

# **Assessment and Core Vocabulary**

**Year 8**

**Autumn**



# Assessment and Core Vocabulary

**On the following pages you will find information about your child's learning:**

- The topic they are learning
- What the assessment will be
- Core vocabulary that they will learn during this topic

**We need you to support by:**

- Sharing this information with your child
- Helping them to develop and learn the new vocabulary
- Prepare for their assessment

# English

## Assessment Information:

This term Y8 are learning about the Victorian Gothic era and 'Sherlock Holmes'

They will be assessed in two ways.

1. Short knowledge test to test their recall knowledge of core vocabulary
2. An extended piece of writing

The assessment is a reading piece of work which is a comparison between two Gothic texts and will be assessed formatively by teachers. Pupils will have two extracts and will have to compare, contrast and analyse the language within them.

Students can prepare for this assessment by practising the skills of comparison and language analysis alongside how context affects a text. This can be carried out by using small sections of a book. Pupil can also revise the keywords below which they can use in their extended writing and in preparation for their test.

## YEAR 8

### TOPIC: Victorian Gothic and Sherlock Holmes

KEYWORD	DEFINITION
Narrator	A character who narrates or recounts the events of a narrative
Conventions	The way something is usually done
Unreliable narrator	An untrustworthy character who deliberately deceives the reader
Infer	To come to a conclusion based on your knowledge of a topic
Perspective	A particular attitude towards or way of regarding something; a point of view.
Gender roles	Behaviours, attitudes and actions that society feels are appropriate or inappropriate for a man or woman according to cultural norms and traditions.
Context	The background to a text normally due to the time in which it was written
Era	A period of time
Gothic	Something that is characterised by mystery, horror, and gloom
Supernatural	An event attributed to some force beyond scientific understanding or the laws of nature

## English – Reading Recovery

### Assessment Information:

This term Y8 are learning about Global Fairy Tales.

They will be assessed in two ways.

1. Through an Unseen assessment.
2. In lessons where they were be assessed on their ability to recall new words and on their understanding of the key text being taught.

The assessment will take place at the end of the half term. It will be an Unseen assessment and will require students to read a variety of unseen texts and answer questions showing their understanding of the text and its vocabulary.

Students can prepare for their assessments by:

- Reading at home – such as a newspaper article, magazine or book, and answering questions about what they have read.
- Familiarising themselves with new vocabulary including the vocabulary below:

### YEAR 8 READING RECOVERY – GLOBAL FAIRY TALES AUTUMN 1

KEY WORD	DEFINITION
Exotic	Originating in or characteristic of a distant foreign country
Summon	Oder (someone) to be present
Enclosure	An area that is surrounded by a barrier
Solitude	A state of being alone
Devotion	Loyalty and love or care for someone or something
Vowed	To make a determined decision or promise to do something
Modest	Dressing or behaving so as to avoid indecency
Distraught	Extremely worried, nervous or upset
Insolent	Rude or not showing respect
Reprimand	To express to someone your strong disapproval of them
Lullaby	A quiet song that is performed to children to help them sleep
Enchanting	Very pleasant

# Performing Arts

## Assessment Information:

This term Y8 are learning about: Musical Structure.

Pupil learning is based on a Musical called "In the Heights" and they are working in small groups to create a Samba rhythmic performance.

They will be assessed practically on their ability to effectively apply a range of performance skills to portray convincing characters, artistic intentions or convey music.

The assessment is in the form of formative teacher assessment during a practical lesson every 6 weeks.

Pupils can prepare for their assessments by using time in class to rehearse / develop and refine work and practise their skills at home or use homework if linked to the topic to enhance their development and creativity in the arts.

- Creating - developing Ideas.
- Performing - Communicating meaning through the use of Performance Art.
- Responding - Vocally / Suggesting how work can be Improved / watching and listening to each other with focus and attention / commenting on how intended effects have been achieved.

## YEAR 8 Performing Arts – Musical Structure ( In The Heights )

KEY WORD	DEFINITION
Musical structure	The arrangement or organization of different sections within a song or piece of music. It serves as the blueprint that dictates how the music progresses, giving it shape and flow.
The fourth wall	An imaginary, invisible wall that stretches along the front of the stage separating the actors from the audience.
Stock characters	A stock character is one that the audience can easily recognize due to its predictable traits.
Samba	Samba is a broad term for many of the rhythms that compose the better known <u>Brazilian music genres</u> that originated in the <u>Afro-Brazilian</u> communities
Quaver	Quavers are written with a black note head, a stem, and a tail. When two or more quavers appear consecutively, their tails are beamed or joined together at the top.
Surdo Drum	The surdo is the bass drum in the Brazilian Bateria (the drum and percussion ensemble). Depending on the size of the ensemble, there can be up to 3 separate and interwoven surdo parts.

# Mathematics AU01

## Assessment Information:

This term Year 8 are learning about Proportional Reasoning.

They will be assessed on Ratio & Scale, multiplicative change and multiplying and dividing fractions. Pupils will start with a knowledge check which will enable teachers to have an idea of what pupils already know followed by a series of lessons to enable pupils to prepare for the assessment.

The assessment is in the form of an Exam paper and will take place towards the end of the first half -term. All pupils will receive a topic list prior to the assessment.

Students can prepare for their assessments by completing homework, using SAM Learning and White Rose Home Learning. Before each assessment pupils will also have revision classes with class teachers, going over exam-style questions.

## YEAR 8 Proportional Reasoning AU01

KEY WORD	DEFINITION
Ratio	A ratio shows the relative sizes of two or more values.
Parts	parts are subsets of something
Share	used to help explain division
Relationship	A relation between two sets is a collection of ordered pairs containing one object from each set.
Proportion	Proportion says that two ratios (or fractions) are equal
Variable	A symbol for a value we don't know yet. It is usually a letter like x or y.
Directly Proportional	Two quantities are said to be in direct proportion if they increase or decrease in the same ratio
Scale Factor	the ratio of corresponding sides on two similar figures
Reciprocal	The reciprocal of a number is 1 divided by the number
Simplest Form	A result that is not exact, but close enough to be used.

# Mathematics AU02

## Assessment Information:

This term Year 8 are learning about Representations.

They will be assessed on Working in the cartesian plane, representing data and Tables and Probability. Pupils will start with a knowledge check which will enable teachers to have an idea of what pupils already know followed by a series of lessons to enable pupils to prepare for the assessment.

The assessment is in the form of an Exam paper and will take place towards the end of the first half -term. All pupils will receive a topic list prior to the assessment.

Students can prepare for their assessments by completing homework, using SAM Learning and White Rose Home Learning. Before each assessment pupils will also have revision classes with class teachers, going over exam-style questions.

## YEAR 8 Representations AU02

KEY WORD	DEFINITION
Quadrant	Any of the 4 areas made when we divide up a plane by an x and y axis, as shown.
Parallel	Always the same distance apart and never touching.
Origin	The starting point.
Gradient	How steep a line is.
Correlation	When two sets of data are strongly linked together we say they have a High Correlation.
Frequency	How often something happens (usually during a period of time).
Tally	A way of keeping count by drawing marks.
Line of best fit	A line on a graph showing the general direction that a group of points seem to follow.
Sample Space	All the possible outcomes of an experiment.
Set	A collection of "things" (objects or numbers, etc).

## KS3 Science – Biology

### Assessment Information:

This term, Year 8 pupils are learning about Diet and digestive system.

They will be assessed through a multiple-choice quiz mid topic to consolidate their learning.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- 10 marks core knowledge
- Around 20 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

### YEAR 8 TOPIC 1 : Diet and digestive system

KEY WORD	DEFINITION
Nutrients	Essential substance that your body needs to survive, provided by food.
Carbohydrates	Nutrient that provides energy
Protein	Nutrient used for growth and repair.
Digestive system	Group of organs that work together to break down food.
Oesophagus	Tube that food travels down into the stomach.
Small intestines	Organ where small digested soluble substances are absorbed into the bloodstream.
Stomach	Organ where food is churned with digestive juices and acids.
Deficiency	A lack of minerals, that causes poor growth
Malnourishment	Eating the wrong amount or the wrong types of food.
Villi	Tiny projections in the small intestine wall that increase the area of absorption.



## KS3 Science – Chemistry

### Assessment Information:

This term, Year 8 pupils are learning about Earth and it's atmosphere.

They will be assessed through a multiple-choice quiz mid topic to consolidate their learning.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- 10 marks core knowledge
- Around 20 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

### YEAR 8 TOPIC 1 : Earth and it's atmosphere

KEY WORD	DEFINITION
<b>Weathering</b>	Weathering is a natural process that slowly breaks apart or changes rock.
<b>Molten</b>	When an element or compound is melted, to achieve a liquid state, it is called molten.
<b>Extrusive (rocks)</b>	Rocks that form from magma at the surface.
<b>Intrusive (rocks)</b>	Rocks that form from magma trapped within the Earth.
<b>Finite</b>	Having a limited nature or existence.
<b>Combustion</b>	The process of burning something.
<b>Ore</b>	Natural rock or sediment that contains one or more valuable minerals.
<b>Atmosphere</b>	Layers of gases surrounding a planet.
<b>Global warming</b>	A process that causes the Earth to become hotter.
<b>Pollution</b>	The introduction of harmful materials into the environment.

## KS3 Science – Physics

### Assessment Information:

This term, Year 8 pupils are learning about Waves.

They will be assessed through a multiple-choice quiz mid topic to consolidate their learning.

After completing all of the lessons within the topic, they will then have a revision lesson followed by an end of topic test.

The end of topic assessment consists of:

- 10 marks retrieval (prior learning)
- 10 marks core knowledge
- Around 20 marks of application (current learning)

Students can prepare for their assessments by:

- using the revision given to pupils a week prior to the exams
- using and memorising the core knowledge for the relevant topic
- SAM learning (homework)

### YEAR 8 TOPIC 1 : Waves

KEY WORD	DEFINITION
Waves	All waves transfer energy without transferring matter.
Transverse	The oscillation of the particles are perpendicular ( $90^{\circ}$ ) to the direction of energy travel.
Longitudinal	The oscillation of the particles are parallel ( $90^{\circ}$ ) to the direction of energy travel.
Wavelength	The length of one complete wave.
Amplitude	The maximum displacement from rest position.
Oscillation	The vibration or movement of the particles.
Luminous	An object that produces its own light.
Transparent	An object that allows all of the light to transmit/pass through.
Translucent	An object that does not allow light to transmit/pass through.
Refraction	The bending of light as light travels through different densities.

# Geography

## Assessment Information:

This term, Year 8 will learn about river processes, how they shape the land around a river, the causes and effects of flooding, and flood management.

They will be assessed on the impacts of flooding in a low-income country.

The assessment will comprise multiple-choice questions, description and explanation-style questions. Pupils can prepare for assessments by independent home study and competing every set homework.

<b>Key word</b>	<b>Definition</b>
Drainage basin	The area drained by a river and its tributaries
Long profile	A line or drawing representing a river from its source to its mouth
Source	Where a river starts
Mouth	Where a river meets (flows into) the sea
Erosion	The wearing away of land by another material
Transportation	The carrying away (downstream) of eroded material
Deposition	The dropping of a river's material
Floodplain	An area of low-lying land next to a river which is prone to flooding
Hard engineering	The building of artificial structures to control rivers and manage flooding
Soft engineering	The use of natural solutions to manage flooding

# Geography

## Assessment Information:

This term, Year 8 will learn about China and understand its national and international importance.

They will be assessed on the increasing interdependence with China.

The assessment will comprise multiple-choice questions, description and explanation-style questions.

Pupils can prepare for assessments by independent home study and competing every set homework.

<b>Key word</b>	<b>Definition</b>
Megacity	A city with a population of more than ten million people
Urbanisation	The increase in the percentage or proportion of people living in towns and cities
One child policy	A measure taken by the government to reduce population growth
Industry	Any economic activity which creates jobs and generates income
Sustainable	Can be carried on into the future without having negative impacts on people, the economy and the environment
Interdependence	Mutual reliance between different people, places or countries

# History

## Assessment Information:

This term Y8 are learning about how Slavery was abolished

They will be assessed on whether it was the actions of individuals or the governments that were more important in abolishing slavery

The assessment is in the form of a 3 paragraph essay question that they will complete in 25 minutes and a 15 mark fact check.

Students can prepare for their assessments by completing their homework when it is set on SAM learning, using the revision cards that they will be given in person and will also be linked on their class charts.

## Year 8: Autumn 1 Topic: How did Slavery end?

Abolish	To stop something by making it illegal
Human rights	The basic rights and freedoms that belong to every person in the world.
Plantation	A plantation had many fields where one cash crop (i.e. a crop that cannot be eaten) was grown
Slavery	A slave is a person who is owned by another person. Slaves are forced to work and are not paid.
Trans-Atlantic	Concerning countries on both sides of the Atlantic, typically Britain and the US.
Middle passage	The Middle Passage was the second voyage of the Triangular Trade. It went left from Africa to the West Indies.
Republic	A state in which supreme power is held by the people and their elected representatives without a monarchy

# Religious Education

## Assessment Information:

- This term Y8 are learning about religious attitudes to wealth.
- They will be assessed on the following statement: 'All religious people should give to charity'
- The assessment is in the form of 5 core knowledge questions and an evaluation statement. Students will either write a paragraph agreeing with the statement or disagreeing with the statement. Students will justify their opinion in response to the statement.
- Students can prepare for their assessments by completing their homework when it is set on SAM learning.

## TOPIC: Looking for Justice?

KEYWORD	DEFINITION
Segregation	Separating different racial groups in a country or community
Justice	Fairness
Racism	Treating someone differently due to their race
Discrimination	Treating people differently based on their characteristics such as age, sex, or disability
Racial Harmony	People of different races living together peacefully

## Creative: Art

### Assessment Information:

For this project pupils will be looking at the artist Van Gogh as their main source of inspiration. They will learn about and practise the formal elements of colour, pattern, line, shape and mark making through a range of materials before focussing upon painting in the style of Van Gogh.

Through studying Van Gogh they will also explore how artists interpret the natural world and how painting style can be emotive.

Pupils receive formative assessment throughout the project and their artistic progress is assessed holistically as the work develops in their sketchbooks. Pupils receive three grades throughout the year which is based upon all work that they have produced up to each date.

To further their development pupils could practise the formal elements at home.

<b>YEAR 8 ART – LAYERS</b>	
<b>KEY WORD</b>	<b>DEFINITION</b>
SHAPE	When lines enclose a space. e.g. an outline.
TONE	Grades from shade from light to dark.
FORM	Making something look 3D.
TEXTURE	How something feels or how it looks like it might feel.
NATURAL FORMS	Things naturally grown in nature. e.g. an apple.
CONTINUOUS LINE	A continuous mark from one point to another, often without taking your pen/pencil off the paper.
STILL LIFE	An object that is still or not moving.
1ST HAND OBSERVATION	Your reference is an object/person directly in front of you.
2ND HAND REFERENCE	Your reference is someone else's photograph/drawing.
HATCHING/ CROSS HATCHING	Lines and crisscrossing lines that show tone.
STIPPLING	Applying many dots to show tone in a drawing.
COLLAGE	Layering materials to create an image or artwork.
POINTILISM	Painted dots that show tone. Colours/tones blend optically (using your eyes) as you view the work.
TRANSDUCE	Transferring an identical accurate image.
ACCURACY	Making something look as real as possible.
OIL PASTEL	A type of medium used for adding colour to a drawing.
PERSPECTIVE	Showing a 3D space accurately in an artwork.
LANDSCAPE	The outside environment.
MONO PRINT	A printing technique involving transferring a one off image onto a new surface.
JO SHEPPARD	The name of an artist we are studying.

## Creative: Textiles

### Assessment Information:

For this project pupils will be looking at the traditions of native South Americans, in particular, The Day of The Dead.. They will learn about the significance of this festival and how it links to the Spanish invasion.

They will further learn about sewing techniques and put these into practise to produce a fabrickeyring based upon the sugar skulls given during the festival

Pupils receive formative assessment throughout the project and their artistic progress is assessed holistically as the work develops in their sketchbooks. Pupils receive three grades throughout the year which are based upon all work that they have produced up to these dates.

To further their development pupils could practise a variety of stitching techniques at home.

<b>YEAR 8 TEXTILES – LAYERS – DAY OF THE DEAD</b>	
<b>KEY WORD</b>	<b>DEFINITION</b>
LAYERS	Multiple sheets of something placed on top of each other. E.g. “layers of a cake”.
DAY OF THE DEAD	The Day of the Dead (Spanish: el Día de Muertos or el Día de los Muertos) is a Mexican holiday honouring the dead.
PROPORTION	The relationship between the sizes of different objects.
TONAL RANGE	A range of dark to light tones/shades.
DETAIL	Important pieces or parts of something.
COLONISATION	One group of people taking control over the indigenous (native/original) people of an area. E.g. “The Spanish colonised Mexico”.
ALLHALLOWTIDE	The Western Christian celebrations of All Saints' Eve (Halloween), All Saints' Day (All Hallows') and All Souls' Day.
OFRENDA	An altar that families create in their homes, cemeteries or public spaces to honour the dead. (Spanish: “offering”).
SUGAR SKULL/CALAVERA	Skulls traditionally made of sugar for day of the dead celebrations. Embellished with bright colours and patterns to represent death with sweetness and nostalgia.
DESIGN	A plan or drawing produced to show the look and function of something before it is made.
TEXTILE/ MATERIAL	A type of cloth or woven fabric.
EMBROIDERY	The art of decorating fabric or other materials using a needle to stitch thread or yarn.
PATTERN	The repetition and ordered arrangement of a design.
EMBELLISH	Make work more attractive by adding decorative details or features: "blue silk embellished with golden embroidery”.
APPLIQUÉ	Decorate (clothing or larger piece of fabric) with pieces of smaller fabric to form pictures or patterns.
TEMPLATE	A strong piece of material used to cut out or draw shapes accurately.
BONDING	Combining two materials together using heat, pressure or glue.
FELT	A kind of cloth made from rolling and pressing wool.
SYMMETRICAL	Something is symmetrical when it has two matching halves.
SEWING PATTERN	A template for parts of a larger textile. E.g. a sewing template for a shirt.



## Creative: 3D Design

### Assessment Information:

Pupils work towards the theme 'Layers' in Year 8. They study the work of different designers and learn how work is created. Pupils revisit the skills and techniques learnt in Year 7 to further develop their understanding.

Pupils experiment in different construction techniques using cardboard. They learn about the properties of cardboard and are taught about the value of sustainability, and ethical and ecologically sound lifestyles. Pupils create more complex pieces in clay learning the coiling technique and how to construct and attach clay pieces together. Pupils further explore alternative surface decorations for clay and use this knowledge to create a ceramic fridge magnet.

Work is formatively assessed throughout the project.

### YEAR 8 3D DESIGN – LAYERS

KEY WORD	DEFINITION
LAYERS	Multiple materials that are arranged on top of one another.
RECYCLE	The process of converting waste materials into new materials and objects.
REUSE	To use again especially in a different way.
DESIGNER	A person who plans the form or structure of something before it is made.
TEMPLATE	A template is a shape used as a guide to make something.
CRAFT KNIFE	A sharp tool used for cutting with precision.
CARDBOARD RELIEF	When flat pieces of cardboard are used to build up raised areas creating a 3D effect.
MASS PRODUCTION	Manufacturing many identical goods at once.
CLAY	A natural material made up of tiny particles of rock.
ROLLING PIN	A wooded cylinder that you roll over clay to make it flat.
ROLLING GUIDES	Rolling guides are essential for giving you a uniform and precise thickness for your slab.
CLAY SLAB	A flat piece of clay that has a consistent thickness.
MARK-MAKING	Drawing into clay using tools .
IMPRESS	Creating designs or textures into clay by pressing different shaped objects into it.
COIL	Rolling clay into long cylinders for building or decoration.
SCORE, SLIP & STICK	Method for attaching clay together.
KILN	A furnace or oven use for firing pottery.

## Creative: Food

### Assessment Information:

This term Y8 are learning about Japan

They will be assessed in two ways.

1. On the practical skills they show in lessons
2. In theory work - their ability to recall, analyse and evaluate skills, techniques and processes through recipe write-ups.

The assessment is in the form of formative teacher assessment during a practical lesson and also a summative assessment of written recipe books every 6 weeks.

Students can prepare for their assessments by using safe and hygienic working practices to practise their cooking skills at home, such as:

- Safe knife skills – bridge hold and claw grip
- Using a hob
- Using an oven
- Washing-up

### YEAR 8 FOOD – JAPAN

KEY WORD	DEFINITION
CLEANING	<b>4</b> <b>C</b> <b>'s</b>
COOKING	
CHILLING	
CROSS-CONTAMINATION	
BOILING	Water heated to the point when it starts to turn into a gas - fiercely churning or swirling.
SIMMERING	Water heated to stay <b>just below boiling</b> point while bubbling gently.
SENSORY ANALYSIS	Using our senses of sight, smell (odour/aroma), taste, touch (mouth feel) and hearing to analyse food.
UMAMI	Japanese for “ <i>essence of deliciousness</i> ”, and described as the meaty, savoury deliciousness that deepens flavour.
SAVOURY	Food that is salty or spicy rather than sweet.
AGAR AGAR	A vegetarian gelatine substitute made from seaweed.
NORI	Dried edible seaweed used in Japanese cuisine.
WASABI	Japanese horseradish. A green paste that is hot and pungent.
MATCHA	Japanese green tea.
MISO	A thick paste produced by fermenting soybeans with salt .
PORTION	The amount of a particular food that is served to one person.
JULIENNE	Food cut into short thin strips like matchsticks.
STIR FRY	A healthy way of cooking - to fry quickly over high heat in a lightly oiled pan (such as a wok) while stirring continuously.
GARNISH	Decorate or embellish food.
COMPOSITE FOOD	Food made up from more than one food group from the Eatwell Guide.
OBESITY	The condition of being very fat or overweight.

# Computing

## Assessment Information:

In the Autumn Term year 8 will study 2 topics:

- Representation
  - Humans use symbols to record, process and transmit information. Introduce binary digits as the symbols computers use to perform these tasks and focus on the representation of text and numbers.
  - In this topic students will be tested on how computers store information in the Binary form. A multiple-choice and onscreen test covering will test on numbers, words and pictures are represented in Binary.
- Coding, from blocks to texts
  - In our coding lessons, we use EduBlocks to teach essential programming constructs: sequencing, selection and repetition. Sequencing involves arranging instructions in a specific order to achieve a desired outcome. Selection introduces decision-making in code, allowing students to create programs that can choose different paths based on conditions. Repetition covers loops, enabling students to write code that repeat actions efficiently. Starting with block-based coding, students visually grasp these concepts before transitioning to text-based coding in Python. This method ensures a solid understanding of programming logic, making the learning process smooth and effective.
  - The assessment will include a test of keywords, sequencing, selection and repetition as well as programming tasks starting with block code and moving on to the text code. Assessment will be through tasks completed in lessons and multiple choice questions.

### TOPIC: Representations

KEYWORD	DEFINITION
Representations	showing information in different ways, like using pictures, numbers, or words, so it's easier to understand
Symbols	special characters or pictures that represent information or instructions in a simple way
Characters	any letter, number, or symbol that you can type on a keyboard
Binary Digits	the basic units in computing that can be either 0 or 1, used to store and process information
Decimal numbers	numbers that have a whole part and a fractional part separated by a dot, like 3.14
Conversions	changing data from one format to another so that computers can use it in different ways
Units	What the amount of data is measured in, like bits and bytes
Prefix	a word added to the front of a unit to increase how many of that unit there are, like kibibytes = 1024 bytes

### TOPIC: Mobile Application Development

KEYWORD	DEFINITION
Decomposition	breaking a problem down into more manageable subproblems
Sequence	instructions performed in order, with each executed in turn
Variable	a name that refers to data being stored by the computer
Selection	The process of choosing the path through code using a condition
Condition	A True or False statement used to control the flow of the code
Repetition	The process of repeating a code block until a condition is met or a set number of repeats is done.
Code block	A section of code that is ran together
Subroutine	A group of instructions that will run when called by the main program or other subroutines

# Physical Education: Football

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## YEAR 8 Football

KEYWORD	DEFINITION
Passing	An intentional movement of the ball using the foot from one player to another on the same team.
Shooting	Making contact with the ball using the head or foot in an attempt to score a goal.
Dribbling	Keeping possession of the ball whilst moving it around the pitch.
Tackling	Trying to take possession of the ball from a player on the opposite team.
Technique	The specific way in which a skill is performed.
Interception	Taking possession of the ball from your opposition.
Marking	Applying pressure or challenging the opponent by positioning yourself near them.
Pressing	Applying pressure to the opposition when they have control of the ball.
Counter Attack	An attack made in response to the opposition.
Possession	Having physical control of the ball as an individual or team.

# Physical Education: Gymnastics

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## YEAR 8

### TOPIC: Gymnastics

KEYWORD	DEFINITION
Forward Roll	A movement where the body is rolled forwards heels over the head.
Backward Roll	A movement where the body is rolled backwards and lifting legs over the head.
Teddy Bear Roll	A roll completed in a straddle position.
Shapes	Position in which to hold your body, straight, star, straddle, tuck and pike.
Body tension	The tightening of muscles to hold your body in position.
Posture	The way in which you hold your body in the correct position.
Jumping	Using muscles in your legs to propel your body completely off the ground.
Vaulting	Running down a run way and travelling over a piece of equipment.
Balance	Remaining upright and steady over a base support.
Travel	Moving your body from place to place using a range of styles.

# Physical Education: Netball

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## TOPIC: Netball

KEYWORD	DEFINITION
Passing	An intentional movement of the ball from one player to another on the same team.
Shooting	The action of your GS or GA attempting to score in the goal circle.
Footwork	How a player's steps, lands and pivots in netball.
Obstruction	A player must stay 3ft away from an opposing player when they are in possession of the ball.
Contact	Players cannot make any physical contact with the player or the ball when in possession with the opposition.
Defensive	Guarding or marking a player to stop or reduce the chance of the other team scoring.
Marking	Applying pressure or challenging the opponent by positioning yourself near them.
Attacking	Keeping possession of the ball and passing it across the court with the aim to get the ball to the goal circle.
Opponents	The team you are playing against.
Possession	Having physical control of the ball as an individual or team

# Physical Education: Dance

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## TOPIC: Dance

KEYWORD	DEFINITION
Musicality	How a dancer hears and interprets the music.
Timing	Moving to the correct beat of the music.
Aesthetic	An individual's opinion on the movement, performance and style of the dance.
Choreography	The sequence of movements and steps in a dance.
Dynamics	How the dancer moves.
Beat	The sequence of movement which is often repeated in the music.
Canon	Individuals or groups in a dance perform the same movement but start at different times.
Formation	The positions in which individuals or groups stand in a dance.
Rhythm	Pattern of the music that can be repeated over time.
Sequence	A preset pattern of movement.

# Physical Education: Basketball

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## TOPIC: Basketball

KEYWORD	DEFINITION
Passing	An intentional movement of the ball from one player to another on the same team.
Shooting	Aiming the basketball towards the hoop in an attempt to score.
Dribbling	Using one hand to continuously bounce the ball whilst travelling around the court.
Lay up	A type of shot made from under the basket by bouncing the ball off the backboard.
Technique	The specific way in which a skill is performed.
Interception	Taking possession of the ball from your opposition.
Marking	Applying pressure or challenging the opponent by positioning yourself near them.
Triple Threat	A position where players have three options, dribble, pass or shoot.
Possession	Having physical control of the ball as an individual or team



# Physical Education: Rugby

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

TOPIC: Rugby	
KEYWORD	DEFINITION
Spin Pass	A type of rugby pass using the thumb on one hand and fingers on the other causing it to spin as it travels.
Tackling	The ball carrier is held by one or more opponents and it is brought to the ground.
Ruck	This is formed when a player has been tackled to the ground where the team in possession protect the ball and secure possession. The defending team can win the ball back by counter rucking.
Scrum	A way of restarting play after a minor infringement.
Knock on	When a player loses possession of the ball and it travels forward touching the ball or another player.
Offside	If a player is in front of a team mate who is carrying the ball they are offside.
Line out	The line out is a means of restarting play after the ball has gone off the field of play at the side.

# Physical Education: Table Tennis

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## TOPIC: Table Tennis

KEYWORD	DEFINITION
Forehand Push	A defensive shot performed on the dominant side of your body.
Backhand Push	A defensive shot played on the opposite side of your body with a small amount of backspin.
Forehand Drive	An attacking shot used to force errors from your opponent.
Backhand Drive	The backhand drive is an attacking stroke played with a small amount of topspin.
Rallying	Sequence of hitting the ball back and forth between players over the net.
Serving	Table Tennis stroke that is used to start each rally.
Tactics	An action or a plan used to beat an opponent in sport.
Opponent	The person or team you are competing against.
Placement	Where you hit the ball on the table.
Spin	Spin is the rotation of the ball used to make it harder for your opponent to return.

# Physical Education: OAA

## Assessment Information:

- They will be assessed on a variety of skills and knowledge in different sports and how they can apply this in a competitive scenario.
- The assessment is in the form of a practical observation in isolated practices, competitive practices and competitive games.
- They will also be assessed on their ability to apply rules and regulations to the sport and identify components of fitness related to each activity.
- Students can prepare for assessments by learning the rules and regulations linked to the current activity and the key words.

## TOPIC: OAA

KEYWORD	DEFINITION
Rules	An instruction that states the way in which should be done.
Team Work	Working as a group effectively to achieve a goal.
Collaboration	Producing or making something together.
Problem Solving	Finding a solution to an issue.
Strategy	A plan of action to help achieve a goal or aim.
Communication	The sharing of ideas with another person.
Instructions	Information on how to do something or instructing someone how to perform a task.
Direction	Providing guidance on how something should be performed.
Trust	The belief that someone is reliable.
Safety	Providing protection from harm or danger when performing a task.

# Languages: French

## Assessment Information:

This term Y8 are learning how to talk about Free time in in French

They will be assessed in the skills of listening, reading , writing, The assessment is in the form of a formative teacher test at the end of the module.

1. In Listening and reading: they will be asked to answer multiple choice questions and short comprehension questions based on what they have read or heard
2. In Writing: they will be required to write a short paragraph answering specific bullet points about their holidays

Students can prepare for their assessments by learning the core vocabulary from the list below as well as completing the homework set and actively participating in lessons.

## YEAR 8 French Core Vocabulary

KEY WORD	TRANSLATION
Faire du sport	To do sports
Faire de la natation	To do swimming
Faire les courses	To do shopping
Faire un sport d'equipe	To do a team sport
Jouer d'un instrument	To play an instrument
Jouer aux cartes	To play cards
C'est amusant	It is fun
C'est divertissant	It is entertaining
C'est ma passion	it is my passion
Je suis fan de ..	I am a fan of ...