

## Year 8- Subjects and assessments studied each term

Y8 Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	<p><b>Theme: Skeletons</b> Independent trials accumulating in a group final study. Dead of the Dead artist study Experimenting with different materials Observational drawing test Skill based work and references to the GCSE criteria <b>Assessment:</b> Star mark, teacher assessment and peer marking</p>	<p><b>Theme: Skeletons</b> Independent trials accumulating in a group final study. Dead of the Dead artist study Experimenting with different materials Observational drawing test Skill based work and references to the GCSE criteria <b>Assessment:</b> Teacher assessment, star marking</p>	<p><b>Theme:Hundertwasser</b> research project Developing patterns Rotation mark making Mixed media trials Architecture project Title page displaying a wide variety of buildings using colour and collage Pen and wash study Mono printing Mixed media large scale piece  Assessment: Teacher assessment, star marking</p>	<p><b>Theme:Hundertwasser</b> research project Developing patterns Rotation mark making Mixed media trials Architecture project Title page displaying a wide variety of buildings using colour and collage Pen and wash study Mono printing Mixed media large scale piece  <b>Assessment:</b> star marking</p>	<p><b>Theme:Pop Art Working within the GCSE framework</b> Refer to GCSE Bitesize Art and Design <b>AO1</b> Artist study critical understanding <b>AO2</b> Experimentation-trialing own ideas in the style of the artist <b>AO3</b> Recording-through drawing annotation and photography <b>AO4</b> final outcome-large scale study to conclude developmental work  <b>Assessment:</b> Peer assessment and teacher assessment to GCSE criteria</p>	<p><b>Theme:Pop Art Working within the GCSE framework</b> Refer to GCSE Bitesize Art and Design <b>AO1</b> Artist study critical understanding <b>AO2</b> Experimentation-trialing own ideas in the style of the artist <b>AO3</b> Recording-through drawing annotation and photography <b>AO4</b> final outcome-large scale study to conclude developmental work  <b>Assessment:</b> Peer assessment and teacher assessment to GCSE criteria</p>
Computer Science	<p>Algorithms  STAR mark and end of topic assessment</p>	<p>Binary  STAR mark and end of topic assessment</p>	<p>Python  STAR mark and end of topic assessment</p>	<p>HTML  STAR mark and end of topic assessment</p>	<p>Networks  STAR mark and end of topic assessment</p>	<p>Group google software project  STAR mark and end of topic assessment</p>
Drama	<p>Acting Vocal, Movement and Character assessment</p>	<p>Acting Creation and evaluation assessment</p>	<p>Physical Theatre Vocal and Character assessment. Written evaluation assessment</p>	<p>Physical Theatre Movement and Creation assessment</p>	<p>Didactic Movement and Vocal assessment with verbal evaluation</p>	<p>Didactic Creation assessment</p>
Design Technology	<p>Students will complete mini modules across all of the Technology areas (2 weeks per rotation). These are a refresher and to build upon key skills developed in Year 7.</p> <p>Students will then complete 2x module based upon their preferences from year 7 (and the mini-modules). The modules on offer are:</p> <ol style="list-style-type: none"> <li>1) Textiles- Denim Upcycling Project- Students made a cushion, bag or hat using a range of techniques. GCSE module is skills development through samples and then student choice of make.</li> <li>2) Food- students further develop their food preparation skills and using a wider range of equipment. Theory work focuses on factors affecting food choice. GCSE module looks to further enhance students technical skills in the food room and to allow them to develop a greater understanding of ingredients, functions and food hygiene and safety.</li> <li>3) Engineering- Candle-holder- using hand tools and drills to create their products safely. Students are introduced to welding and dip-coating.</li> </ol>					

	<p>4) Engineering- Scalextric Car- CAD design using On-shape and then use of 3D printer to make the students designs. GCSE module- students start the VCERT course looking at key practical skills in the workshop.</p> <p>5) Product Design- Clock Design- student use a range of tools and processes to design and make their own clock product. GCSE module- students design and make their own docking stations.</p> <p>Following this students are then asked to select a GCSE module for the final two terms of the year. This allows students to have the necessary preparations to tackle the GCSE course. All students must complete D&amp;T until the end of the school year.</p> <p>Assessment: students are assessed mid-way and at the end of each of these modules against Technology bandings. STAR marking and assessment of practical work through peer and self assessment is used.</p>					
English	<p>N.B. The order in which texts are delivered are rotational and depend upon teacher choice</p> <p>19th century novel - Treasure Island/ Frankenstein play and excerpts from the novel</p> <p>Assessment: practice analytical essay</p>	<p>Creative writing</p> <p>Assessment: sample of writing</p>	<p>Dystopian Short Stories</p> <p>Assessment: practice analytical essay</p>	<p>Shakespeare text - Henry V/Romeo and Juliet</p> <p>Assessment: Speaking and Listening Analytical essay</p>	<p>Writing to express a point of view - to argue or persuade</p> <p>Assessment: sample of writing</p>	<p>Poetry including 19th century poetry and comparing poems</p> <p>Assessment: practice analytical essay</p>
French	<p>EXPO 2 RED Family Jobs Home Weather Singular Pronouns on depuis genders quand/si revision present tense EXPO 2 GREEN Family Jobs home weather Singular pronouns on depuis genders Assessment: Listening and reading Star Marking</p>	<p>EXPO 2 RED Leisure activities Sports Plural Pronouns J'aime + inf. perfect tense- avoir perfect tense - être EXPO 2 GREEN Leisure activities sports Plural pronouns j'aime + inf perfect tense (-er) Assessment: Writing Star Marking</p>	<p>EXPO 2 RED Invitations + excuses Clothes Town Modal verbs comparative adjs aller (pres. tense) EXPO 2 GREEN Invitations Clothes town modal verbs comparative adjs aller (pres.tense) Assessment: Speaking Star Marking</p>	<p>EXPO 2 RED food meals shopping restaurants Articles il faut + inf. de + quantities EXPO 2 GREEN EXPO 2 GREEN food meals party shopping restaurants articles il faut + inf Assessment: Listening and reading Star Marking</p>	<p>EXPO 2 RED Countries Holidays Opinions à en Perfect Tense EXPO 2 GREEN Countries holidays opinions à en Perfect Tense Assessment: Writing Star Marking</p>	<p>EXPO 2 RED friends pocket money holidays comparative adjs negatives aller+ inf je voudrais + inf possessive adjectives revision 3 tenses EXPO 2 GREEN EXPO 2 GREEN friends pocket money holidays comparative adjs negatives aller+ inf je voudrais + inf Assessment: Speaking Star Marking</p>
Geography	<p><b>WEATHER/CLIMATE CHANGE/TROPICAL STORMS</b></p> <p>Assessment: Exam style long answer question (teacher) AND Quiz (peer)</p>		<p><b>PLASTIC PLANET (OCEANS AND WASTE)</b></p> <p>Assessment: teacher</p>		<p><b>WONDERS OF THE WORLD/TOURISM</b></p> <p>Assessment: DME-teacher</p>	<p><b>CREATIVE GEOGRAPHY</b></p> <p>Assessment: Festival plan- peer</p>

German	<p>Personal details Singular pronouns Definite article Indefinite article Questions</p> <p><b>Assessment:</b> Listening and reading <b>Star Marking</b></p>	<p>School Conjunctions und &amp; aber Accusative case Cognates</p> <p><b>Assessment:</b> Writing <b>Star Marking</b></p>	<p>Friends &amp; Family Possessive Adjectives mein &amp; dein Plural forms of nouns</p> <p><b>Assessment:</b> Speaking</p>	<p>Freetime Gern &amp; present tense Possessive adjectives Wir Man kann</p> <p><b>Assessment:</b> Listening and reading <b>Star Marking</b></p>	<p>Home Es gibt Prepositions &amp; cases</p> <p><b>Assessment:</b> Writing <b>Star Marking</b></p>	<p>Town &amp; Country More plural forms Du &amp; sie Present tense for future plans</p> <p><b>Assessment:</b> Speaking <b>Star Marking</b></p>
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History	<p>WW1</p> <p><b>Assessment:</b> In class formal assessment based around GCSE style questions.</p>	<p>Impact of WW1- Russia, Women, Cultural Change</p> <p><b>Assessment:</b> Knowledge Test/ Source based assessment</p>	<p>Nazi Germany</p> <p><b>Assessment:</b> Knowledge Test/ Source based assessment</p>	<p>Holocaust</p> <p><b>Assessment:</b> In class formal assessment based around GCSE style questions.</p>	<p>Civil Rights Movement in America</p> <p><b>Assessment:</b> Knowledge Test/ Source based assessment</p>	<p>Independent Research Project</p> <p><b>Assessment:</b> Presentation</p>
Maths	<p>Exploring fractions, decimals, percentages. Ratio and proportional reasoning.</p> <p>Key skills homework set weekly. Peer/ self/ teacher marked</p> <p>Assessment :Skills set test Personalised analysis produced and used in STAR feedback lesson.</p>	<p>Exploring properties of shapes and angles. Visualising and constructing.</p> <p>Key skills homework set weekly. Peer/ self/ teacher marked</p>	<p>Algebraic reasoning, graphs, equations and formula</p> <p>Key skills homework set weekly. Peer/ self/ teacher marked</p> <p>Assessment :Skills set test Personalised analysis produced and used in STAR feedback lesson.</p>	<p>Measuring and calculating space.</p> <p>Key skills homework set weekly. Peer/ self/ teacher marked</p>	<p>Sequences, algebra - solving equations and inequalities</p> <p>Key skills homework set weekly. Peer/ self/ teacher marked</p> <p>Assessment :Skills set test Personalised analysis produced and used in STAR feedback lesson. Old style KS3 NC assessment used to help inform GCSE setting.</p>	<p>Understanding risk. Presentation of data</p> <p>Key skills homework set weekly. Peer/ self/ teacher marked</p>
Music	<p>Theme and Variation Assessment: Performance Assessed by Teacher Peer Assessment</p>	<p>Theme and Variation Assessment: Composition by Teacher</p>	<p>Blues Performance Assessment: Performance and Composition Skills Assessed by Teacher</p>	<p>Blues Composition Assessment: Performance Assessed by Teacher Peer Assessment</p>	<p>Soundtracks Writing Assessment: Performance and Composition Assessed by Teacher Peer Assessment</p>	<p>Performance Skills Assessment: Performance Assessed by Teacher Peer Assessment</p>
PE	<p><b>Leadership</b> Rugby Netball</p>	<p><b>Coaching</b> Rugby Hockey</p>	<p><b>Performance</b> Hockey Flag football</p>	<p><b>Decision making</b> Hockey Flag football</p>	<p><b>Character</b> Cricket Tchoukball</p>	<p><b>Health and fitness</b> Cricket Tchoukball</p>

	APA Basketball	APA Trampoline	Trampoline Table tennis	Trampoline Table tennis	Athletics Rounders	Athletics Rounders
PSHE	<p><b>My Health Mental Health and wellbeing</b> - Including look at Mindfulness, how to deal with worry and impulse control.</p> <p><b>Self assessment at the end of the topic using STAR marking</b></p>	<p><b>My Choices Drugs and Alcohol</b> - Including looking at healthy lifestyles, peer pressure and substance misuse.</p> <p><b>Self assessment at the end of the topic using STAR marking</b></p>	<p><b>My Relationships Sex and relationships, including LGBT</b> - Including what is a healthy relationship, gender and sexual orientation, and safe sex</p> <p><b>Self assessment at the end of the topic using STAR marking</b></p>	<p><b>My Online Community E- Safety</b> - Including how to be safe online, looking at use of social media and cyberbullying</p> <p><b>Self assessment at the end of the topic using STAR marking</b></p>	<p><b>My World British Values, extremism and radicalisation</b> - Including looking at personal values, values of others, British values, themes like equality and respect</p> <p><b>Self assessment at the end of the topic using STAR marking</b></p>	<p><b>My Future Aspirations</b> - Including looking at goal setting, careers and key TCS values (motivation, resilience, self-discipline, courage and respect for the community)</p> <p><b>Self assessment at the end of the topic using STAR marking</b></p>
RE	<p><u>Judaism - beliefs and worship</u></p> <p><b>Assessment:</b> Self/peer marked mini-assessment</p>	<p><u>Jewish persecution</u></p> <p><b>Assessment:</b> STAR marked banded assessment</p>	<p><u>Good and Evil - how can God exist when there's evil in the world?</u></p> <p><b>Assessment:</b> STAR marked banded assessment</p>	<p><u>Should we care about the environment?</u></p> <p><b>Assessment:</b> STAR marked banded assessment</p>	<p><u>Should we eat animals?</u></p> <p><b>Assessment:</b> Self/peer marked mini-assessment</p>	
Science	<p>Biology - building blocks and inheritance Chemistry - atoms Physics - energy and forces</p> <p><b>Assessment:</b> Baseline test and bi-termly summative assessment</p>		<p>Biology - transport and nutrition Chemistry - reactions, acids and alkalis Physics - particles and magnetism</p> <p><b>Assessment:</b> Bi-termly summative assessment</p>		<p>Biology - respiration and energy flow Chemistry - environmental chemistry Physics - waves</p> <p><b>Assessment:</b> Bi-termly summative assessment</p>	
Spanish	<p>Activities Friends Celebrities Daily routine nationalities Me gusta... Sequencing words Más .... que</p> <p><b>Assessment:</b> Listening and reading <b>Star Marking</b></p>	<p>Town Invitations Excuses Likes &amp; dislikes Near future tense Querer poder Phrases with inf.</p> <p><b>Assessment:</b> Writing- Translation into English <b>Star Marking</b></p>	<p>Holidays Transport Preterite of ser and ir Preterite of -ar verbs Present &amp; Preterite</p> <p><b>Assessment:</b> Speaking- describing a photo of a holiday scene and answering 3 questions in 3 tenses- no prior preparation <b>Star Marking</b></p>	<p>Meals Food Restaurant Likes &amp; dislikes Tú &amp; usted Preterite of -er &amp; -ir verbs Past Present &amp; Future tenses</p> <p><b>Assessment:</b> Listening and reading <b>Star Marking</b></p>	<p>Clothes Uniform Shopping for clothes Argentina Agreement of adjectives Comparatives &amp; superlatives Present &amp; near future tenses Past Present &amp; Future tenses</p> <p><b>Assessment:</b> Writing- Translation into Spanish <b>Star Marking</b></p>	<p>Film project- 'Las aventuras de Tadeo Jones' Machu Picchu Shops Directions Se puede estar Past Present &amp; Future tenses</p> <p><b>Assessment:</b> Speaking- describing Machu Picchu <b>Star Marking</b></p>