



BRIDGEWATER
HIGH SCHOOL

**Y8 Autumn Assessments
2026
Bite-size Task Revision Plan**

In each academic subject, students will complete an Assessment. Assessments in the Autumn Term will take place throughout the term. Students will sit their subject assessments in classrooms during the Assessment Window. Assessments will take place in the first lesson during the Assessment Window unless teachers give advanced notice of a change. Please refer to the timetable below.

Questions set will be based on the material they have been taught this year at Bridgewater High school. 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 14th December. The Progress 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	Assessment Window The assessment will take place in the first lesson of the week. (Unless you have specifically been told otherwise by your teacher)
Science French English Drama Dance Maths History Geography PE RE Food Technology Art & Design Music	5th –9th October 12th - 23th October 12th – 23rd October 12th – 23rd October 12th – 23rd October 19th – 23rd October 19th October – 6th November 19th October – 6th November 2nd -13th November 2nd -13th November 2nd -13th November 2nd -13th November 9th -20th November 23rd November – 4th December

Assessment Information & Revision Tasks

Subject	Time	Paper/Topic Details
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Art & Design	45 minutes	Preparation for the exam will be completed at home prior to the exam. Brief: To design and plan a simple composition that is inspired by Peter Blakes Pop Art album covers. Your design must include two words that represent PEACE and two drawings of symbols that represent PEACE. Add bright, bold colour to your design to give it a Pop Art vibe. The layout of your work will be arranged in a simple format like this  Pupils MUST bring in their final designs as a reference to work from, a pencil, ruler, rubber, sharpener and coloured pencils to their assessment lesson.
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Task	Learning Focus	Activity/Resource
1	Developing designing for purpose skills	Follow the instructions on the PowerPoint on Satchel One
2	Developing an understanding of designing for purpose.	Watch the link – Sir Peter Blake’s Dazzle boat.
3	Gathering resources.	Collect images of symbols, images and text that represent the theme PEACE that you can use to create your ideas.
4	Developing design/composition skills.	Creating your design ideas.
5	Developing colour skills	Add Pop Art inspired colour to your design ideas.
6	Refinement skills	Work back into your ideas to polish them.
7	Selection (decision making)	Decide which ideas is the most effective/best
8	Preparation	Bring your design ideas to the assessment lesson to work from as a reference guide.

KEY INDEPENDENT ONLINE RESOURCES

[Sir Peter Blake's Pop Art inspired Dazzle boat](#)

[Yr8 Autumn Term Assessment Preparation Guidance 2024 25.pdf](#)

Design & Technology

Your test is 40 minutes long

Questions consist of some recall from Y7 and everything covered in year 8 so far in **either** the Automata project **or** Packaging project.

Each paper is made up of:

- Multi choice questions,
- 2 to 5 mark questions or drawings,

An extended answer question worth 6-10 marks

Task	Learning Focus	Activity/Resource
1	School, tools, resources & equipment	Lesson starter recall questions & KO on satchel
2	Materials Sources Wood categories	Lesson starter recall questions & KO on satchel
3	Sustainability (Finite/ Infinite resources)	Use the Knowledge Organiser and Revision Material on Satchel One to Read- Cover- Remember what it means in Design & Technology
Packaging Project		
3	Type of Boards	• Use the Knowledge Organiser and Revision Material on Satchel One to make flashcards on properties and uses of each board • Use the Knowledge Organiser and Revision Material on Satchel One to complete that part of Revision Wheel task Complete Revision quiz on 'Satchel One' prior to Written Test
4	Printing & Cutting Processes	• Use the Knowledge Organiser and Revision Material on Satchel One to complete that part of Revision Wheel task • Practise drawing labelled diagrams to describe each process Complete Revision quiz on 'Satchel One' prior to Written Test
5	Packaging symbols	• Use the Knowledge Organiser and Revision Material on Satchel One to make flashcards on properties and uses of each board Use the Knowledge Organiser and Revision Material on Satchel One to complete that part of Revision Wheel task
Automata Project		
1	Types of mechanical motion	Use the Knowledge Organiser and Revision Material on Satchel One to make flashcards for each type of motion including name & arrow to describe it plus an example of something everyday life that moves like that.
2	Cams and Levers	Use the Knowledge Organiser and Revision Material on Satchel to complete a Brain Dump task on Satchel One

KEY INDEPENDENT ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/levels/z4kw2hv>

Dance	45 minutes	Lindy Hop: Hairspray - Group performance of students' own choreography showing the Lindy Hop style - Knowledge of the cultural impact of Lindy Hop seen in Hairspray - Pupils will be individually assessed. Assessment focus: Performance, knowledge of cultural impacts and contribution NB: If you have 2 teachers, your assessment is focused on No 1 and 3 only until December where the full assessment will take place.
Task	Learning Focus	Activity/Resource
1	To develop coordination of the key steps that you are learning in class.	- Music should be accessed via Satchel One. - Knowledge organiser in Assessment booklet as a reminder of the steps. - Go over the steps repeatedly to make sure that you can do it with confidence and ease - Then try the steps to the music to check your timing
2	To develop your facial expression and Lindy Hop style for the performance	- STYLE REMINDER: Bouncy, lively, energetic, clear movements - To rehearse the dance in front of a mirror OR video yourself so you can watch and see what you did well, and what you need to improve - Do this at least 3 times or until you see an improvement in your facial expression and style - TIP: Get a peer or a family member to watch you and give you feedback. Are you focused? Are you confident with the dance? Do you have good memory and are you in time with the music? Are you bouncy when doing your flick kicks? Are your movements clear?
3	To demonstrate your knowledge of the cultural impact of Lindy Hop seen in Hairspray the musical.	- Use of Knowledge organiser to recap knowledge from lessons (assessment book) - Create a fact file/ poster as revision to detail Lindy Hop in the 1920's, the segregation barrier and the Savoy Ballroom in New York. - Demonstrate this in class discussions and questions in the lesson. - Watch Hairspray the musical to see the segregation barrier within the story and how dance helped break this down.
4	To prepare for performance by learning cues, developing movement memory and timing to display knowledge and skill in the style of Lindy Hop. You will do this by using systematic repetition.	- Create 3 systems that you are going to focus on each time you rehearse the dance. This is systematic repetition. Develop a different skill each time. - These systems could be: 1: Focus on facial expressions 2: Focus on timing 3: Focus on where you are in the space 4: Focus on extension 5: Focus on projection: Making your movement big

KEY INDEPENDENT ONLINE RESOURCES		
Music Use the titles below to find on YouTube or access via the link on satchel one from your class teacher. You can't stop the beat: Hairspray Nicest Kids in Town: Hairspray		

Drama	5-10 minutes	Group performance of a scripted scene from Charlie and the Chocolate Factory. Pupils will be individually assessed.
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<i>Task</i>	Learning Focus	Activity/Resource
1	To prepare for performance by learning lines to display character knowledge and understanding.	Script should be accessed via Satchel One.

KEY INDEPENDENT ONLINE RESOURCES		
Script to be provided on Satchel One		

English	45 minutes	Writing Assessment Write a narrative using Gothic genre features
Task	Learning Focus	Activity
1	Genre conventions	Create a quiz about the genre conventions we have studied. Ask an adult to test you on the answers on three separate occasions.
2	Vocabulary boost	Use the KIM (Keyword, Information, Memory clue) format to remind you of the key vocabulary you will use in your narrative.
3	Familiarise yourself with the genre conventions	Read the opening chapters from ' The Witches of Pendle '. https://www.lovereading4kids.co.uk/book/9781839133183/isbn/The-Witches-of-Pendle-by-Yvette-Fielding.html Note the gothic features and gothic style that the writer has used which you can use in your assessment.
4	Familiarise yourself with the genre conventions	Read an extract from ' The House in the Woods ' by Yvette Fielding. https://www.lovereading4kids.co.uk/book/9781839131141/isbn/The-House-in-the-Woods-by-Yvette-Fielding.html Note the gothic features and gothic style that the writer has used which you can then use in your assessment.
5	Story arc	Plan your gothic story using the story arc template.

KEY INDEPENDENT ONLINE RESOURCES	
Key Stage 3 BBC Bitesize: https://www.bbc.co.uk/bitesize/articles/z9cssk7#z9ctp4j Key Stage 3 BBC Bitesize: https://www.bbc.co.uk/programmes/p0bnm6hv	

History	40 minutes	Reformation. Section A- Knowledge retrieval Section B- Main difference interpretations Section C- Argument interpretations
Task	Learning Focus	Activity/Resource
1	Key word definition	Using your knowledge organiser/books create a list of definitions for key words on flashcards (minimum 5 key words). Key words could include: English Reformation Martin Luther Protestant Act of Supremacy Martin Luther Pilgrimage of Grace Henry's title when he carried out the Reformation If you have already made these flashcards, then use them to quiz yourself.
2	Causation of historical events	Using the below headings, create a causation map for the Reformation. 1. Political 2. Economic 3. Religious 4. Social See lesson with the title: Why was the Reformation carried out? As guidance.
3	Consequence of historical events	Create flashcards of the consequences of the Reformation. • How power changed for the Monarch • How had the power of the pope changed • How power changed for the people • What was a short-term impact • What was a long-term impact Use the revision guide and their books here.
KEY INDEPENDENT ONLINE RESOURCES		
The Reformation and its impact - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize How to study flashcards using the Leitner system (youtube.com) Reformation Causes & Effects Britannica		

Food and Nutrition	40 minutes	Health, Safety and Hygiene. The Eatwell Guide and Nutrients. Multiple Choice, short answer and extended answer Questions. (50 marks)
Key Piece - War on Sugar	1 lesson	Produce an information sheet discussing sugar and its role in our diet.
Practical Assessment	1 lesson	Bolognese Practical
<i>Task</i>	<i>Learning Focus</i>	<i>Activity/Resource</i>
1	War on Sugar Research - More info on satchel one	- Collect at least 5 images of either foods/drinks or anything to do with sugar - Know and understand what sugar is, where it comes from including the difference between natural and added - Health problems related to too much sugar - How to make healthier swaps - What influences there are on us to consume too much/too little sugar Reducing sugar - Food facts - Healthier Families - NHS Sugar: the facts - NHS Sugar and nutrition British Nutrition Foundation factors-affecting-food-choice-1114c1.pptx
2	Revision Notes	Read your Health, safety and Hygiene and Eatwell Guide Knowledge Organiser and create a mind map or flash cards to revise independently from
3	Protein sheet	Complete the Protein Homework sheet on HBV and LBV foods

French	40 minutes	Questions are on everything that has been covered in year 8 so far. The paper is made up of: Vocabulary Matching – 12 marks Cloze Text – placing words in the correct context – 8 marks Translation (both into English and into French) 5 sentences – 32 marks
<i>Task</i>	<i>Learning Focus</i>	<i>Activity/Resource</i>
1	Opinion phrases (some from Y7)	- RAG rate Knowledge Organisers - Use vocabulary flashcards Brain dump all the ones you know
2	Kinds of music (all new)	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
3	Justifications (some from Y7)	- RAG rate Knowledge Organisers - Use vocabulary flashcards Brain dump all the ones you know

4	Intensifiers (repeated from Y7)	- RAG rate Knowledge Organisers - Use vocabulary flashcards Brain dump all the ones you know
5	Adjectives (new to this topic)	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
6	Comparisons (new in this topic)	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
7	Advanced opinion phrases (from Y7)	- RAG rate Knowledge Organisers - Use vocabulary flashcards Brain dump all the ones you know
8	Language manipulation	Choose a song and give your extended opinion (positive and negative) – write it down Change as many of the components in the sentence to replace with alternative vocabulary (from memory!)
9	Translation practice	Cover translation challenges with paper – redo from memory (return to vocab learning stage above where there are errors)
KEY ON LINE INDEPENDENT RESOURCES www.languagenut.com Use your login and go over the tasks on this topic area		

Geography	40 minutes	Questions on OS Map Skills and Evidence Questions requiring extended writing and Discussion.
Task	Learning Focus	Activity/Resource
1	To be able to use 4 and 6 figure grid references	Watch the clip and complete the multiple choice questions underneath: Measuring distances and grid references - BBC Bitesize
2	To know how money is made in sport	Use the information to list ways money is made through sport. Add any others you can think of. Money in Sports: How It All Works Money Masters
3	To know where the most	Look at the teams in the Premier League football and rugby – produce an annotated map to show where they are located.

	successful teams are located and why	What can you see about the location of successful teams? Why is this? premierleague.com/clubs Premiership Rugby Clubs
4	To know the advantages and disadvantages of the location of a stadium	Produce a table to show the advantages and disadvantages of old and new stadiums
5	Check understanding	Complete the Ordnance Survey quiz to check your understanding of grid references: Mapzone Ordnance Survey
6	Summary	Complete flash cards to summarize your learning: Geography Year 8 Term 1 (bridgewaterhigh.com) Username: pupil Password: appleton

KEY INDEPENDENT ONLINE RESOURCES

BBC bitesize: KS3 Geography - BBC Bitesize

GCSEpod KS3 Geography: GCSEPod

Bridgewater School VLE Geography (pupil/appleton): [Geography Year 8 \(bridgewaterhigh.com\)](http://Geography Year 8 (bridgewaterhigh.com))

Quizzes: Key Stage 3 Geography | KS3 Revision | Education Quizzes

Seneca revision information: [Geography: KS3 \(senecalearning.com\)](http://Geography: KS3 (senecalearning.com))

Computing & IT	40 minutes	Section A: Knowledge retrieval Section B: Application of skills Section C: Explain question
Task	Learning Focus	Activity/Resource
1	Identifying different threats that can affect a computer's performance and security	Using your knowledge organiser create flash cards for all E-safety Key terms. This should include: • Malware • Virus • Trojan • Worms • Adware • Spyware Ransomware
2	Understanding programming keywords and when to use them effectively when performing programming tasks.	Using Look cover, Write, check with your programming key terms in your Knowledge Organiser . Following the steps below to help you learn and remember key programming terms. Look: Read the keyword and definitions Cover: Hide the information so you can't see it Write: Write the key term and definition from memory Check: Uncover your knowledge organiser and compare. Check if you were correct.

3	Understanding Sequence in programming.	Read through the link provide and watch the video on sequencing in programming and complete the quick quiz. Sequencing in algorithms - Sequencing - KS3 Computer Science Revision - BBC Bitesize Quiz on Sequencing Sequencing test questions - KS3 Computer Science - BBC Bitesize
4	Threats to a Computer	Read through the link provided on threats to a computer and complete the quick quiz Malware and security - eSafety - KS3 ICT Revision - BBC Bitesize Quiz eSafety test questions - KS3 ICT - BBC Bitesize
5	Scratch Key terms	Using your knowledge organiser create a mind map for all Scratch Key terms and their definitions . This should include: • Sprite • Stage • Block Script

KEY INDEPENDENT ONLINE RESOURCES

- [BBC Bitesize](#)
- Coding websites in Scratch - [Scratch Foundation](#)
- Threats to a computer - [Viruses and malware - Digital literacy: Video playlist - BBC Bitesize](#)
- Keeping digital devices safe - [Keeping digital devices safe from malware - BBC Bitesize](#)

Cyberbullying - [Quiz: Are you an accidental cyberbully? - CBBC - BBC](#)

Maths	45 minutes	Calculator – 50 marks Questions are on Ratio and Proportion and Scale.
Task	Learning Focus	Activity/Resource
1	Ratio	Sparx Maths – already set on Sparx as per normal homework
2	Ratio and Proportion	Sparx Maths – already set on Sparx as per normal homework
3	Proportion and Scale	Sparx Maths – already set on Sparx as per normal homework

KEY INDEPENDENT ONLINE RESOURCES

Additional optional revision

Write a help sheet for a friend to explain how you divide into a ratio including difference problems

Find a recipe that you like and re-write the ingredients to feed a) more b) less people

Subject	Time	Paper/Topic Details
Music	40 minutes	Blues Music You will be required to listen to extracts of music, and answer questions based on what you have heard. The content will have been covered in your lessons, and the ELEMENTS of music feature heavily. Your home learning will supplement the theory section of the paper.
Task	Learning Focus	Activity/Resource
1	ELEMENTS	Revise the meaning and definition and key terms of the following elements:

		Dynamics – Rhythm – Structure – Melody – Instrumentation – Texture – Tempo - Harmony Create an ELEMENT mindmap, each arm being an element, with the definition and key terms coming off each branch. Create flashcards Use Quizlet
2	Treble Clef and Bass Clef	Teaching gadget: General Musicianship > Pitch 20 Questions – Treble Clef (Level 1) 20 Questions – Bass Clef (Level 1) Pitch Quiz Levels 1-3
3	Accidentals	Teaching gadget: General Musicianship > Pitch 20 Questions – Treble Clef (Level 2) 20 Questions – Bass Clef (Level 2) 20 Questions – Both Clefs
4	Tempo	Teaching gadget: General Musicianship > Tempo Tempo Listening L1 5 mins
5	Melody	Teaching gadget: General Musicianship > Pitch Mini Melody Quiz Level 1 and 2 20 Questions - Melody Identifier Level 1 and 2
6	Rhythm	Teaching gadget: General Musicianship > Rhythm Rhythm Duration Quiz L3 5 mins 20 Questions – Rhythm Names 20 Questions – Rhythm Listening (Level 1)
7	Keyboard/Ukulele	There will be specific questions about the GEORGRPAHY of your instrument. You will be asked about Keyboards if you were learning Blues on the Keyboard. You will be asked about Ukulele, if you were learning on the ukulele. Things like: PIANO - Where is C - What is the name of this note (points to a piano key) - Where is this note (names a note) - What is the formula for this scale UKULELE - Name the strings - Where is this note (names a note) - What is this note (points to a fret on one of the strings) Notate the scale – On the fretboard and treble clef

Physical Education	45 minutes	Practical Performance Focus Pupils will engage in a practical sporting performance, which may be either a team game or an individual activity, depending on the curriculum area being delivered. Pupils will develop and perform core skills and techniques through progressive and increasingly demanding drills designed to challenge and improve their ability. Following skill development, pupils will participate in a competitive match or performance, where they will demonstrate the skills appropriate to their chosen sport or position. This structure supports both skill acquisition and application in a realistic, competitive context, promoting confidence, teamwork, and tactical awareness.
Task	Learning Focus	Activity/Resource
1	<u>Skill Development Focus</u> Pupils will practise and recall five key scoring skills relevant to the curriculum area they are currently studying. These skills will be reinforced through targeted drills and activities designed to improve accuracy, consistency, and decision-making under pressure.	Practical in lesson Knowledge Organiser
2	<u>Application of Core Skills in Performance</u> Pupils will participate in either a full match or an individual activity, depending on the curriculum area. During this performance, they will be expected to incorporate and apply the five core skills they have learned, demonstrating their ability to use these techniques effectively in a competitive or	Practical in lesson Knowledge organiser

	performance-based context. This approach reinforces skill retention, decision-making, and tactical awareness in a realistic setting.	
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KEY INDEPENDENT ONLINE RESOURCES

Here are some excellent resources you can use to support your PE lessons, especially for teaching full-sided games, rules, and practical performance:

BBC Bitesize – PE Resources

- Offers **step-by-step guides** on core techniques and skills across sports like athletics, football, and more.
- Great for **GCSE and KS3 learners**.

Example: [Athletics on BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt)

Religious Education	40 minutes	Islam assessment = 25 marks Questions are on everything that has been covered in year 8 so far. Each paper is made up of: 5 multiple choice questions = 5 marks 5 key words and definitions = 5 marks One piece of extended writing evaluating the significance of the 5 Pillars of Faith in Islam = 15 marks
Task	Learning Focus	Activity/Resource
1	The Five Pillars of Faith in Islam and their significance	Use your knowledge Organiser to create a set of flashcards on each of the Five Pillars of Faith in Islam Each flash card should contain: ▪ The name of the Pillar (Arabic and English) ▪ What Muslims do to complete this Pillar Why this Pillar is important for Muslims
2	Showing knowledge and understanding of the Five Pillars of Faith in Islam	Paragraph, Sentence, Word From memory, as much as possible, complete the table provided on Satchel One. You could create your own if necessary. ▪ Paragraph – Write a paragraph summarising each Pillar of Faith ▪ Sentence – Shorten this information into one sentence Word – Give one word which sums up this Pillar
KEY INDEPENDENT ONLINE RESOURCES		
https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcqt		

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	Space	Read through the information and complete the activities- Earth and Space - BBC Bitesize
2	pH scale	Read through the information and complete the activities- What is the pH scale and what does it measure? - BBC Bitesize
3	Variables	Read through the information and complete the activities- Variables - Working scientifically - KS3 Science - BBC Bitesize
4	Graphs and analysing data	Read through the information and complete the activities- https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/zhmbvwx#z7wysk7
5	Drawing conclusions and evaluating	Read through the information and complete the activities- https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/zjknhcw#z94ptrd
6	Bioaccumulation in food webs	Read through the information and complete the activities- Bioaccumulation - KS3 Biology - BBC Bitesize
7	Quadrats	Read through the information and complete the activities- Ecological sampling - Ecosystems and habitats - KS3 Biology - BBC Bitesize
8	Pyramids of numbers	Read through the information and complete the activities- What are pyramids of numbers and biomass? Ecosystems and habitats - KS3 Biology - BBC Bitesize
KEY ONLINE INDEPENDENT RESOURCES KS3 bitesize- working scientifically- Working scientifically - KS3 Biology - BBC Bitesize KS3 bitesize- KS3 Science - BBC Bitesize		