

# Assessment Week Term 2 2018/19: Information for students, parents & carers - YEAR 8

Assessment Week 2 begins on Monday 18th March for Year 8

| Subject   | Topics to revise   | Resources, further information and support  |
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| Art   | <p><b>Day of The Dead</b><br/>           Students will not complete an assessment. Their sketchbooks will be assessed by their class teacher during assessment week.<br/>           Students will be assessed on:<br/>           -Observational drawing.<br/>           -Artist research skills - written and visual.<br/>           -Exploration of ideas.<br/>           -Control of media techniques and processes:paper cutting, coloured pencil, biro, fine liner, watercolor, pencil and colour pencil blending.</p> | <p><a href="http://www.bbc.co.uk/education/subjects/z6hs34j">http://www.bbc.co.uk/education/subjects/z6hs34j</a><br/> <a href="https://happythought.co.uk/day-of-the-dead/how-to-make-papel-picado">https://happythought.co.uk/day-of-the-dead/how-to-make-papel-picado</a><br/> <a href="http://www.mexican-folk-art-guide.com/papel-picado.html#.WIIU1d9I9PY">http://www.mexican-folk-art-guide.com/papel-picado.html#.WIIU1d9I9PY</a><br/> <a href="https://www.mexicansugarskull.com/support/dodhistory.html">https://www.mexicansugarskull.com/support/dodhistory.html</a></p> |
| <p>English</p> <p>Reading<br/>4/02/19</p> <p>Writing<br/>11/03/19</p> | <p><b>Much Ado About Nothing</b></p> <p><b>Reading</b><br/>           Students will be given a key scene from the play and will be required to analyse Shakespeare's use of language, structure and context.</p> <p><b>Writing</b><br/>           Students will be given a statement about Shakespeare that they must argue for or against. The task will require students to use a range of writing to argue features and a range of punctuation and sentence structures.</p>   | <p><b>Reading</b><br/> <a href="https://www.bbc.com/bitesize/topics/z3wyk7h">https://www.bbc.com/bitesize/topics/z3wyk7h</a></p> <p><b>Writing</b><br/> <a href="https://www.bbc.com/bitesize/subjects/z3kw2hv">https://www.bbc.com/bitesize/subjects/z3kw2hv</a><br/> <a href="https://www.bbc.com/bitesize/guides/zyydjxs/revision/1">https://www.bbc.com/bitesize/guides/zyydjxs/revision/1</a></p>  |
| French  | <p><b>My Hobbies</b><br/>           Pupils will complete reading and listening assessments on the theme of hobbies. Topics will include:</p> <ul style="list-style-type: none"> <li>- TV</li> <li>- Cinema</li> <li>- Reading</li> <li>- Internet</li> </ul>   | <p><a href="http://www.memrise.com">www.memrise.com</a><br/>           Links to the appropriate vocabulary sections will be put on google classroom. All students will receive a list of the topic vocabulary as well as their exercise books.</p>  |
| Geography   | <p><b>Rivers</b><br/>           Downstream changes and processes<br/>           Formation of waterfalls<br/>           Causes of flooding</p> <p>Key skills: Contour lines, hydrographs, 4 and 6 figure grid references, flood maps</p>  | <p>Students will be given a revision sheet to revise both rivers and Russia</p> <p>The following websites can be used to revise the rivers topic:</p> <p><a href="https://www.bbc.com/bitesize/guides/z4bk7ty/revision/1">https://www.bbc.com/bitesize/guides/z4bk7ty/revision/1</a><br/> <a href="https://www.bbc.com/bitesize/guides/zkrdmp3/revision/2">https://www.bbc.com/bitesize/guides/zkrdmp3/revision/2</a></p>   |

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|                        | <p><b>Russia</b><br/> Tourism in Moscow<br/> Illegal immigrants<br/> Siberian tribes<br/> Endangered animals</p> <p><b>Key skills:</b> climate graphs, choropleth map, pie charts, isoline maps</p>   |  |
| <b>History</b>         | <p><b><u>How did the lives of black Americans change?</u></b><br/> Slavery: the Golden Triangle, the Middle Passage, slave auctions, plantations, the American Civil War<br/> Civil rights movement: segregation, the Montgomery Bus Boycott</p> <p><b><u>What happened during the world wars?</u></b><br/> World War One: causes, trench warfare, Treaty of Versailles</p> <p><b>Key skills:</b> source inference, describe features, cause and consequence, time comparison, source utility, source enquiry, balanced argument</p>  | <p>Students should take their exercise books home to revise and will create some revision materials in class which should also be taken home to complete and use to test themselves.</p> <p><a href="http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_slave_trade/revision/7/">http://www.bbc.co.uk/bitesize/ks3/history/industrial_era/the_slave_trade/revision/7/</a><br/> <a href="https://www.bbc.com/bitesize/topics/z2qj6sg/resources/1">https://www.bbc.com/bitesize/topics/z2qj6sg/resources/1</a><br/> <a href="https://www.bbc.com/bitesize/guides/zcpcwmn/revision/1">https://www.bbc.com/bitesize/guides/zcpcwmn/revision/1</a><br/> <a href="https://www.bbc.com/bitesize/topics/z4crd2p">https://www.bbc.com/bitesize/topics/z4crd2p</a></p> |
| <b>IT</b>              | <p><b><u>Computer Technology</u></b><br/> Hardware and software, input and output devices, history of computers, the internet and the world wide web.</p>   | <p>Revision materials will be shared on Google Classroom.</p>  |
| <b>Maths</b>           | <p>The topics you will need to revise include:<br/> <b><u>Indices and Algebraic Manipulation</u></b><br/> <b><u>Fractions Decimals and percentages</u></b><br/> <b><u>Perimeter Area and Volume</u></b><br/> <b><u>Probability</u></b><br/> <b><u>Ratio and Proportion</u></b><br/> The Year 8 Spring Assessment will cover topics from prior learning in addition to the above topics.</p>   | <p>Students can access mymaths for lessons and practice questions at <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p>Students can access mathswatch for guided video clips at <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a></p>   |
| <b>Music</b>           | <p><b><u>Melody and Harmony</u></b><br/> <b>Understanding Music:</b> Students will answer listening questions on popular music based on the following musical elements: time signatures in simple and compound time, dynamics, tempo, instrumentation, tonality, families of instruments, style, mood and features of the time.<br/> <b>Performing music:</b> Students will be able to play scales major and minor up to 3 sharps and flats- also they will be able to play short melodies in simple time with chords added.<br/> <b>Composing Music:</b> Students will be composing throughout the term in popular styles including film/ computer gaming music.</p> | <p><a href="http://teachinggadget.com/">http://teachinggadget.com/</a><br/> <b>Understanding Music-</b>Musical element knowledge: time signatures. Tonality, dynamics, tempo, instrumentation, families of instruments, style, mood and instrumentation; also features of popular music.<br/> <b>Performing Music-</b> Students must practice pieces regularly and continue to play scales every lesson to improve knowledge and muscle memory.<br/> <b>Composing Music-</b> Guidance in lesson must be followed.</p>  |
| <b>Performing Arts</b> | <p><b><u>Devised performance showing tension</u></b><br/> Students will work in pairs or small groups to perform a scene, or</p>  | <p>Clips to remind students of stage combat techniques<br/> <a href="https://www.bbc.co.uk/education/clips/z8fcd2p">https://www.bbc.co.uk/education/clips/z8fcd2p</a></p>  |

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|                       | <p>scenes showing dramatic tension. They will be expected to demonstrate the following skills:</p> <ul style="list-style-type: none"> <li>-Vocal projection, blocking in and use of proxemics</li> <li>-Understanding of how to use performance skills to create tension including dramatic irony, non-verbal and vocal skills.</li> <li>- Use of stage combat techniques to enhance the tension.</li> </ul> <p>They will be assessed on their contribution in rehearsal and on the performance.</p> <p>The written homework and evaluation tasks completed by students will also contribute towards their assessed grade.</p>   | <p><a href="https://www.youtube.com/watch?v=7DDO37wckWY">https://www.youtube.com/watch?v=7DDO37wckWY</a></p> <p>Students will complete homework tasks where they are able to show an understanding of the development process, stage combat techniques and evaluate their practical performance skills.</p>   |
| <p><b>Ethics</b></p>  | <p><b><u>Being a Muslim in Britain</u></b></p> <p>Nature of Allah<br/> Prophethood and Mohammad<br/> Qur'an<br/> Angels<br/> Festivals<br/> Jihad<br/> Islamophobia</p>  | <p><a href="https://www.bbc.com/bitesize/topics/zdprkqt">https://www.bbc.com/bitesize/topics/zdprkqt</a></p> <p><a href="http://www.bbc.co.uk/religion/religions/islam/">http://www.bbc.co.uk/religion/religions/islam/</a></p> <p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1122">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=1122</a></p>  |
| <p><b>Science</b></p> | <p><b><u>Biology 1A</u></b> – Cells, genetics, inheritance and modification Cells, Genetics, Inheritance and modification</p> <p><b><u>Biology 1B</u></b> – Health, disease and the development of medicines Disease, Prevention and medicines, Health</p> <p><b><u>Chemistry 1A</u></b> – Atoms, compounds and states of matter Atomic structure, The periodic table, Ionic bonding, Covalent bonding, Metallic bonding, States of matter</p> <p><b><u>Chemistry 1B</u></b> – Separating mixtures, breaking down substances, acids and metals Methods of separating and purifying substances, Breaking down ionic compounds, Acids, Metals</p> <p><b><u>Physics 1A</u></b> – Forces, movement and energy Motion, Forces, Energy</p> <p><b><u>Physics 1B</u></b> – Waves and radiation Waves, Electromagnetic spectrum, Atoms, Radiation</p> | <ol style="list-style-type: none"> <li>1. BBC bitesize – notes, explanations and quizzes of common science concepts. Which are exam board specific<br/><a href="https://www.bbc.co.uk/education/subjects/zrkw2hv">https://www.bbc.co.uk/education/subjects/zrkw2hv</a></li> <li>2. Exercise books</li> <li>3. Y8 Revision booklets - Knowledge organisers</li> <li>4. Gojimo app or online version - free multi choice quizzes which are exam board specific<br/><a href="http://app.gojimo.co/qualifications/">http://app.gojimo.co/qualifications/</a></li> <li>5. Ted ED science education videos on YouTube</li> <li>6. Seneca online science course – notes and explanations of common science concepts.<br/><a href="https://senecallearning.com/">https://senecallearning.com/</a></li> <li>7. Fuse school revision videos on YouTube</li> <li>8. S-cool revision resources - notes and explanations of common science concepts. Not exam board specific<br/><a href="https://www.s-cool.co.uk/gcse">https://www.s-cool.co.uk/gcse</a></li> <li>9. Grade Gorilla – physics only notes and multi choice quizzes<br/><a href="https://gradegorilla.com/index.php">https://gradegorilla.com/index.php</a></li> <li>10. Revision science - notes and explanations of common science concepts. Not exam board specific<br/><a href="https://revisionscience.com/">https://revisionscience.com/</a></li> </ol> |

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| <b>Technology</b>         | <p><b>Electronic Products</b></p> <ul style="list-style-type: none"> <li>-Health and Safety</li> <li>-PIC Chip programming and function</li> <li>-Circuit diagram symbol recognition</li> <li>-Resistor colour coding</li> </ul> <p><b>Textiles Technology</b></p> <ul style="list-style-type: none"> <li>-Health and Safety</li> <li>-Designing for others</li> <li>-Specification writing</li> </ul> <p><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>-Health, safety and hygiene</li> <li>-The EatWell Guide, nutrition and nutrients</li> </ul>   | <p>Exercise books, practical experience in lessons and revision/homework tasks.</p> <p>BBC Bitesize: Food<br/> <a href="http://www.bbc.co.uk/education/topics/zg86n39/resources/1">http://www.bbc.co.uk/education/topics/zg86n39/resources/1</a></p> <p>The Eatwell Guide:<br/> <a href="http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800">http://www.foodafactoflife.org.uk/Sheet.aspx?siteId=20&amp;sectionId=129&amp;contentId=800</a></p> <p>BBC Bitesize: Electronic Products<br/> <a href="http://www.bbc.co.uk/education/clips/zwpd7ty">http://www.bbc.co.uk/education/clips/zwpd7ty</a></p> <p>BBC Bitesize: Textiles<br/> <a href="http://www.bbc.co.uk/education/subjects/zvkw2hv">http://www.bbc.co.uk/education/subjects/zvkw2hv</a></p> |
| <b>PE</b>                 | <p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>-Components of fitness</li> <li>-Names of fitness tests used in sport for testing aerobic endurance, speed, agility, muscular endurance and flexibility</li> <li>-What should be included in a warm up and names of some of the muscles in the body</li> </ul> <p><b>Invasion Games - Basketball/netball/football</b></p> <ul style="list-style-type: none"> <li>-Rules of the game</li> <li>-Attacking and defensive principles</li> <li>-Knowledge of the playing area and the names of the lines/areas on the court/pitch</li> <li>-Knowledge of the positions in the game and their role</li> <li>-Identify coaching points for key skills - passing, shooting, receiving and getting free</li> </ul> <p><b>Trampolining/gymnastics</b></p> <ul style="list-style-type: none"> <li>-Safety rules associated with the sport</li> <li>-Names of different jumps</li> <li>-Axes and planes of movement used in different jumps</li> </ul> | <p><a href="https://www.englandnetball.co.uk/">https://www.englandnetball.co.uk/</a></p> <p><a href="http://www.thefa.com/">http://www.thefa.com/</a></p> <p><a href="https://www.basketballengland.co.uk/">https://www.basketballengland.co.uk/</a></p> <p><a href="https://www.british-gymnastics.org/">https://www.british-gymnastics.org/</a></p>  |
| <b>Accelerated Reader</b> | <p><b>STAR Assessment</b></p> <p>Students will complete an online reading comprehension assessment. This will cover the following comprehension skills:</p> <ul style="list-style-type: none"> <li>-Vocabulary</li> <li>-Engaging and responding to texts (literary/fiction/narrative and information/nonfiction/non-narrative)</li> <li>-Understanding and interpreting texts (literary/fiction/narrative and information/nonfiction/non-narrative)</li> </ul>   | <p>Students are required to read an Accelerated Reader book for at least <b>30 minutes per day</b>. Students should be taking comprehension quizzes within 24 hours of finishing reading the book in the LRC on a regular basis. All students are expected to quiz on at least 2 fiction and 1 non-fiction / information book per half term. All students are expected to maintain and achieve the following targets:</p> <ul style="list-style-type: none"> <li>-Quiz Average - 85%</li> <li>-Points - personalised to each student and based on 30 minutes of daily reading</li> <li>-Engaged Time - 20 minutes per day</li> <li>-ZPD/Book Level - to be reading above their minimum level</li> </ul>  |

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|  |  | Parents can check progress and monitor quiz scores online via Renaissance Home Connect: <a href="https://ukhosted30.renlearn.co.uk/1896446/HomeConnect">https://ukhosted30.renlearn.co.uk/1896446/HomeConnect</a> |
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