

**Subject: Art**

**Year Group: 8**

The assessment will be in the form of: Practical Observation Task and Literacy

Length of assessment: Practical is over 2 lessons and literacy is 1 lesson

Date of Assessment: September 2024

<p><b>What do we want the Pupils to Know or Master:</b> Practical Observation Study Students will strengthen their knowledge of the formal elements and control of effectively using mixed media in art. Practical skills and a stronger use of the formal elements will be applied through a project based around Gothic Art and Gargoyles.</p>	<p><b>The student will demonstrate (success criteria):</b> Gradually build tonal shading using charcoal for shadows and chalk for highlights Build directional shading to emphasise the 3D form. Refine your work by adding the stone texture using mark making and stippling with the charcoal. Extension task Use a combination of chalk and charcoal to add fine details to your gargoyle outcome</p>
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<p>Literacy Task Students will explore the world of Tim Burton and focus on his illustration techniques. Through practicing his techniques and watching clips of his films the students will be assessed by correctly answering a number of questions.</p>	<p>Success criteria All students will answer a series of questions that become challenging as they progress. Students will need to recall their practical skills and research to effectively work through each question.</p>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>The formal Elements of Art</b> <b>Gothic Art</b> <b>What is a Gargoyle</b> <b>Tim Burton</b></p>	<p>Line Form Shape Tone</p>	<p>Perspective Composition Observation Gothic</p>	<p><b>Strengthen knowledge of how to apply individual formal elements to create a successful outcome.</b></p>

**What prior learning does this link to?**  
**The formal elements of art**  
**Mixed media control**

**Links to future learning and/or provides foundation of knowledge for**  
Continues to develop a strong understanding of how all art & design is structured around the formal elements.

### **Resources to support your success**

[The World of Tim Burton](#)

[ArtNet Tim Burton](#)

[BBC Bitesize The Formal Elements](#)

[Notre-Dame Cathedral](#)

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: Computer Science**

**Year Group: Yr 8**

The assessment will be in the form of: *Online Multiple Choice Questions*  
Computer Science lesson during the fortnight starting 30<sup>th</sup> September

Length of assessment: 30 min

Date of Assessment: In their

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>Computational and Logical thinking</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Understanding of the terminology covered so far</li> <li>✓ Proper use of the print() command</li> <li>✓ Use of syntax like quotes, commas, brackets</li> </ul>
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<p><b>Programming Basics using Python</b></p>	<ul style="list-style-type: none"> <li>• <i>Python Shell</i></li> <li>• <i>Editor Window</i></li> <li>• <i>Prompt</i></li> <li>• <i>Syntax</i></li> <li>• <i>Concatenation</i></li> <li>• <i>print()</i></li> </ul>	<p><b>Operators</b></p> <ul style="list-style-type: none"> <li>• <i>+ add</i></li> <li>• <i>- subtract</i></li> <li>• <i>* multiply</i></li> <li>• <i>/ divide</i></li> <li>• <i>== equal to</i></li> <li>• <i>!= not equal to</i></li> <li>• <i>** to the power of</i></li> <li>• <i>// quotient of division</i></li> <li>• <i>% remainder of division</i></li> </ul>	<p><b>Practice the programming tasks completed in class.</b></p> <p><b>Use the link provided below to help with the practice tasks.</b></p>

<p><b>What prior learning does this link to?</b></p> <p><b>Programming constructs using Scratch</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Students will learn about</p> <ul style="list-style-type: none"> <li>• If-else statements to allow decisions through their code.</li> <li>• Introduce Loops to make their code efficient.</li> </ul>
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### Resources to support your success

[https://www.teach-ict.com/v/ks3/sows/sow1/s\\_lesson1.php](https://www.teach-ict.com/v/ks3/sows/sow1/s_lesson1.php)

username: hp52rg

password: gateway5

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**Subject: Dance**

**Year Group: 7**

The assessment will be in the form of: *practical activity, quiz and online terminology test*. Length of assessment: *60 minutes* Date of Assessment: 30<sup>th</sup> Sept-14<sup>th</sup> October

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>To learn, choreograph and perform a phrase of movement accurately in two contrasting dance genres.</i></p> <p><i>Define, categorise and use dance terms correctly, using this within group discussion, feedback, written work and observations</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Learn and choreograph a phrase in a specific genre.</li> <li>✓ Perform a phrase stylistically correct with regards to two genres.</li> <li>✓ Work well within a group, contributing dance ideas</li> <li>✓ Perform with confidence</li> <li>✓ Use, apply and define dance terminology correctly.</li> <li>✓ Use subject specific terminology</li> </ul>
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<p><b>Genres of dance</b></p>	<p><i>Body actions</i></p> <p><i>Spatial components</i></p> <p><i>Dynamic qualities</i></p> <p><i>Relationship</i></p> <p><i>Emancipation of expressionism</i></p> <p><i>Kenrick Sandy</i></p> <p><i>Boy Blue entertainment</i></p> <p><i>Popping</i></p> <p><i>Locking</i></p> <p><i>Waacking</i></p> <p><i>Associated</i></p> <p><i>Musical theatre</i></p> <p><i>West end</i></p> <p><i>Pirouette</i></p>	<p><i>Contemporary</i></p> <p><i>Genre</i></p> <p><i>Ballet</i></p> <p><i>Emotive</i></p> <p><i>Modern dance</i></p> <p><i>Stylistic feature</i></p> <p><i>Pioneers</i></p> <p><i>Hip-hop</i></p> <p><i>ZooNation</i></p> <p><i>Sadler's wells</i></p> <p><i>Subservient</i></p> <p><i>Tableaux</i></p>	<p><b>Watch dance videos and performances online- either YouTube, Netflix etc, or BBC Bitesize of dance routines to build your knowledge of dance movement.</b></p> <p><b>Revise terminology – flash cards/mind maps of terminology.</b></p>

<p><b>What prior learning does this link to?</b>  <b>Building upon knowledge of the elements of dance.</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b>  This topic feeds into the rest of our Year 8 curriculum as it overlaps with and links with many of our future topics.  Genres links to the set works studied at GCSE.  The terminology questions link to questions on the Dance GCSE written paper.</p>
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### Revision and Resources

<p><b>Resources to support your success</b>  Year 8 Knowledge Organiser  <a href="#">Dance - OneDrive (sharepoint.com)</a>  <b>Study Skills Booklet (relevant for all year groups and subjects)</b>  <a href="#">Revision and Study Skills.pdf</a></p>
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**Subject: Drama**

**Year Group: 7 & 8**

The assessment will be in the form of: *Practical Performance* Length of assessment: *60 Minutes* Date of Assessment: Between 24/09/2024 – 24/10/2024

What do we want the Pupils to Know or Master:			The student will demonstrate (success criteria):
Creating	Performing	Evaluating	
Offer an idea on a given stimulus. Contribute positively to the team.	Take on a specific role in a performance. Perform in front of others.	Identify strengths and areas for development.	<ul style="list-style-type: none"> <li>✓ <i>Subject specific terminology used when evaluating their own and others work</i></li> <li>✓ <i>Well planned out performances with a clear beginning, middle and ending</i></li> <li>✓ <i>Theatrical techniques employed in relation to the assessment task given</i></li> <li>✓ <i>Students work positively with others throughout the rehearsal process</i></li> <li>✓ <i>Students contribute to the creation of the performance</i></li> <li>✓ <i>Students perform with confidence and creativity</i></li> <li>✓ <i>Students employ appropriate vocal skills for their character</i></li> <li>✓ <i>Students employ appropriate physical skills for their character</i></li> </ul>
Suggest ideas that consider the potential impact for your audience.	Change your voice and physicality to communicate elements of your character. Show appropriate spatial awareness and a purposeful use of the space.	Offer specific ideas on how a performance could be improved, use drama terminology to describe strengths & ideas for improvement	

<p>Explore and select innovative drama techniques.</p>	<p>Communicate character traits and relationships. Make a meaningful contribution to the performance. Make an engaging use of drama techniques that complement style and genre.</p>	<p>Explain how techniques and conventions have/could enhance/d a performance</p>	
<p>Make effective use of dramatic structure to communicate meaning.</p>	<p>Demonstrate a high level of focus, confidence and commitment to your role. Present a fully realised performance with clear artistic intention.</p>	<p>Apply feedback and continually refine and develop work through reflection and experimentation</p>	
<p>Be original by taking risks and embracing challenges.</p>	<p>Present a detailed, believable character and a highly engaging performance. Present a highly engaging performance that demands audience attention.</p>	<p>Justify the purpose and intentions of a performance and how style and genre compliment the performance</p>	



Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>YEAR 7 – INTRODUCTION TO DRAMA</p> <p>YEAR 8 – CHARACTERISATION AND IMPROVISATION</p>	<p><i>YEAR 7</i></p> <ul style="list-style-type: none"> <li>• <i>Still Image</i></li> <li>• <i>Mime</i></li> <li>• <i>Narration</i></li> <li>• <i>Thought track</i></li> <li>• <i>Proxemics</i></li> <li>• <i>Pitch, Pace, Tone &amp; Volume</i></li> </ul>	<p><i>YEAR 8</i></p> <ul style="list-style-type: none"> <li>• <i>Motivation</i></li> <li>• <i>Action</i></li> <li>• <i>Objective</i></li> <li>• <i>Pitch, Pace, Tone &amp; Volume</i></li> <li>• <i>Range</i></li> <li>• <i>Physicality</i></li> <li>• <i>Gait</i></li> </ul>	<p>Watching a range of acting styles in theatre, television and film</p> <p>Revising key terminology</p>

<p><b>What prior learning does this link to?</b></p> <p>Year 7 – NA</p> <p>Year 8 – Characterisation links to prior work on Pantomime’s stock characters and Commedia stock characters. Students are developing their ability to create a range of believable characters. Improvisation links to previous work on Devising – students are now being pushed to think quickly and more spontaneously in response to stimuli.</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Links to Component 1: Devising at GCSE whereby students must create and sustain a role throughout a devised performance they have the autonomy to create.</p>
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### Resources to support your success

**KS3 Knowledge Organiser (attached)**

**Study Skills Booklet (relevant for all year groups and subjects)**

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**Subject: ENGLISH**

**Year Group: YEAR 8**

The assessment will be in the form of: *an analysis of how a character is presented in an extract from your class novel.*

Length of assessment: *50 minutes planning / 50 minutes written response*

Date of Assessment: *Week beginning Monday September 30th*

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>The structure of an analytical response using PEARL: point/ evidence/ analysis/relate / link/ significance</i></p> <p><i>Structure writing through effective use of punctuation and paragraphs</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Clear, explained response to task and whole text.</i></li> <li>✓ <i>Effective use of references to support explanation</i></li> <li>✓ <i>Clear explanation of writer’s methods with appropriate use of relevant subject terminology.</i></li> <li>✓ <i>Understanding of effects of writer’s methods to create meanings.</i></li> <li>✓ <i>Clear understanding of ideas/perspectives/ contextual factors</i></li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><i>Examine how ..... is presented in this extract.</i></p> <p><i>You could write about:</i></p> <ul style="list-style-type: none"> <li>• <i>How the character behaves at the beginning of the extract</i></li> <li>• <i>How language choices are used to describe the characters’ actions</i></li> </ul>	<p><i>You could include the writer’s choice of:</i></p> <ul style="list-style-type: none"> <li>• <i>words and phrases</i></li> <li>• <i>language features and techniques</i></li> <li>• <i>sentence forms. (short, compound, complex</i></li> </ul>	<p><i>Metaphor</i></p> <p><i>Simile</i></p> <p><i>Personification</i></p> <p><i>Alliteration</i></p> <p><i>Verbs</i></p> <p><i>Adjectives</i></p>	<p><i>Consider how the language is used to imply a character – what are they like? How are they presented? What techniques have been used to put forward the presentation?</i></p>

<p><b>What prior learning does this link to?</b></p> <p><i>Study of class novel (teacher specific)</i></p>	<p><b>Links to future learning and/or provides foundation of knowledge for reading critically through:</b></p> <ul style="list-style-type: none"> <li>• <i>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</i></li> <li>• <i>studying setting, plot, and characterisation, and the effects of these</i></li> <li>• <i>making inferences and referring to evidence in the text</i></li> </ul>
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### Resources to support your success

<https://www.bbc.co.uk/bitesize/topics/zfdh8xs>

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**Subject: Food Technology**

**Year Group: 8**

The assessment will be in the form of: *Practical Lesson & Written Quiz*

Length of assessment: *2 Lessons*

Date of Assessment: *TBC*

<p><b>What do we want the Pupils to Know or Master:</b></p> <ul style="list-style-type: none"> <li>- Preparation for a practical food technology lesson</li> <li>- The correct procedure for washing your hands safely</li> <li>- Being confident in identifying hazards in the kitchen</li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Knowledge of how to enter the food technology classrooms</li> <li>✓ Ability to wash hands using the correct procedure</li> <li>✓ Identifying hazards within a specific scenario</li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<ol style="list-style-type: none"> <li>1. How to prepare for a food technology lesson.</li> <li>2. Hand washing procedures.</li> <li>3. Hazard zone of bacterial growth.</li> <li>4. What to do if you hurt yourself in the kitchen.</li> <li>5. Identifying hazards.</li> <li>6. Recommended daily hydration.</li> <li>7. 4C's of Food Safety.</li> <li>8. Identifying equipment used in the kitchen.</li> </ol>	<ul style="list-style-type: none"> <li>• <i>Cleaning</i></li> <li>• <i>Cooking</i></li> <li>• <i>Chilling</i></li> <li>• <i>Cross contamination</i></li> <li>• <i>Hygiene</i></li> <li>• <i>Hazards</i></li> <li>• <i>risks</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>bacteria</i></li> <li>• <i>procedures</i></li> <li>• <i>hydration</i></li> <li>• <i>safety</i></li> </ul>	

<p><b>What prior learning does this link to?</b></p> <ul style="list-style-type: none"> <li>➤ <i>4 C's of Food Safety</i></li> <li>➤ <i>Personal hygiene in the kitchen</i></li> <li>➤ <i>Identifying kitchen equipment used within practical lessons</i></li> </ul>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <ul style="list-style-type: none"> <li>➤ <i>Developing confidence in the kitchen for practical activities.</i></li> <li>➤ <i>Being able to identify hazards and notify adults in the kitchen.</i></li> <li>➤ <i>Feel confident using new equipment in practical lessons.</i></li> </ul>
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### **Resources to support your success**

Help in the kitchen and home and speak to parents about keeping safe in the kitchen.

Name the different equipment available in your kitchen at home.

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**Subject:** French

**Year Group:** 8

The assessment will be in the form of: *Reading and writing test* Length of assessment: *1 lesson* Date of Assessment: fortnight commencing 7 October

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>Understanding Classroom instructions</i></p> <p><i>School equipment list</i></p> <p><i>Avoir (to have) present tense</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Identifying items needed in school</li> <li>✓ Saying what they have in their schoolbag</li> <li>✓ Following classroom instructions in the target language</li> <li>✓ Using the target language to ask for permission/help.</li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>School</b></p> <ul style="list-style-type: none"> <li>• <i>Avoir</i></li> <li>• <i>J'ai</i></li> <li>• <i>Tu as</i></li> </ul>	<b>Français</b>	<b>Anglais</b>	<p>Learn spellings of vocabulary</p> <p>Write words and short sentences correctly</p> <p>Conjugate avoir in the present tense</p> <p>Recognise the –ez endings for the 2<sup>nd</sup> person plural (imperative form)</p>
	Silence	Silence	
	Écoutez	Listen	
	Répétez	Repeat	
	Levez-vous	Stand up	
	Asseyez-vous	Sit down	
	Je vais faire l'appel	I am going to take the register	
	Regardez le tableau blanc	Look at the board	
	Levez la main	Put your hands up	
	Ouvrez les cahiers	Open your exercise books	
	Regardez page 10	Look at page 10	
	Prenez un stylo	Pick up your pens	
	Fermez les livres	Shut your textbooks	
Les devoirs	Homework		

<p><b>What prior learning does this link to?</b>  <b>Year 7 – avoir</b>  <b>Regular –er verbs endings</b>  <b>Recap of classroom instructions from Year 7</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b>  Talking about school – description of classrooms, buildings  Saying what subjects they study  Giving opinions on school subjects</p>
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### Revision and Resources

<p><b>Resources to support your success</b>  Exercise books  Vocabulary lists  <a href="https://www.bbc.co.uk/bitesize/guides/zjnggp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zjnggp3/revision/1</a></p> <p><b>Study Skills Booklet (relevant for all year groups and subjects)</b>  <a href="#">Revision and Study Skills.pdf</a></p>
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## Assessment Preparation

**Subject: Geography**

**Year Group: 8**

The assessment will be in the form of: **Written Test**  
lesson during the fortnight starting 30<sup>th</sup> September

Length of assessment: **30 minutes**

Date of Assessment: **In their Geography**

<p><b>What do we want the Pupils to Know or Master:</b></p> <ol style="list-style-type: none"> <li>1. Importance of River</li> <li>2. Water Cycle</li> <li>3. Stages of a River</li> </ol>	<p><b>The student will be able to (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Define the term 'river'</li> <li>✓ Name and explain three (3) reasons rivers are important.</li> <li>✓ Describe how a water cycle operates, and the key terms related to a water cycle.</li> <li>✓ Name and label the stages of a river (Upper, Lower and Middle Course)</li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<ol style="list-style-type: none"> <li>1. Importance of River</li> <li>2. Water Cycle</li> <li>3. Stages of a River</li> </ol>	<ul style="list-style-type: none"> <li>• <i>River</i></li> <li>• <i>Source</i></li> <li>• <i>Mouth</i></li> <li>• <i>Middle Course</i></li> <li>• <i>Upper Course</i></li> <li>• <i>Lower Course</i></li> <li>• <i>Ground water flow</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Water cycle</i></li> <li>• <i>Transpiration</i></li> <li>• <i>Evaporation</i></li> <li>• <i>Through flow</i></li> <li>• <i>Condensation</i></li> <li>• <i>Infiltration</i></li> <li>• <i>Percolation</i></li> <li>• <i>Surface run-off</i></li> </ul>	<p><b>Spelling test on the vocabulary</b></p> <p><b>Describe and label the water cycle and stages of a river</b></p> <p><b>Reflection on the checkpoint tasks which are given at the end of lessons</b></p>

<p><b>What prior learning does this link to?</b></p> <p><b>This is linked to physical geography that was done in Year 7</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>This will be important as we look at other information related to rivers such as erosion, deposition etc.</p>
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### Resources to support your success

<https://www.bbc.co.uk/bitesize/guides/zyt9q6f/revision/2>

<https://www.thegeographeronline.net/rivers.html>

<https://www.bbc.co.uk/iplayer/episode/m00134dn/bitesize-daily-79-year-olds-geography-89-year-olds-1-geography-the-water-cycle>

### Study Skills Booklet (relevant for all year groups and subjects)

[Revision and Study Skills.pdf](#)

### Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject:** HISTORY

**Year Group:** 8

The assessment will be in the form of: Written test

Length of assessment: 40 minutes

Date of Assessment: 30<sup>th</sup> September

<p><b>What do we want the Pupils to Know or Master:</b>          Knowledge test based on the sugar, empire and slavery unit we are studying          Answering one GCSE-style question making inferences from a source</p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Detailed knowledge of the evolution of the sugar trade from 500-1700AD</li> <li>✓ Knowledge of the link between sugar and slavery</li> <li>✓ A well-structured answer to the exam question</li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Historical skills</b>            Making inferences from sources and using knowledge to support an argument</p>	<ul style="list-style-type: none"> <li>• Sotiltee</li> <li>• Islam</li> <li>• Irrigation</li> <li>• Trade</li> <li>• Climate</li> <li>• Plantation</li> <li>• Slavery</li> <li>• Settlement</li> </ul>	<ul style="list-style-type: none"> <li>• Sugar cane</li> <li>• Transatlantic slave trade</li> <li>• Triangular trade route</li> <li>• Middle passage</li> <li>• Raw materials</li> <li>• manufactured</li> </ul>	<p>Flash cards for the knowledge test            Reflection on the checkpoint activity which was a practice exam question in the style that will be on the assessment</p>

<p><b>What prior learning does this link to?</b></p> <p>The evolution of the sugar trade in the Islamic world</p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Students will continue the sugar, empire and slavery topic to the present day following the assessment.            This topic feeds into the rest of our Year 8 curriculum as it overlaps with and links with many of our future topics.            The exam practice question will serve those that go on to study History at GCSE.</p>
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**Resources to support your success**

[Sugar production - Britain and the Caribbean - National 5 History Revision - BBC Bitesize](#)

[Role of the slave trade in British industry - Britain and the Caribbean - National 5 History Revision - BBC Bitesize](#)

[Sugar & the Rise of the Plantation System - World History Encyclopedia](#)

[The Journey of Sugar: Neither Short nor Sweet \(youtube.com\)](#)

Any questions please direct to [amarris@chacademy.co.uk](mailto:amarris@chacademy.co.uk)

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

**Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject: Maths**

**Year Group: Year 8**

The assessment will be in the form of: *Written paper*

Length of assessment: *50 mins*

Date of Assessment: 30<sup>th</sup> September 2024

<p><b>What do we want the Pupils to Know or Master:</b>  <b>Topics covered in year 7</b>  <b>Ratio and scale</b></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>Make connections between number relationships and algebraic and graphical representations</b></li> <li>✓ <b>Use scale factors, scale diagrams and maps</b></li> <li>✓ <b>Understand that the relationship between two quantities can be expressed as a ratio or a fraction</b></li> <li>✓ <b>Divide a given quantity into two parts and express the division of a quantity into two parts as a ratio</b></li> <li>✓ <b>Solve problems involving direct and inverse proportion</b></li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p><b>Understand the meaning and representation of ratio</b>  <b>Understand and use ratio notation</b>  <b>Solve problems involving ratios of the for 1:n or n:1</b>  <b>Solve proportional problems involving the ratio m:n</b>  <b>Divide a value into a given ratio</b>  <b>Express a ratio in simplest integer form</b>  <b>Express ratios in the form 1:n</b>  <b>Compare ratios and related fractions</b>  <b>(Some will be able to:</b>              <b>understand <math>\pi</math> as the ratio between diameter and circumference</b>  <b>Understand gradient of a line as a ratio)</b></p>	<ul style="list-style-type: none"> <li>• <i>Ratio</i></li> <li>• <i>Proportion</i></li> <li>• <i>Equal parts</i></li> <li>• <i>Relationship</i></li> <li>• <i>For every</i></li> <li>• <i>Order</i></li> <li>• <i>Divide</i></li> <li>• <i>Multiply</i></li> <li>• <i>Proportional</i></li> <li>• <i>Placeholder</i></li> <li>• <i>Multiplier</i></li> <li>• <i>Units</i></li> <li>• <i>Share</i></li> <li>• <i>Total</i></li> <li>• <i>Parts</i></li> <li>• <i>Label</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Factors</i></li> <li>• <i>Common Factors</i></li> <li>• <i>Scale</i></li> <li>• <i>Compare</i></li> <li>• <i>Numerator</i></li> <li>• <i>Denominator</i></li> <li>• <i>Perimeter</i></li> <li>• <i>Circumference</i></li> <li>• <i>Diameter</i></li> <li>• <i>Constant</i></li> <li>• <i>Regular</i></li> <li>• <i>Slope</i></li> <li>• <i>Steep</i></li> <li>• <i>Gradient</i></li> <li>• <i>Right-angled triangle</i></li> </ul>	<p><a href="https://www.corbettmaths.com/ratio">Ratio (corbettmaths.com)</a>  <a href="https://www.corbettmaths.com/scales-and-maps">Scales and Maps (corbettmaths.com)</a></p>

- |  |   |  |  |
|--|---|--|--|
|  | <ul style="list-style-type: none"><li>• <i>Equivalent</i></li><li>• <i>Simplify</i></li></ul> |  |  |
|--|---|--|--|

<b>What prior learning does this link to?</b>	<b>Links to future learning and/or provides foundation of knowledge for</b>
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Introducing ratio language and the ratio symbol, before moving onto the main skill of calculating ratio. ing ratio.

Ratios crop up often in official statistics

<b>Resources to support your success</b>
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[Ratio Videos – Corbettmaths](#)

Link includes videos on:

Simplifying Ratio

Sharing the total in a given ratio

Expressing a Ratio in the form 1:n

Ratio – Differences

Sharing given one quantity

Expressing a Ratio as a fraction or percentage

Given two ratios

[Maps Scales Video – Corbettmaths](#)

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)



## Assessment Preparation

**Subject: Music**

**Year Group: 8**

The assessment will be in the form of: Performance

Length of assessment: *30 minutes prep for 1min30 performance*

Date of Assessment: Week beginning Mon 25<sup>th</sup> November (whenever Music lesson is)

<p><b>What do we want the Pupils to Know or Master:</b></p> <p>What as bass line, chord or lyric Sample is</p> <p>How to repeat this as a form of looping</p> <p>Using keywords (such as above) to describe pieces of Rap music</p> <p>To demonstrate this in their Performances</p>	<p><b>The student will demonstrate (success criteria):</b></p> <p>How to play in time</p> <p>Combining different rhythms including quavers and sustained notes</p> <p>Combining bass lines, chords, lyrics and rhythm sections.</p> <p>Developing rhythms and structures</p>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><b>Rap Music</b></p> <p><b>Reggae Music</b></p>	<p><i>Bass line</i></p> <p><i>Chord</i></p> <p><i>Sample</i></p> <p><i>Loop</i></p> <p><i>Verse</i></p>	<p><i>Chorus</i></p> <p><i>Lyrics</i></p> <p><i>Off Beat</i></p> <p><i>Syncopation</i></p> <p><b>Listen to Fresh Prince, I'm still Dre and Three Little birds to identify key elements (keywords)</b></p>

<p><b>What prior learning does this link to?</b></p> <p><b>Layering different parts together</b></p> <p><b>Building on top of a bass line (Ground bass) including chords</b></p> <p><b>Developing rhythms using musical elements</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>Addition of Riffs</p> <p>Extended chords using flattened and sharpened notes</p> <p>Adding expression suitable to other styles (swing rhythms/blues)</p>
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### **Resources to support your success**

Clips of rap and reggae music as described above.

### **Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

### **Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.



**Subject:** PE **Year Group: Year 7 and 8**

The assessment will be in the form of: Verbal and practical performance Length of assessment: within lesson Date of Assessment: *fortnight commencing 30<sup>th</sup> September*

<p><b>What do we want the Pupils to Know or Master:</b></p> <ul style="list-style-type: none"> <li>• <i>Use Subject specific terminology throughout the verbal answers they provide to teacher questioning</i></li> <li>• <i>demonstrate understanding of knowledge learnt through practical performance</i></li> <li>• <i>Evaluation own or others performances offering explanation for how to improve.</i></li> </ul>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <i>Identify the knowledge and understanding of the key techniques used within the sports that they have covered</i></li> <li>✓ <i>Demonstrate how to perform these techniques in closed skill situations or drills</i></li> <li>✓ <i>Use the skills in a full game context and Use the knowledge learnt to analyse own or others performances</i></li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment
<p>Sports specific to groups they are in. A range are covered across 6 half terms and across the 3x year groups. Sports range from: Outwitting opponents: Football, Rugby, Netball, Basketball, End zone Replicating actions: Badminton, Gymnastics, Volleyball, Cricket, Tennis, Rounders, Softball Performing at Maximum and improving Health: Athletics, Health related education (HRE)</p>	<p><i>Identify</i> <i>Demonstrate</i> <i>Explain</i> <i>Analyse</i> <i>Analysis</i> <i>Describe</i></p>		<p><i>PEEL</i> <i>Point – they are good at/ struggling to...(insert skill)</i> <i>Evidence – identify skill and describe how to perform that skill successfully...</i> <i>Explain – this means they are able to...</i> <i>Link – this impacts their performance because...</i></p>

<p><b>What prior learning does this link to?</b></p> <ul style="list-style-type: none"> <li>- Skills acquired in weekly lessons covered</li> <li>- Skills that can be transferred from previously covered sports for how to outwit an opponent (e.g. Jab step in basketball, shift body weight in rugby)</li> </ul>	<p><b>Links to future learning and/or provides foundation of knowledge for</b> <i>Refining and developing skills in other sports that are focused on outwitting opponent, replicating actions or performing at maximum/improving health.</i> <i>All link to both theoretical and practical knowledge required at GCSE PE</i></p>
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## PRE-Assessment Preparation

**Subject: Religious Studies (PRE)**

**Year Group: 8**

The assessment will be in the form of: *Written Assessment*

Length of assessment: *40 mins*

Date of Assessment: 30/9/24

<p><b>What do we want the Pupils to Know or Master:</b></p> <p>Hinduism</p> <p><i>What is the Trimurti</i></p> <p><i>Who in Hinduism is the God of</i></p> <ol style="list-style-type: none"> <li>1. <i>Preserver</i></li> <li>2. <i>Destroyer</i></li> <li>3. <i>Creator</i></li> </ol> <p><i>The Role of Avatar in Hinduism, what is an Avatar and what role it plays in Hinduism. Puja in Hinduism. Items that are part of the Puja celebration for example Incense</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ Definitions of key vocabulary skills linked to the Trimurti in Hinduism</li> <li>✓ Knowledge of all major religions and their history</li> <li>✓ A well-structured answer to the exam question based on Hindu teachings ie the Trinity, Puja and Avatars</li> </ul>
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<p><b>Topic List</b></p> <p>Puja</p> <p>Trinity:</p> <p>Shiva(role)</p> <p>Vishnu(role)</p> <p>Brahma (role)</p> <p>Avatar- The role of Avatars</p>	<p><b>SPaG and Vocabulary</b></p> <p>God/ Deity</p> <p>Destroy</p> <p>Preserve</p> <p>Create</p> <p>Trimurti</p> <p>Avatars</p> <p>Puja</p> <p>Hindus place of worship</p>	<p><b>Recommended skill practice for this assessment</b> Watch videos on Puja in Hinduism, Avatars and the role of the Trimurti stating what each God is known for eg Shiva the Destroyer.</p> <p>Read practice questions and use diagrams to better understand the importance of sacred spaces in each religion.</p> <p>Research the role of each Hindu God,</p> <p>Explain the Puja celebration and items used.</p>
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<p><b>What prior learning does this link to?</b></p> <ul style="list-style-type: none"> <li>• Religious places of worship</li> <li>• Sacred Places.</li> <li>• Origin of world's religions eg Islam's history</li> </ul>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>God In Art which will be explored next term</p> <p>The History of Judaism and Christianity</p> <p>The history of Islam</p>
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### Resources to support your success

[KS3 Religious Studies - BBC Bitesize](#)

### Student Checklist

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject:** Science

**Year Group:** Year 8

The assessment will be in the form of: *Written paper* Length of assessment: *50 min* Date of Assessment: Week starting 30 /9/24

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>Be able to identify variables from investigation.</i></p> <p><i>Explain why someone else repeating an experiment could increase confident in the conclusion.</i></p> <p><i>Describe how controlling variables are important.</i></p> <p><i>Explain why the variables in an investigation must be controlled.</i></p> <p><i>Read values from graphs.</i></p> <p><i>Be able to write a conclusion from information provided.</i></p> <p><i>Be able to understand the effects of balanced, unbalanced forces.</i></p> <p><i>The forces involved in motion</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>Be able to write down a question that can be answered scientifically.</b></li> <li>✓ <b>Identify control variables in an investigation.</b></li> <li>✓ <b>Be able to plot bar and line graphs.</b></li> <li>✓ <b>Use correct scientific vocabulary accurately</b></li> <li>✓ <b>Can calculate the speed and pressure of an object.</b></li> <li>✓ <b>Rearrange equations.</b></li> </ul>
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Topic List	SPaG and Vocabulary	Recommended skill practice for this assessment
<p><b>Working Scientifically</b></p> <p><b>Introduction to forces</b></p>	<ul style="list-style-type: none"> <li>• <i>Friction</i></li> <li>• <i>Pressure</i></li> <li>• <i>Variables</i></li> <li>• <i>Conclusion</i></li> <li>• <i>Repeatable</i></li> </ul>	<p><b>Be able to recall key facts such as formula for speed and pressure.</b></p> <p><b>Be able to apply your scientific knowledge.</b></p> <p><b>Carry out calculations.</b></p> <p><b>Rearrange equations and plot graphs.</b></p>

<p><b>What prior learning does this link to?</b></p> <p><b>Topics from year 7. Pupils should have their books and will find it useful to refer to their notes.</b></p> <p><b>Forces which introduced you to speed, distance time graphs and Gravity.</b></p>	<p><b>Links to future learning and/or provides foundation of knowledge for</b></p> <p>These are fundamental ideas in science and will be built on when you start your KS4 course next year.</p>
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**Resources to support your success**

[Magnets and magnetic materials - BBC Bitesize](#)

[Magnetism guide for KS3 physics students - BBC Bitesize](#)

[Electromagnetism guide for KS3 physics students - BBC Bitesize](#)

[How to make a magnetic compass guide for KS3 physics students - BBC Bitesize](#)

[BBC - Search results for Planning experiments and variables](#)

**Study Skills Booklet (relevant for all year groups and subjects)**

[Revision and Study Skills.pdf](#)

**Student Checklist**

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  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
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  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
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- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

**Subject:** Spanish

**Year Group:** 8

The assessment will be in the form of: *Reading and writing test* Length of assessment: *1 lesson* Date of Assessment: fortnight commencing 7 October

<p><b>What do we want the Pupils to Know or Master:</b></p> <p><i>Understanding Classroom instructions</i></p> <p><i>School subjects</i></p> <p><i>Understanding how to use gustar in the present tense</i></p> <p><i>Understanding how to use encantar in the present tense</i></p> <p><i>Using the negative 'no' to give a negative opinion</i></p>	<p><b>The student will demonstrate (success criteria):</b></p> <ul style="list-style-type: none"> <li>✓ <b>Following classroom instructions in the target language</b></li> <li>✓ <b>Using the target language to ask for permission/help.</b></li> <li>✓ <b>Identifying vocabulary for the different school subjects</b></li> <li>✓ <b>Giving negative and positive opinions about a school subject in the target language</b></li> </ul>
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Topic List	SPaG and Vocabulary		Recommended skill practice for this assessment	
<b>School</b>	Me gusta – I like	<b>Vocabulario</b>	<p><b>Learn spellings of vocabulary</b></p> <p><b>Write words and short sentences correctly</b></p> <p><b>Recognise the 2<sup>nd</sup> person plural (imperative form) of regular -ar verbs (for instructions).</b></p>	
	No me gusta – I don't like	<b>español</b>		<b>inglés</b>
		Silencio		Silence
		Escuchad		Listen
	No me gusta nada – I don't like (at all)	Mirad la pizarra		Look at the board
		Levantaos		Stand up
	Me encanta – I love	Sentaos		Sit down
		Voy a pasar lista		I am going to take the register
	Odio – I hate	Levantad la mano		Put your hands up
		Abrid los cuadernos		Open your exercise books
	Detesto – I hate	Cerrad los cuadernos		Close your books
		Mirad la página 10		Look at page 10
	Trabajad en el ordenador	Work on the computer		

		Cerrad los libros	Shut your textbooks	
		Los deberes	Homework	

<b>What prior learning does this link to?</b> Year 7 - classroom instructions Regular –ar verbs endings	<b>Links to future learning and/or provides foundation of knowledge for</b> Talking about school – description of classrooms, buildings Developing opinions on school subjects with reasons
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<b>Resources to support your success</b> Exercise books Vocabulary lists – see show my homework for the full list of vocabulary <a href="https://www.bbc.co.uk/bitesize/articles/zmrtjsg">https://www.bbc.co.uk/bitesize/articles/zmrtjsg</a>  <b>Study Skills Booklet (relevant for all year groups and subjects)</b> <a href="#">Revision and Study Skills.pdf</a>
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### **Student Checklist**

- Have you read the assessment topic list on this document?
- Have you checked that you have the information that will be assessed in your book?
  - Yes- make sure you use it and any feedback to support your revision.
  - No- speak to or email your class teacher to make sure you have not got any gaps in learning. Research the missing topic.
- Do you know what the words in the vocabulary list mean?
  - Yes- practice using them in sentences in relation to the topics that could be tested.
  - No- look them up online or in a dictionary, what do they mean? How could you use them in a sentence? Look through your book, where have you used them before?
- Do you know how to revise?
  - Yes- make sure you have the right resources to support you for example, cue cards, quiet space, pens, paper, timer etc.
  - No- look at the [study skills booklet linked](#), this provides lot of examples and ideas to use. If you are unsure, speak to your class teacher or form tutor to help you.
- Plan out a few 30-minute revision sessions over the next few weeks. Use the study skills booklet to help you do this.
- Struggle with concentration, try the pomodoro technique: [Watch 50second video here](#) on how to pomodoro your revision.

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