhances gameplay and atmosphere. • Apply these skills to performances on keyboard and ukulele. • Explore composition by creating their own pieces using music software, such as Soundtrap. <p>Assessment Structure Assessments will take place at the end of each half term, following a rotation model. Students will be assessed on:</p> <ul style="list-style-type: none"> ○ Composition using Soundtrap ○ Performance on keyboard or ukulele 		<p>will:</p> <ul style="list-style-type: none"> • Learn techniques and skills to perform Britpop music on keyboard and ukulele. • Develop listening and appraising skills, focusing on the cultural context, instrumentation, and stylistic features of Britpop. • Apply their musical understanding to both performance and analysis tasks. <p>Assessment Structure Assessments will take place at the end of each half term, following a rotation model. Students will be assessed on: Listening and Appraising Performance</p>
Drama	<p>Students will explore the play <i>Refugee Boy</i>, using it as a foundation to develop their script interpretation, character work, and devising skills. The unit will focus on current and relevant themes such as identity, belonging, displacement, and empathy, encouraging students to reflect on global</p>	<p>Students will develop their devising skills by responding to a range of stimuli, including song lyrics, newspaper articles, and real-life news stories. The unit encourages students to explore current social issues and express their ideas through original drama work.</p>	<p>Students will explore a range of Shakespearean plays, focusing on stagecraft, genre, and character interpretation. They will study scenes from tragedies, comedies, and histories, gaining insight into</p>	

	<p>and social issues through drama.</p> <p>Learning Focus: Reading and interpreting sections of <i>Refugee Boy</i> to understand character motivations and emotional depth.</p> <ul style="list-style-type: none"> Exploring themes such as refugee experiences, bullying, and community support. Using drama techniques (e.g., role play, thought tracking, physical theatre) to devise original scenes inspired by the script. Building on Year 7's anti-bullying campaign, with a focus on creating positive, inclusive messages. <p>Assessment Task: Students will be assessed through a creative video-style performance titled <i>Welcome to Our Country</i>.</p> <p>This will include:</p> <ul style="list-style-type: none"> A devised piece inspired by <i>Refugee Boy</i> and previous lessons. A message of inclusion, kindness, and support for refugees, developed through collaborative work. A performance or recorded presentation that reflects thoughtful interpretation and creative development. 	<p>Learning Focus: Using a variety of stimuli to inspire creative responses and dramatic storytelling.</p> <ul style="list-style-type: none"> Exploring themes such as community, loss, resilience, and social justice. Developing characters, structure, and atmosphere through collaborative devising. Building empathy and awareness by engaging with real-world events. <p>Assessment Task: Students will be assessed through a devised performance piece based on the Grenfell Tower tragedy.</p> <p>This will include:</p> <ul style="list-style-type: none"> A sensitive and thoughtful response to the event, using drama to explore its impact. A performance that communicates a clear message of support, awareness, or community strength. Use of drama techniques such as monologue, physical theatre, and choral movement to enhance storytelling. 	<p>Shakespeare's language, dramatic structure, and theatrical techniques. The unit encourages creativity and confidence in performing classical texts.</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> Understanding the conventions of different Shakespearean genres: <ul style="list-style-type: none"> Tragedy (e.g., <i>Macbeth, Romeo and Juliet</i>) Comedy (e.g., <i>A Midsummer Night's Dream, Twelfth Night</i>) History (e.g., <i>Henry V, Richard III</i>) Developing stagecraft skills including: <ul style="list-style-type: none"> Voice and projection Movement and physicality Use of space and ensemble work Recreating and performing iconic scenes with attention to character, emotion, and dramatic impact. <p>Assessment Task: Students will be assessed through a set performance piece from a chosen Shakespeare play.</p> <p>Assessment Criteria:</p> <ul style="list-style-type: none"> Characterisation: Clear understanding and portrayal of character through voice, movement, and emotion. Use of Stagecraft: Effective use of space, physicality, and interaction with others. Vocal Skills: Clarity, projection,
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			<p>and appropriate use of Shakespearean language.</p> <ul style="list-style-type: none"> • Interpretation: Creative and thoughtful interpretation of the scene's meaning and dramatic context. • Collaboration: Positive contribution to group work and rehearsal process. 	
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 2 pupils will complete a 50-mark assessment, 40 marks will be based on Y7 knowledge and 10 marks will be knowledge from 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>	
	8 th December – 12 th December	9 th March- 13th March	8 th June- 12 th June	
	<p><u>Clock</u> Client Batch Production Specification Finite and infinite Sources and origins of polymer. Environmental impact of materials. <u>Food</u> Time-plans Health and safety Quality control Function of ingredients <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 Health 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.	
	WC 8 th December	WC 16 th March	WC 29 th June	
ICT	In 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 term two, 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.	
	10 th November – 21 st November	26 th January – 6 th February	4 th May – 15 th May	