



BRIDGEWATER

HIGH SCHOOL

Yr 8 BITESIZE TASK REVISION PLAN

Year 8 Spring Assessments

Assessment Information

In each academic subject, students will complete an Assessment which will be staggered throughout the Spring Term and take place in normal classrooms. Please see the timetable below.

Questions set will be based on the material they have been taught this year at Bridgewater High school. Students will sit their subject assessments in classrooms during a timetabled slot.

Assessments offer students and staff the opportunity to assess how well taught material has been embedded in the long-term memory. Knowledge and understanding from prior learning can enable future learning to be built upon at greater depth. Identifying weaker areas of remembered content aids our staff in building retrieval activities in their forthcoming curriculum.

Students and parents will receive feedback after the assessments have been marked by our staff. You will receive a full report by email in the week commencing 31st March. The report will contain the Assessment Mark as well as an indicator of Effort, Progress and Concerns.

This information pack provides independent revision activities for each academic subject. We strongly encourage your child to make use of this information.

Subject	Timetable Assessments for each subject will take place during a two -week Assessment Window to ensure all pupils can take their assessment. They will take place in the first lesson during the Assessment Window and teachers will confirm the exact date of each assessment with pupils and post this on Satchel 1.
Geography	13 th -25 th January
Design & Technology	27 th January -7 th February
Food Science	24 th February -7 th March
Science Maths Music ICT French German Dance Drama	3 rd -14 th February
English History	10 th - 28 th February
Art & Design Religious Studies	10 th - 21 st March

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Dance: Capoeira	45 Minutes	You will develop your knowledge and understanding of the Brazilian martial art: Capoeira demonstrating your knowledge in a non-contact fight Assessment focus: Performance and choreography

Task	Learning Focus	Activity/Resource
1	Develop accuracy of key Capoeira steps	Use of independent rehearsal at home to further embed teacher taught steps from lessons Refer to Knowledge organiser
2	Develop memory, energy and storytelling of your action/ reaction, non-contact fight with a partner	Use of independent rehearsal Responding to feedback in lessons
3	Demonstration of different uses of space: Levels/ directions/ pathways/ formations/ action and reaction	Prior learning and planning ahead of the lesson Use of knowledge organiser Utilising teacher demonstrations to create own 'versions' Responding to teacher feedback
4	Use of creativity skills in own choreography: showing contrast, dynamic changes, mirroring and unison	Use of independent research and YouTube for professional dance pieces online to create your own ideas Use of prior learning

KEY INDEPENDENT ONLINE RESOURCES

Resources:

<https://www.bbc.co.uk/reel/video/p0fccnq3/capoeira-brazil-s-oldest-martial-art>

<https://www.youtube.com/watch?v=Wz8b2xff7s0>

https://www.youtube.com/watch?v=m_WUzUhXww

Music: Your teacher will publish your class's music on satchel one.

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Drama	1-hour practical lesson	Evacuees

Task	Learning Focus	Activity/Resource
1	To understand the term 'Evacuee'.	The information is explored within lesson and can also be investigated further: An evacuee's adventure History - Children of World War Two
2	How to develop empathy as a means of understanding people's feelings and emotions.	What is EMPATHY? Explaining Empathy to Kids - Emotions <ul style="list-style-type: none"> - This links to understanding what an Evacuee is and having empathy towards their experience of being sent away.
3	To be able to work collaboratively with others to create scenes for storytelling.	Bing Videos <ul style="list-style-type: none"> - Collaborating creatively drama – being kind to one another through listening skills, as well as generating ideas of your own.
4	Developing a believable role and staying in role.	Practice your lines with someone else and get feedback from them.

KEY INDEPENDENT ONLINE RESOURCES

Watch 'Goodnight Mr Tom' - a TV series which followed the story of an Evacuee. This was adapted from a novel that you have an interest in reading.

Further resources and real-life stories about Evacuees can be found on the Imperial War Museum website: [True Stories of Evacuees During The Second World War](#)

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Art & Design	45 minutes	Portraiture

Task	Learning Focus	Activity/Resource
1	Developing observation tonal drawing skills of portraits.	Open the revision and preparation PDF on Satchel One.
2	Understanding the preparation activities	Carefully read the information on the first slide.
3	Practice drawing portraits	Following the instructions, practise drawing some of the portraits from the PDF presentation.
4	Understanding the proportions of a portrait.	Practice drawing the face shape and drawing in the face features carefully, making sure you draw them in the correct position and the correct size. See the slides in the PDF on Satchel One. There is a video link to watch below.
5	Practice creating a range of tones using pencil only.	Printable resource on the PDF attached on Satchel One, or draw your own simple scale.

KEY INDEPENDENT ONLINE RESOURCES

[How to draw a portrait of an old person](#)
(13 MINS)

If you don't have different grades of drawing pencils, don't worry just press lightly to create the light tones and an eraser cut to a point or triangle to rub in the highlights.

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Music	PART 1 20-30 Minute Listening test PART 2 In lesson performance	OPTION 1 – Keyboards OPTION 2 – Ukulele & singing

Learning Focus	Activity/Resource
OPTION 1 - Keyboards	
<p>Listening Quiz</p> <ul style="list-style-type: none"> - Reading the TREBLE and BASS CLEF <ul style="list-style-type: none"> o Including up to 2 <i>ledger lines</i> o <i>Melodic Dictation</i> - Duration <ul style="list-style-type: none"> o Original o Dotted o Rests o Tied o Rhythmic dictation - Texture <ul style="list-style-type: none"> o Monophonic o Homophonic o Polyphonic - Dynamics <ul style="list-style-type: none"> o Pianissimo o Piano o Mezzo-piano o Mezzo-forte o Forte o Fortissimo o Crescendo o Diminuendo - Keyboard geography <ul style="list-style-type: none"> o Where is C o Identify white notes o Identify black notes 	<p>TEACHING GADGET</p> <p>Username: bridgewaterhigh Password: music</p> <ul style="list-style-type: none"> - What element of music am I? - Dynamics Quiz 1 - Dynamics Quiz 2 - Dynamics Quiz 3 - Dynamics Listening Exercises - Duration Quiz 1 - Rhythm Listening 1 - Spot the difference between rhythms - Dotted note quiz - Dotted note listening - Rhythmic Dictation - Treble Clef Identification - Treble Clef Identification 2 - Bass Clef Identification - Complex notation quiz (Very advanced) - Melodic Dictation - Music Symbols quiz - Melody identification - Ledger lines below the stave - Ledger lines above the stave - Piano notes - Piano keyboard and treble clef

Year 8 Spring Assessments

There is also the Y8 Keyboard Revision booklet, which is shared on **SACHEL ONE**

PERFORMANCE

2

RHYTHM	BASIC NOTE VALUES	Crotchets, minim, semibreve, quavers, semiquaver
	COMPLEX NOTE VALUES	Dotted notes, tied notes
	PLAYING BASIC NOTE VALUES	Crotchets, minim, semibreve, quavers, semiquaver
	PLAYING CORRECT RHYTHM	Playing the note values in the correct order
PITCH	SIGHT READING	Playing an unknown rhythm
	IDENTIFYING TREBLE CLEF	Can I identify notes from memory?
	IDENTIFYING BASS CLEF	Can I identify notes from memory?
	PLAYING TREBLE CLEF	Can I play the notes on the treble clef on my right hand
HANDS	PLAYING BASS CLEF	Can I play the notes on the bass clef on my left hand
	UNDERSTANDING LEGER LINES	Can I work out the notes beyond the 5 lines of the staff
	SINGLE NOTE BASS CLEF	Can I play a single notes on the bass clef?
	CHORDS BASS CLEF	Can I play chords on the bass clef?
BOTH HANDS TOGETHER	Can I play both hands together accurately?	
RIGHT HAND CORRECT FINGERS	Using the correct fingers	
LEFT HAND CORRECT FINGERS	Using the correct fingers	

Ode To Joy

OPTION 2 – Ukulele and Singing

Listening Quiz

- Identify the instrument heard
- Identify the voice or group of voices
- Hear how many different notes are being played
- Identify the difference between
 - o Plucked
 - o Strummed
- Knowing the different parts of the Ukulele
- **TEXTURE**
 - o Monophonic – Single layer of sound
 - o Homophonic – Multiple layers of sound *moving together*
 - o Polyphonic – Multiple layers of sound moving independently
- **DYNAMICS**
 - o Pianissimo – Very quiet
 - o Piano - Quiet
 - o Mezzo-piano – Medium-quiet
 - o Mezzo-forte – Medium-loud
 - o Forte - Loud
 - o Fortissimo – Very loud
 - o Crescendo – Getting louder

TEACHING GADGET

Username: bridgewaterhigh

Password: music

- [General Musicianship > Tempo](#)
- [General Musicianship > Dynamics](#)
- [Uku parts Quiz](#)
- [Ukulele strings](#)
- [Ukulele Chord quiz](#)
- [Ukulele Chord quiz 2](#)
- [Ukulele Chord quiz 3](#)

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	<ul style="list-style-type: none"> o Diminuendo – Getting quieter <p>- <i>TEMPO</i></p> <ul style="list-style-type: none"> o Slow o Moderate o Fast 																																														
	<p>PERFORMANCE</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr><td style="background-color: #FFDAB9;">SINGING</td><td>PITCH</td><td>Am I singing the correct notes?</td></tr> <tr><td style="background-color: #FFDAB9;">SINGING</td><td>RHYTHM</td><td>Am I singing the correct rhythm?</td></tr> <tr><td style="background-color: #FFDAB9;">SINGING</td><td>PROJECTION</td><td>Am I loud enough?</td></tr> <tr><td style="background-color: #FFDAB9;">SINGING</td><td>ENUNCIATION</td><td>Are my words easy enough to understand?</td></tr> <tr><td style="background-color: #FFDAB9;">SINGING</td><td>SINGING AND PLAYING</td><td>Can I sing and play together?</td></tr> <tr><td style="background-color: #90EE90;">UKULELE</td><td>SIMPLE CHORDS</td><td>C and F</td></tr> <tr><td style="background-color: #90EE90;">UKULELE</td><td>DIFFICULT CHORDS</td><td>Dm and Bb</td></tr> <tr><td style="background-color: #90EE90;">UKULELE</td><td>INTONATION</td><td>Do the notes ring out clearly?</td></tr> <tr><td style="background-color: #90EE90;">UKULELE</td><td>SIMPLE STRUMMING</td><td>1-3 strums per chord.</td></tr> <tr><td style="background-color: #90EE90;">UKULELE</td><td>DIFFICULT STRUMMING</td><td>4+ strums per chord.</td></tr> <tr><td style="background-color: #ADD8E6;">ENSEMBLE</td><td>TIMING</td><td>Am I in time with my group?</td></tr> <tr><td style="background-color: #ADD8E6;">ENSEMBLE</td><td>DYNAMICS</td><td>Are there loud and quiet sections?</td></tr> <tr><td style="background-color: #ADD8E6;">ENSEMBLE</td><td>TEXTURE</td><td>Is everyone performing at the same time?</td></tr> <tr><td style="background-color: #ADD8E6;">ENSEMBLE</td><td>LEADERSHIP</td><td>Leadership</td></tr> <tr><td style="background-color: #ADD8E6;">ENSEMBLE</td><td>TEAMWORK</td><td>Teamwork</td></tr> </table>	SINGING	PITCH	Am I singing the correct notes?	SINGING	RHYTHM	Am I singing the correct rhythm?	SINGING	PROJECTION	Am I loud enough?	SINGING	ENUNCIATION	Are my words easy enough to understand?	SINGING	SINGING AND PLAYING	Can I sing and play together?	UKULELE	SIMPLE CHORDS	C and F	UKULELE	DIFFICULT CHORDS	Dm and Bb	UKULELE	INTONATION	Do the notes ring out clearly?	UKULELE	SIMPLE STRUMMING	1-3 strums per chord.	UKULELE	DIFFICULT STRUMMING	4+ strums per chord.	ENSEMBLE	TIMING	Am I in time with my group?	ENSEMBLE	DYNAMICS	Are there loud and quiet sections?	ENSEMBLE	TEXTURE	Is everyone performing at the same time?	ENSEMBLE	LEADERSHIP	Leadership	ENSEMBLE	TEAMWORK	Teamwork	<p>Someone You Loved – Lewis Capaldi</p>
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KEY INDEPENDENT ONLINE RESOURCES

Teaching Gadget

Username: bridgewaterhigh

Password: music

SUBJECT	TIME	PAPER/TOPIC DETAILS
French	40 minutes	<p>Topic: Where I live</p> <p>Questions are on everything that has been covered in year 9 so far this term. The paper is made up of:</p> <p>12 match up questions – 12 marks</p> <p>9 mark gap fill</p> <p>3 translation sentences into English from French</p> <p>2 translation sentences into French from English</p>

Task	Learning Focus	Activity/Resource
1	Saying where you live	Revise "I live" in both forms (Sentence builder and Languagegenut) Create flashcards
2	Saying where it is situated	Create flashcards of new vocabulary and self/peer test Record new vocabulary into a phone (use annotations) and then play back and write the spelling Use Languagegenut

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3	Saying you like or don't like living there and why	Create flashcards of new vocabulary and self/peer test Record new vocabulary into a phone (use annotations) and then play back and write the spelling Use Linguagenut
4	Saying what there is where I live	Create flashcards of where you live Practise writing "there is/there are" in French (and the negative versions too) Record new vocabulary into a phone (use annotations) and then play back and write the spelling
5	Places in town	Create flashcards of new vocabulary and self/peer test Record new vocabulary into a phone (use annotations) and then play back and write the spelling Use Linguagenut
6	Saying what you can do there	Create flashcards of new vocabulary and self/peer test Record new vocabulary into a phone (use annotations) and then play back and write the spelling Use Linguagenut
7	Translation Practice	Cover translation challenges with paper – redo from memory

KEY INDEPENDENT ONLINE RESOURCES

www.languagenut.com Use your login and go over the tasks on this topic area

SUBJECT	TIME	PAPER/TOPIC DETAILS
Geography	30 minutes	Questions based on Year 8 UK River Flooding topic

Task	Learning Focus	Activity/Resource
1	<u>The Water Cycle</u> How water is stored or transferred from the sea to the air and the ground.	Draw a diagram of the water cycle using all the key words (eg Evaporation / Precipitation / Transpiration). There are 10 you could use
2	<u>Features of a River Basin</u> The main features of a river basin	Explain what a drainage or river basin is using the words from BBC Bitesize. Research BBC Bitesize.....

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3	<p><u>Causes of Flooding</u> UK Rivers flood most when there is a very big storm.</p>	<p>How many Physical (natural) and Human Causes of flooding can you identify? There are at least 9 to find. Research BBC Bitesize.....</p>
4	<p><u>Infiltration</u> How water soaks into the ground.</p>	<p>Review this video to find out what type of ground lets water through quickly / slowly? https://www.youtube.com/watch?v=AZDv7Akv-5A</p>
5	<p><u>Flooding</u> What effects does a flood have on people and the environment?</p>	<p><u>Storm "Bert" brings major flooding to the UK 23 Nov 2024</u> Review some of the short videos and make detailed notes on 6 or more effects of the flooding on the people and surroundings.</p>
6	<p><u>How does the UK Cope with Floods?</u> How to predict, plan, prepare and cope with UK floods?</p>	<p>Troops Aid UK's Flood Victims Ahead of Deluge Click to play the YouTube video.....</p>
7	<p><u>How can the risk of Flooding be reduced?</u> A range of hard and soft engineering techniques used to protect against river floods</p>	<p>Watch this video and make notes on a range of management strategies (things) to help control flooding. Click to play the YouTube video..... Make sure you know the difference between hard and soft strategies.</p>

KEY INDEPENDENT ONLINE RESOURCES

[BHS VLE – review your lessons on UK River Flooding...](#) (Username: **pupil** Password: **appleton**)
[KS3 Bitesize - Rivers and flooding Revision...](#)
[KS3 Bitesize - Rivers and flooding Test questions...](#)
[Play the online game to see if you can prevent flooding.....](#)

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SUBJECT	TIME	PAPER/TOPIC DETAILS
History	40 minutes	Knowledge retrieval and extended writing.

Task	Learning Focus	Activity/Resource
1	Key word definition	<p>Using your knowledge organiser create a list of definitions for key words on flashcards (minimum 5 key words)</p> <p>Potential key words to use:</p> <ol style="list-style-type: none"> 1. Absolute Monarchy 2. Divine Rights of Kings 3. Republic 4. Glorious Revolution 5. Bill of Rights <p>If you have already made these flashcards for a previous HW. Then use them to quiz yourself.</p>
2	Recall of previous key events	<p>Create/Re-create a mind map of the Reformation.</p> <p>Focus on:</p> <ol style="list-style-type: none"> 1. What year was the Reformation? 2. What title did Henry give himself? 3. What did Henry close during the Reformation? 4. What language was the Bible written in? 5. Who lost/gained power during the Reformation. <p>Use your books to create/-recreate the mind map.</p>
3	Recall of previous key events	<p>Magna Carta - Summary, Facts & Rights HISTORY</p> <p>Watch the above link and make notes on the key points which could include:</p> <ol style="list-style-type: none"> 1. What was the Magna Carta 2. When was it introduced 3. Why was it introduced 4. What did it change.
4	Recall of previous key events	<p>Create a mind map of how each key event below changed the power of the people/monarchy.</p> <p>You may need to use the websites below/ your books to be able to do this.</p> <ol style="list-style-type: none"> 1. Reformation

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		<p>2. Magna Carta</p> <p>3. Feudal System</p>
5	Consequence of historical events	<p>Create 3 flashcards on the consequences of the English Civil War and 3 flashcards from the revision guide.</p> <p>How had the power of the people changed</p> <p>How had the power of the Monarchy changed</p> <p>What was the Glorious Revolution.</p>

KEY INDEPENDENT ONLINE RESOURCES

[How to study flashcards using the Leitner system \(youtube.com\)](#)

[The English Civil Wars - KS3 History - BBC Bitesize](#)

[English Civil Wars | Causes, Summary, Facts, Battles, & Significance | Britannica](#)

[Magna Carta - Summary, Facts & Rights | HISTORY](#)

[The feudal system - William's control of England - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](#)

The revision guide on SMYHW.

SUBJECT	TIME	PAPER/TOPIC DETAILS
Religious Education	40 minutes	<p>Christianity assessment – 25 marks</p> <p>Questions are on everything that has been covered in this enquiry. Each paper is made up of:</p> <p>5 multi choice questions – 5 marks</p> <p>5 key words and definitions – 5 marks</p> <p>One piece of extended writing evaluating the significance of the life, crucifixion and resurrection of Jesus – 15 marks</p>

Task	Learning Focus	Activity/Resource
1	Christian beliefs	<p>Use your knowledge Organiser to create and use flashcards on the keywords and definitions on your knowledge organiser.</p> <p>Each flash card should contain:</p> <ul style="list-style-type: none"> The key word The definition of the key word Why this belief is important to Christians
2	Knowledge of key concepts in Christianity	<p>Word, sentence, paragraph</p> <p>Use your knowledge organiser, class notes and BBC bitesize link to write a paragraph explaining each of the following key concepts: Incarnation, Miracle, Parable, Crucifixion, Resurrection. After you have written the paragraph try to summarise the belief in one sentence. Then write a key word for each paragraph.</p>

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KEY INDEPENDENT ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/guides/z43f3k7/revision/2>

<https://www.bbc.co.uk/programmes/p02mwwvt>

<https://www.bbc.co.uk/bitesize/subjects/zj42fdm>

SUBJECT	TIME	PAPER/TOPIC DETAILS
Computing & IT	40 minutes	<p>Questions are mostly based on everything that has been covered in the .2 programming unit, but there will be 10 x MCQ's based on the previous term's unit.</p> <p>30 multiple choice questions – 30 marks. 1 extended writing question – 10 marks. No calculators.</p>

Task	Learning Focus	Activity/Resource
1	To be able to identify and explain how to use Python Interactive and Script mode.	Create a Mind Map that helps explain and identify the differences between Python's Interactive and Script Modes.
2	To be able to Write, Save and Execute Python programs independently	Using your knowledge Organisers : Look, cover, write, check the key terms table and Programming in Python table
3	Understand programming errors and apply skills to design an appropriate solution.	Create Flash Cards for the different types of errors that can occur in python programming. Use this website to help: Errors and documenting code - Writing error-free code - KS3 Computer Science Revision - BBC Bitesize
4	Understand Programming Techniques, naming a variable, functions and adding comments	Create Flash Cards for common data types using this website to help: Naming variables - Programming basics - KS3 Computer Science Revision - BBC Bitesize
5	Be able to identify Arithmetic operators used in python	Using your Student Workbook : Look, cover, write, check the Arithmetic operator's table.

KEY INDEPENDENT ONLINE RESOURCES

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Programming test questions - [Introduction to programming test questions - KS3 Computer Science - BBC Bitesize](#)

Programming Revision -

[Sequencing in algorithms - Sequencing - KS3 Computer Science Revision - BBC Bitesize](#)

[Selection in algorithms - Selection - KS3 Computer Science Revision - BBC Bitesize](#)

[Iteration in algorithms - Iteration - KS3 Computer Science Revision - BBC Bitesize](#)

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology	40 mins	Multiple choice questions based on prior knowledge Short questions about An extended written answer

Task	Learning Focus	Activity/Resource
1	Isometric drawing	Complete an isometric sketching sheet as homework practice
2	Anthropometrics	Read through the link and answer the questions about safety gloves Ergonomics and anthropometrics - Considering usability when designing - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize
3	Drawing to scale	Use the Knowledge organiser to make notes. What is a scale drawing? - Scale drawing - National 4 Application of Maths Revision - BBC Bitesize
4	Test Revision	Complete a 'SatchelOne' quiz

KEY INDEPENDENT ONLINE RESOURCES

[Ergonomics and anthropometrics - Considering usability when designing - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize](#)

[What is a scale drawing? - Scale drawing - National 4 Application of Maths Revision - BBC Bitesize](#)

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Design & Technology (Food)	40 minutes	Diet and Good Health. Knowledge Organiser Test /50 marks with one longer answer question included.

Task	Learning Focus	Activity/Resource
1	Assess nutrients in our diets	Create a food diary and analyse nutrients contained
2	Revise using Knowledge Organiser	Read through the knowledge organiser and test yourself on the key points
3	Reasons for choice	Create a mind map on reasons why people choose food
4	Energy Balance	Create a flashcard explaining energy balance https://youtu.be/YevyVQPbfko?si=pZnzgLIjruE2QDSB
5	Understanding the nutrients (recall knowledge)	Watch the videos and make notes https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/

KEY INDEPENDENT ONLINE RESOURCES

- [Free education resources for teaching young people aged 3-16 years about where food comes from, cooking and healthy eating, and teacher training. - Food A Fact Of Life](#)
- [British Nutrition Foundation - Homepage](#)
- [The Eatwell Guide - NHS](#)
- https://youtu.be/D6eor1wkNFY?si=xu1vFVT8bbLai_W3

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
English	45 minutes	Pupils will write a speech based on a topic prepared in class

Task	Learning Focus	Activity/Resource
1.	Revising key features of persuasive writing (DAFOREST)	Create a mind map or flash cards to help you learn all of the persuasive techniques in DAFOREST. <ul style="list-style-type: none"> • Direct address • Alliteration • Facts • Opinions • Repetition and rhetorical questions • Emotive language • Statistics • The rule of three
2.	Use the revised above techniques in a speech of your own	Complete the speech in your homework booklet for week 2. Use as many techniques as possible then highlight and label them. Add any missing techniques.
3.	Revision of semicolons and emotive language	Complete week 3 homework in the booklets and learn how to boost your use of emotive language
4.	Practise writing a speech	Choose a topic of your own and carry out some research. Record facts and statistics. Then plan your 5 paragraph speech: <ul style="list-style-type: none"> • Introduction- use a rhetorical question • Main- topic sentence to introduce your main focus for this paragraph, then use facts, your opinions and emotive language • Main- topic sentence to introduce your main focus for this paragraph, then add some statistics, an expert and your opinions • Main- topic sentence to introduce your main focus for this paragraph, then add a counter argument • Finish with a quick conclusion and a final rhetorical question and a repeated statement from earlier in your speech

KEY INDEPENDENT ONLINE RESOURCES

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Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Mathematics (bold topics are Advanced only) 45 minutes	45 minutes	Non- Calculator – 50 marks Questions are on everything that has been covered in year 8 so far.

Task	Learning Focus	Activity/Resource
1	Write an example of how to plot a straight line with a positive gradient.	Exercise book
2	Operations and fractions including algebraic fractions	Sparx -M157, M110, M835, M568
3	Plotting straight line graphs	Sparx -M932, M544 , M888
4	Be able to interpret and represent data	Sparx- M899, M596,M411,
5	Calculate probabilities	Sparx -M419,M938, M829
6	Expand brackets, solve equations and inequalities	Sparx -M237,M100, M960 , M554 , M732 , M957

KEY INDEPENDENT ONLINE RESOURCES

[Sparx Maths - Home](#)

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Science	40 Minutes	You will be assessed on topics within the working scientifically and heat transfer units. Questions can be either multiple choice, short answer style or extended response (no more than 6 marks though)

Task	Learning Focus	Activity/Resource
1	Balanced Diets	Read through the information and complete the activities- Healthy diet - Nutrition, digestion and excretion - KS3 Biology - BBC Bitesize
2	The Periodic Table	Read through the information and complete the activities- The modern periodic table - BBC Bitesize
3	Elements, Compounds and Mixtures	Create flashcards to learn the difference between elements, compounds and mixtures using the link- Elements, compounds and mixtures - BBC Bitesize
4	Pressure	Read through the information and complete the activities- Pressure guide for KS3 physics students - BBC Bitesize
5	Moments	Read through the information and complete the activities- Moments - Forces and movement - KS3 Physics - BBC Bitesize
6	Graphics	Read through the information and complete the activities- Graphs and charts - Working scientifically - KS3 Science - BBC Bitesize
7	Revision Wheel	Create a revision wheel for the topics that will be on the QMA.

KEY INDEPENDENT ONLINE RESOURCES

KS3 bitesize- working scientifically- [Working scientifically - KS3 Biology - BBC Bitesize](#)

KS3 bitesize- [KS3 Science - BBC Bitesize](#)

Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
Physical Education		Assessment will be ongoing throughout lessons on each of the practical areas that they study.

Task	Learning Focus	Activity/Resource
1	Invasion games Rugby Football Netball Handball Movement skills	Pupils are assessed on their ability <ul style="list-style-type: none"> to produce the intended skills/techniques with consistency and accuracy. to perform the skills/techniques in isolation and in a competitive situation to apply the rules and regulations within a game situation
2	Health & Fitness	Pupils are assessed on their <ul style="list-style-type: none"> Level of physical performance across the methods of training and fitness testing. Knowledge and understanding demonstrated of training methods and fitness testing.
3	Striking Badminton Table tennis	Pupils are assessed on their ability to <ul style="list-style-type: none"> Demonstrate the intended skills /techniques with consistency and accuracy. Perform skills in isolation and in a competitive situation. To apply the rules /regulations within a game
4	Outdoor and adventurous Orienteering	Pupils are assessed on their ability <ul style="list-style-type: none"> to navigate control points marked on a unique orienteering map to decide the best route to complete the course in the quickest time. to collaborate with other pupils

KEY INDEPENDENT ONLINE RESOURCES

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Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
German	40 minutes	<p>Topic: Holidays</p> <p>Questions are based on the topic of holidays and involve understanding of present, past & future tenses.</p> <p>The paper is made up of:</p> <p>12 match up questions – 12 marks</p> <p>9 mark gap fill</p> <p>3 translation sentences into English from German</p> <p>2 translation sentences into German from English</p>

Task	Learning Focus	Activity/Resource
1.	Comparing "then and "now"	Revise how to describe a town using "es hatte", "es war" and "es gab" (imperfect tense) from your sentence builder and your exercise book
2.	Using the Perfect Tense with "haben"	Using your exercise book and sentence builders, create flashcards of phrases about activities you did on holiday and types of accommodation. Take pictures of them with your phone and test yourself
3.	Using the Perfect Tense with "sein"	Create flashcards about forms of transport and record yourself saying the sentences. Test yourself by playing them back in English & German
4.	Using both the Perfect & Imperfect Tenses to talk about the weather	Use your exercise book to learn these
5.	Complaining about things while on holiday	Look at the sentence builder and use your exercise book to ensure you understand these. Ask a relative or peer to test you.
6.	Past Present & Future Tense	Use your exercise book to read through your notes to ensure you understand the difference between all 3 tenses

KEY INDEPENDENT ONLINE RESOURCES

www.languagenut - log in and go through the tasks on this topic area

www.activelearn - log in and go through the tasks from this chapter to practise listening, reading, writing skills and to test your vocab