



**BRIDGEWATER**  
HIGH SCHOOL

**YEAR 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 30<sup>st</sup> 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.

<b>Subject</b>	<b>Timetable</b> Assessments for each subject will take place during a Two -Week Assessment Window. Teachers will confirm the exact date of each Assessment with pupils and post this on Satchel 1.
<b>Geography</b> <b>RS</b>	12 <sup>th</sup> -23 <sup>rd</sup> January 12 <sup>th</sup> -23 <sup>rd</sup> January
<b>Science</b>	26 <sup>th</sup> January -6 <sup>th</sup> February
<b>Maths</b> <b>Music</b> <b>ICT</b> <b>French</b> <b>German</b> <b>Dance</b> <b>Drama</b> <b>PE</b>	2 <sup>nd</sup> - 6 <sup>th</sup> February 2 <sup>nd</sup> -13 <sup>th</sup> February 2 <sup>nd</sup> -13 <sup>th</sup> February 2 <sup>nd</sup> -13 <sup>th</sup> February 2 <sup>nd</sup> -13 <sup>th</sup> February 2 <sup>nd</sup> -13 <sup>th</sup> February 2 <sup>nd</sup> -13 <sup>th</sup> February 2 <sup>nd</sup> -13 <sup>th</sup> February
<b>English</b> <b>History</b>	9 <sup>th</sup> - 13 <sup>th</sup> February 9 <sup>th</sup> -27 <sup>th</sup> February
<b>Food &amp; Nutrition</b> <b>Design &amp; Technology</b> <b>Art &amp; Design</b>	23 <sup>rd</sup> February -6 <sup>th</sup> March 2 <sup>nd</sup> -13 <sup>th</sup> March 9 <sup>th</sup> – 20 <sup>th</sup> March

# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>Dance: Capoeira</b>	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](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
<b>Drama</b>	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: <a href="#">An evacuee's adventure   History - Children of World War Two</a>
2	How to develop empathy as a means of understanding people's feelings and emotions.	<a href="#">What is EMPATHY? Explaining Empathy to Kids - Emotions</a> <ul style="list-style-type: none"> <li>- This links to understanding what an Evacuee is and having empathy towards their experience of being sent away.</li> </ul>
3	To be able to work collaboratively with others to create scenes for storytelling.	<a href="#">Bing Videos</a> <ul style="list-style-type: none"> <li>- Collaborating creatively drama – being kind to one another through listening skills, as well as generating ideas of your own.</li> </ul>
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
<b>Art &amp; Design</b>	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. <b>See the slides in the PDF on Satchel One. There is a video link to watch below.</b>
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
<b>Music</b>	<b>PART 1</b> 20-30 Minute Listening test <b>PART 2</b> In lesson performance	<b>12 Bar Blues</b>

Task	Learning Focus	Activity/Resource
<b>12 Bar Blues</b> <b>Keyboard – Ms Hooper</b> <b>Ukulele – Mr Bradbury</b>		
1.	<p><b>Listening Quiz</b></p> <ul style="list-style-type: none"> <li>• Reading the <b>TREBLE</b> and <b>BASS CLEF</b> <ul style="list-style-type: none"> <li>Including up to 2 <i>ledger lines</i></li> <li><i>Melodic Dictation</i></li> </ul> </li> <li>• <b>Duration</b></li> </ul> <p>Original Dotted Rests Tied Rhythmic dictation</p> <ul style="list-style-type: none"> <li>• <b>Texture</b></li> </ul> <p>Monophonic Homophonic Polyphonic</p> <p><b>Dynamics</b></p> <p>Pianissimo Piano Mezzo-piano Mezzo-forte Forte Fortissimo Crescendo Diminuendo</p> <p><b>Keyboard geography</b></p> <p>Where is C Identify white notes Identify black notes</p> <ul style="list-style-type: none"> <li>• <b>12 Bar Blues</b></li> </ul> <p>What are the roman Numerals for the 12 BB What are the chords in C</p>	<p>TEACHING GADGET</p> <p><b>Username:</b> bridgewaterhigh <b>Password:</b> music</p> <ul style="list-style-type: none"> <li>- <a href="#">What element of music am I?</a></li> <li>- <a href="#">Dynamics Quiz 1</a></li> <li>- <a href="#">Dynamics Quiz 2</a></li> <li>- <a href="#">Dynamics Quiz 3</a></li> <li>- <a href="#">Dynamics Listening Exercises</a></li> <li>- <a href="#">Duration Quiz 1</a></li> <li>- <a href="#">Rhythm Listening 1</a></li> <li>- <a href="#">Spot the difference between rhythms</a></li> <li>- <a href="#">Dotted note quiz</a></li> <li>- <a href="#">Dotted note listening</a></li> <li>- <a href="#">Rhythmic Dictation</a></li> <li>- <a href="#">Treble Clef Identification</a></li> <li>- <a href="#">Treble Clef Identification 2</a></li> <li>- <a href="#">Bass Clef Identification</a></li> <li>- <a href="#">Complex notation quiz</a> (Very advanced)</li> <li>- <a href="#">Melodic Dictation</a></li> <li>- <a href="#">Music Symbols quiz</a></li> <li>- <a href="#">Melody identification</a></li> <li>- <a href="#">Ledger lines below the stave</a></li> <li>- <a href="#">Ledger lines above the stave</a></li> <li>-</li> <li>- PIANO NOTES</li> <li>-</li> <li>- <a href="#">Piano notes</a></li> <li>- <a href="#">Piano keyboard and treble clef</a></li> </ul> <p><b>UKULELE STUDENTS</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Uku parts Quiz</a></li> <li>• <a href="#">Ukulele strings</a></li> <li>• <a href="#">Ukulele Chord quiz</a></li> <li>• <a href="#">Ukulele Chord quiz 2</a></li> </ul>

# Year 8 Spring Assessments

		<ul style="list-style-type: none"><li>• <a href="#">Ukulele Chord quiz 3</a></li></ul>
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## KEY INDEPENDENT ONLINE RESOURCES

Teaching Gadget

**Username:** bridgewaterhigh

**Password:** music

Revision **DOCUMENT** on **SACHEL ONE**

# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>French</b> <b>These are suggested tasks to help revision – work out which ones you need to do to target gaps in your knowledge</b>	40 minutes	Topic: Where I live Questions are on everything that has been covered in year 9 so far this term. The paper is made up of: 12 match up questions – 12 marks 9 mark gap fill  3 translation sentences into English from French 2 translation sentences into French from English

Task	Learning Focus	Activity/Resource
1	Saying where you live	Revise "I live" in both forms (Sentence builder and Linguagenut) 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 Linguagenut
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	Translation Practice	Cover translation challenges with paper – redo from memory

## KEY INDEPENDENT ONLINE RESOURCES

[www.linguagenut.com](http://www.linguagenut.com) Use your login and go over the tasks on this topic area

# Year 8 Spring Assessments

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

Task	Learning Focus	Activity/Resource
<b>1</b>	<b><u>The Water Cycle</u></b> 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 (e.g. Evaporation / Precipitation / Transpiration). There are 10 you could use
<b>2</b>	<b><u>Features of a River Basin</u></b> The main features of a river basin	Explain what a drainage or river basin is using the words from BBC Bitesize. <a href="#">Research BBC Bitesize.....</a>
<b>3</b>	<b><u>Causes of Flooding</u></b> UK <b>Rivers</b> flood most when there is a very big storm.	How many Physical (natural) and Human Causes of flooding can you identify? There are at least 9 to find.
<b>4</b>	<b><u>Infiltration</u></b> How water soaks into the ground.	Review this video to find out what type of ground lets water through quickly / slowly? <a href="https://www.youtube.com/watch?v=AZDv7Akv-5A">https://www.youtube.com/watch?v=AZDv7Akv-5A</a>
<b>5</b>	<b><u>Flooding</u></b> What effects does a flood have on people and the environment?	<b><a href="#">Storm "Bert" brings major flooding to the UK 23 Nov 2024</a></b> Review some of the short videos and make detailed notes on 6 or more effects of the flooding on the people and surroundings.
<b>6</b>	<b><u>How does the UK Cope with Floods?</u></b> How to predict, plan, prepare and cope with UK floods?	Troops Aid UK's Flood Victims Ahead of Deluge <a href="#">Click to play the YouTube video.....</a>
<b>7</b>	<b><u>How can the risk of Flooding be reduced?</u></b> A range of hard and soft engineering techniques used to protect against river floods	Watch this video and make notes on a range of management strategies (things) to help control flooding. <a href="#">Click to play the YouTube video.....</a> Make sure you know the difference between hard and soft strategies.

## 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.....](#)

# Year 8 Spring Assessments

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

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

## 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.

# Year 8 Spring Assessments

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

Task	Learning Focus	Activity/Resource
1	Christian beliefs	Use your knowledge Organiser to create and use flashcards on the keywords and definitions on your knowledge organiser. Each flash card should contain: <ul style="list-style-type: none"> <li>• The key word</li> <li>• The definition of the key word</li> <li>• Why this belief is important to Christians</li> </ul>
2	Knowledge of key concepts in Christianity	Word, sentence, paragraph Use your knowledge organiser, class notes and BBC bitesize link to write a paragraph explaining each of the following key concepts: Incarnation, Miracle, Parable. After you have written the paragraph try to summarise the belief in one sentence. Then write a key word for each paragraph.  Use your class notes and model paragraphs to write a detailed essay plan considering whether Jesus being God is the most important belief for Christians or whether the messages that he taught are the most important beliefs for Christians.

## KEY INDEPENDENT ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/guides/z43f3k7/revision/2>  
<https://www.bbc.co.uk/programmes/p02mwwwt>  
<https://www.bbc.co.uk/bitesize/topics/z2863qt/articles/zqffg2p#z7yyrnm>

# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>Computing &amp; IT</b>	40 minutes	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. 30 multiple choice questions – 30 marks. 1 extended writing question – 10 marks. No calculators.

Task	Learning Focus	Activity/Resource
1	To be able to identify and explain how to use Python Interactive and Script mode.	Create a <b>Mind Map</b> that helps explain and identify the <b>differences</b> between Python's Interactive and Script Modes.
2	To be able to Write, Save and Execute Python programs independently	Using your <b>knowledge Organisers</b> : 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 <b>Flash Cards</b> for the different types of errors that can occur in python programming. Use this website to help: <a href="#">Errors and documenting code - Writing error-free code - KS3 Computer Science Revision - BBC Bitesize</a>
4	Understand Programming Techniques, naming a variable, if else statements and adding comments	Create <b>Flash Cards</b> for common data types using this website to help: <a href="#">Naming variables - Programming basics - KS3 Computer Science Revision - BBC Bitesize</a>
5	Be able to identify Arithmetic operators used in python	Using your <b>Student Workbook</b> : Look, cover, write, check the Arithmetic operator's table.
6	Be able to draw a flow diagram. Using the correct symbols	Complete the BBC bitesize quiz design algorithms <a href="#">Designing an algorithm test questions - KS3 Computer Science - BBC Bitesize</a>

## KEY INDEPENDENT ONLINE RESOURCES

Programming test questions - [Introduction to programming test questions - KS3 Computer Science - BBC Bitesize](#)  
 Flow charts revision - [Flow diagrams - Designing an algorithm - KS3 Computer Science Revision - 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](#)

# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>Design &amp; Technology</b>	40 mins	Multiple choice questions based on prior knowledge Short questions about ergonomics and anthropometrics and scale 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 <a href="#">Ergonomics and anthropometrics - Considering usability when designing - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize</a>
3	Drawing to scale	Use the Knowledge organiser to make notes. <a href="#">What is a scale drawing? - Scale drawing - National 4 Application of Maths Revision - BBC Bitesize</a>
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
<b>Design &amp; Technology (Food)</b>	40 minutes	Diet and Good Health (energy, Fibre, health related illness), Nutrients (Macro and Micronutrients) Knowledge Organiser Test /50 marks with one longer answer question included.

Task	Learning Focus	Activity/Resource
1	Life stages and Nutrients	Create a food diary and analyse nutrients contained (worksheet on satchel)
2	Energy Balance	Create a flashcard explaining energy balance <a href="https://youtu.be/YevyVQPbfko?si=pZnZgLIjruE2QDSB">https://youtu.be/YevyVQPbfko?si=pZnZgLIjruE2QDSB</a>
3	Understanding the nutrients (recall knowledge)	Watch the videos and make notes <a href="https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/</a>
4	Fibre	Watch the video and make notes on the stages of digestion: <a href="https://youtu.be/AX34MoaLmzE?si=c6QHlcnl6fN4yCy3">https://youtu.be/AX34MoaLmzE?si=c6QHlcnl6fN4yCy3</a>

## KEY INDEPENDENT ONLINE RESOURCES

- Read through the knowledge organisers and create a mind map/flashcards.
- [The Eatwell Guide - NHS](#)

# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>English</b>	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"> <li>• Direct address</li> <li>• Alliteration</li> <li>• Facts</li> <li>• Opinions</li> <li>• Repetition and rhetorical questions</li> <li>• Emotive language</li> <li>• Statistics</li> <li>• The rule of three</li> </ul>
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"> <li>• Introduction- use a rhetorical question</li> <li>• Main- topic sentence to introduce your main focus for this paragraph, then use facts, your opinions and emotive language</li> <li>• Main- topic sentence to introduce your main focus for this paragraph, then add some statistics, an expert and your opinions</li> <li>• Main- topic sentence to introduce your main focus for this paragraph, then add a counter argument</li> <li>• Finish with a quick conclusion and a final rhetorical question and a repeated statement from earlier in your speech</li> </ul>

## KEY INDEPENDENT ONLINE RESOURCES

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# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>Mathematics</b> (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	Sparx homework – week 1	Algebraic manipulation
2	Sparx homework – week 2	Multiplying and dividing fractions
3	Sparx homework – week 3	Linear graphs and scatter graphs

## KEY INDEPENDENT ONLINE RESOURCES

Optional additional task: Write an example of how to plot a straight line with a positive gradient.

# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>Science</b>	40 Minutes	You will be assessed on topics within the working scientifically, food & digestion, Pressure and formulae & equations 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- <a href="#">Healthy diet - Nutrition, digestion and excretion - KS3 Biology - BBC Bitesize</a>
2	The Periodic Table	Read through the information and complete the activities- <a href="#">The modern periodic table - BBC Bitesize</a>
3	Elements, Compounds and Mixtures	Create flashcards to learn the difference between elements, compounds and mixtures using the link- <a href="#">Elements, compounds and mixtures - BBC Bitesize</a>
4	Pressure	Read through the information and complete the activities- <a href="#">Pressure guide for KS3 physics students - BBC Bitesize</a>
5	Moments	Read through the information and complete the activities- <a href="#">Moments - Forces and movement - KS3 Physics - BBC Bitesize</a>
6	Graphs	Read through the information and complete the activities- <a href="#">Graphs and charts - Working scientifically - KS3 Science - BBC Bitesize</a>

## 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
<b>Physical Education</b>		Assessment will be ongoing throughout lessons on each of the practical areas that they study.

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

## KEY INDEPENDENT ONLINE RESOURCES

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# Year 8 Spring Assessments

SUBJECT	TIME	PAPER/TOPIC DETAILS
<b>German</b>	40 minutes	<p>Topic: Holidays</p> <p>Questions are based on the topic of holidays and involve understanding of present, past &amp; 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](http://www.languagenut.com) - log in and go through the tasks on this topic area

[www.activelearn](http://www.activelearn.com) - log in and go through the tasks from this chapter to practise listening, reading, writing skills and to test your vocab