

# **Assessment and Core Vocabulary**

**Year 8**

**Spring**



# 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

This term, Year 8 students are exploring the theme of Survival through reading a series non fiction texts. Students will be assessed on their reading analysis of these non fiction texts and will be writing for a particular purpose, form and audience. They will be assessed with a multiple-choice quiz (MCQ) focusing on key concepts related to non-fiction texts and core vocabulary from the unit. To support your child, you can help them review and practice the key terms covered in class and read non fiction texts.

## YEAR 8

### TOPIC: Survival

KEYWORD	DEFINITION
Perspective	A point of view, an opinion.
Monologue	A long speech by one character in a play, film, or narrative, expressing their thoughts or feelings.
Analyse	To examine something in detail to understand it better.
Article	A non-fiction piece of writing found in newspapers, magazines, or websites, often presenting information, opinions, or news.
Tone	The writer's attitude or feelings towards the subject, shown through their choice of words and style.
Emotive Language	Words or phrases intended to evoke an emotional response in the reader.
Deduce	To draw a logical conclusion based on evidence and reasoning.
Poem	A form of writing that uses carefully chosen words to create a particular effect or emotion, often with rhythm, rhyme, or imagery.

# Reading Recovery

## Assessment Information:

This term Y8 are learning about a series of short, diverse stories from the Iridescent Adolescent book. They will be assessed through the following method:

1. A mini style quiz assessing the core vocabulary learnt in this unit.

Students can prepare for this assessment by practising the core vocabulary seen in the list below. They will need to know the definition of each word and how to use it in a sentence.

YEAR 8	
TOPIC: Spoken Word	
KEYWORD	DEFINITION
<b>Roussalka</b>	A female being, often nasty and associated with water (a water spirit)
<b>Nymphs</b>	A spirit of nature, often a beautiful woman.
<b>Mythical</b>	A characteristic of myths and folk tale.
<b>Dowry</b>	An amount of property or money given by the bride to her husband.
<b>Vigil</b>	A period of staying awake during the night.
<b>Fete</b>	A fête is a fun outdoor event with games, food, and activities.
<b>Precocious</b>	Precocious means being unusually clever or talented for your age.
<b>Unrelentingly</b>	Unrelentingly means not stopping or giving up, no matter how hard or difficult something is.
<b>Ignorance</b>	Ignorance means lacking knowledge or information about something.
<b>Threadbare</b>	Threadbare means something that is worn out or damaged from use, especially clothes or fabric.
<b>Soberly</b>	Soberly means in a serious, calm, or thoughtful way.
<b>Regretful</b>	Regretful means feeling sorry or sad about something you did or didn't do.
<b>Parang</b>	

# Performing Arts

## Assessment Information:

This term Y8 are learning about:Shakespeare and Minimalism.

They will be assessed practically using the performance skills they develop in lessons. The assessment is in the form of formative teacher assessment during a practical lesson every 6 weeks.

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

- Creating - developing each others 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.

<b>YEAR 8 Performing Arts – Shakespeare and Minimalism</b>	
<b>KEY WORD</b>	<b>DEFINITION</b>
<b>Shakespeare</b>	William Shakespeare (c. 23 [a] April 1564 – 23 April 1616) [b] was an English playwright, poet and actor. He is widely regarded as the greatest writer in the English language.
<b>Minimalism</b>	<b>Minimal music</b> (also called <b>minimalism</b> ) is a form of <u>art music</u> or other compositional practice that employs limited or minimal musical materials.
<b>Soap Opera</b>	A television or radio drama serial dealing typically with daily events in the lives of the same group of characters.
<b>Monologue</b>	Dramatic monologue means <b>self-conversation, speech, or talks which include an interlocutor presented dramatically</b> . It means a person, who is speaking to himself or someone else speaks to reveal specific intentions of his actions.
<b>Motif</b>	In music, a motif (also sometimes written as motive) is the <b>smallest unit of a piece of music that contains some kind of thematic or structural identity</b> .
<b>Rudiments</b>	The rudiments of music are the <b>most basic elements</b> that one must know and understand in order to appreciate and perform music in a technically perceptive and proficient manner.

# Mathematics SP01

## Assessment Information:

This term Year 8 are learning about Algebraic Techniques.

They will be assessed on Equations and Inequalities, sequences and Indices.

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 SP01 Algebraic Techniques	
KEY WORD	DEFINITION
Coefficient	A number used to multiply a variable
Highest Common Factor (HCF):	The biggest factor (or number that multiplies to give a term
Inequality	An inequality compares who values showing if one is greater than, less than or equal to another
Sequence	Items or numbers put in a pre-decided order
Term	A single number or variable
Linear	The difference between terms increases or decreases (+ or -) by a constant value each time
Non-linear	The difference between terms increases or decreases in different amounts, or by $\times$ or $\div$
Arithmetic	A sequence where the difference between the terms is constant
Power	The exponent – or the number that tells you how many times to use the number in multiplication
Exponent	The power – or the number that tells you how many times to use the number in multiplication

# Mathematics SP02

## Assessment Information:

This term Year 8 are learning about Developing Number.

They will be assessed on Fractions and Percentages, standard form and Number sense.

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.

<b>YEAR 8 SP02 Developing Number</b>	
<b>KEY WORD</b>	<b>DEFINITION</b>
Percent	Parts per 100 – written using the % symbol
Decimal	A number in our base 10 number system. Numbers to the right of the decimal place are called decimals
Reduce	To make smaller in value.
Growth	To increase/ to grow.
Standard (index) Form	A system of writing very big or very small numbers
Indices:	The power or the exponent.
Negative	A value below zero.
Overestimate	Rounding up – gives a solution higher than the actual value
Underestimate	Rounding down – gives a solution lower than the actual value.
Metric	A system of measurement.

# KS3 Science – Biology

## Assessment Information:

This term, Year 8 pupils are learning about The circulatory system and respiration.

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 2 : The circulatory system and respiration

KEY WORD	DEFINITION
<b>Respiratory system</b>	The organs involved in gas exchange.
<b>Diaphragm</b>	The sheet of muscle used in breathing.
<b>Gas exchange</b>	The transfer of gases between an organism and its environment.
<b>Alveoli</b>	A structure inside the lungs where gas exchange takes place.
<b>Inhalation</b>	Breathing in, to take in oxygen.
<b>Exhalation</b>	Breathing out, to remove carbon dioxide
<b>Respiration</b>	A chemical reaction where food and oxygen are converted into energy, water, and carbon dioxide.
<b>Circulatory system</b>	Made up of blood vessels that carry blood away from and towards the heart
<b>Anaerobic respiration</b>	In anaerobic respiration occurs without oxygen and releases less energy
<b>Aerobic respiration</b>	In aerobic respiration glucose reacts with oxygen to produce carbon dioxide and water

# KS3 Science – Chemistry

## Assessment Information:

This term, Year 8 pupils are learning about Chemical reactions

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 2 : Chemical reactions	
KEY WORD	DEFINITION
<b>Fuel</b>	Any compound which has stored energy
<b>Combustion</b>	The process of burning something.
<b>Displacement</b>	A reaction when one element is substituted for another.
<b>Reactivity</b>	The ability of a substance to interact with another.
<b>Chemical reaction</b>	The processes by which chemicals interact to form new chemicals
<b>Thermal decomposition</b>	A chemical reaction that happens when a compound breaks down when heated
<b>Compound</b>	Two or more elements chemically bonded together.
<b>Chemical equation</b>	A way to represent a chemical reaction using element names and symbols.
<b>Carbonate</b>	A compound made from oxygen and carbon.
<b>Salt</b>	A substance produced by a reaction between an acid and alkali.

# 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
<b>Waves</b>	All waves transfer energy without transferring matter.
<b>Transverse</b>	The oscillation of the particles are perpendicular ( $90^0$ ) to the direction of energy travel.
<b>Longitudinal</b>	The oscillation of the particles are parallel ( $90^0$ ) to the direction of energy travel.
<b>Wavelength</b>	The length of one complete wave.
<b>Amplitude</b>	The maximum displacement from rest position.
<b>Oscillation</b>	The vibration or movement of the particles.
<b>Luminous</b>	An object that produces its own light.
<b>Transparent</b>	An object that allows all of the light to transmit/pass through.
<b>Translucent</b>	An object that does not allow light to transmit/pass through.
<b>Refraction</b>	The bending of light as light travels through different densities.

# KS3 Science – Physics

## Assessment Information:

This term, Year 8 pupils are learning about Particles models of matter.

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 2 : Particles models of matter	
KEY WORD	DEFINITION
<b>Particle</b>	All matter/substance is made up of small particles.
<b>Freezing</b>	Change of state from a liquid to a solid.
<b>Melting</b>	Change of state from a solid to a liquid.
<b>Condensing</b>	Change of state from a gas to a liquid.
<b>Evaporating</b>	Change of state from a liquid to a gas.
<b>Specific Latent</b>	The amount of energy required to change state for 1kg of substance without changing temperature.
<b>Pressure</b>	The forces exerted on the surface of a container when gas particles collide with it.
<b>Alpha</b>	A type of radiation where an alpha particles (2 protons + 2 neutrons) are emitted.
<b>Beta</b>	A type of radiation where an beta particles (a fast moving electron) are emitted.
<b>Half-life</b>	The average time it takes for the activity of a sample to halve.

# Geography

## Assessment Information:

This term Year 8s will be learning about conflict. They will study the global patterns of conflict and the impacts of conflict on geography and development.

Assessments will be in the form of short answer and longer length questions. Pupils can prepare for their assessment by independent home study to consolidate learning, and completing any set homework.

<b>TOPIC: Conflict</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Conflict</b>	<b>A serious disagreement between individuals, groups of people or countries</b>
<b>War effort</b>	<b>All that is being done to win a war</b>
<b>Infrastructure</b>	<b>The parts of the built environment needed for a country to function, such as roads and water pipes</b>
<b>Resources</b>	<b>Something of value due to its usefulness</b>
<b>Insurgents</b>	<b>A person fighting against a government or invading force</b>

# History

## Assessment Information:

This term Y8 are learning about World War 1

They will be assessed on which was the most important cause of the war.

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 available on class charts

<b>TOPIC: World War 1 (Spring 1)</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Nationalism</b>	<b>The belief that your country is superior without question or doubt</b>
<b>Alliance</b>	<b>two or more countries agreeing to work together and protect each other.</b>
<b>Militarism</b>	<b>The belief that the military should be the focus of a countries aims.</b>
<b>Long term cause</b>	<b>An event that leads to a bigger event over a long period of time.</b>
<b>Short term cause</b>	<b>An event that causes something to happen immediately after.</b>
<b>Trench</b>	<b>A long narrow ditch dug in to the ground</b>

# Religious Education

## Assessment Information:

- This term Y8 are learning about what it means to be Jewish today.
- They will be assessed on the following statements: 'Moses was the right choice to lead the people out of Egypt' and 'Everyone should have a day of rest.'
- 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 can prepare for their assessments by completing their homework when it is set on SAM learning.

## TOPIC: What does it mean to be a Jew?

KEYWORD	DEFINITION
Shema	Jewish prayer showing belief in one God
Mezuzah	Parchment inscribed with the shema
Passover	Festival celebrating the escape from Egypt
Synagogue	Jewish place of worship
Bar/Bat Mitzvah	The ceremony to become an adult Jew

# Creative: Art

## Assessment Information:

In year 8 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.

YEAR 8 ART – LAYERS	
KEY WORD	DEFINITION
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.
TRANSPOSE	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:

In year 8 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 fabric keyring 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.

## YEAR 8 TEXTILES – LAYERS – DAY OF THE DEAD

KEY WORD	DEFINITION
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 wooden 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	Wash your hands! Clean kitchen surfaces after preparing foods; try to 'clean as you go'.
COOKING	4 Cook food properly to kill bacteria.
CHILLING	C 's Store food at the correct temperature. Below 5c in a fridge, below -18c in a freezer.
CROSS-CONTAMINATION	Transferring bacteria or dirt/chemicals from one surface to another.
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 “essence of deliciousness”, 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:

Programming Core Concepts:

In this course, you will embark on an exciting journey to understand the fundamental principles that form the backbone of all programming languages. Whether you're a complete beginner or looking to solidify your understanding, this course is designed to provide you with a strong foundation in programming.

Assessment is through Multiple-choice Quiz and a continue assessment project.

Computer Systems:

In this unit, we will explore the fascinating world of computer systems, delving into the core components and principles that make modern computing possible

Assessment is through Multiple-choice Quiz.

## TOPIC: Programming Code Concepts (Text code)

KEYWORD	DEFINITION
Instructions	specific commands or directives given to a computer or a program to perform a particular task
Sequence	
Flow	direction and order in which instructions or operations are executed within a program
Selection	process of making decisions within a program based on certain conditions
Condition	an expression or statement that evaluates to either true or false
Repetition	the process of executing a block of code multiple times
Variable	a name that refers to data being stored by the computer
Subroutine	A group of instructions that will run when called by the main program or other subroutines
Algorithm	A step-by-step instructions to solve a problem
Decomposition	Breaking a problem down into more manageable subproblems

## TOPIC: Computer Systems

KEYWORD	DEFINITION
Computer	an electronic device designed to process, store, and manipulate data according to a set of instructions
System	a collection of interconnected components that work together to perform a specific function or set of functions
Device	any electronic or electromechanical machine or component that performs specific functions
Program	a sequence of instructions written in a programming language that a computer can execute to perform a specific task
Software	the collection of programs, procedures, and routines that instruct a computer on what tasks to perform
Processor	an integrated circuit that performs the essential task of executing instructions from a computer program
Memory	the component of a computer that stores data and instructions for immediate use
Storage	the component or system that retains digital data for future use. Storage can be temporary or permanent
Architecture	the conceptual design and fundamental operational structure of a computer system

# 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

Topic: 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.

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

# 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.

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

# 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.

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

# 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.

<b>TOPIC: Rugby</b>	
<b>KEYWORD</b>	<b>DEFINITION</b>
<b>Spin Pass</b>	<b>A type of rugby pass using the thumb on one hand and fingers on the other causing it to spin as it travels.</b>
<b>Tackling</b>	<b>The ball carriers is held by one or more opponents and it brought to the ground.</b>
<b>Ruck</b>	<b>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.</b>
<b>Scrum</b>	<b>A way of restarting play after a minor infringement.</b>
<b>Knock on</b>	<b>When a player loses possession of the ball and it travels forward touching the ball or another player.</b>
<b>Offside</b>	<b>If a player is in front of a team mate who is carrying the ball they are offside.</b>
<b>Line out</b>	<b>The line out is a means of restarting play after the ball has gone off the field of play at the side.</b>

# 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.

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

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

# Languages: French

## Assessment Information:

This term Y8 are learning how to talk about travel and holidays 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
je vais	I go
j'aime aller	I like to go
je suis allé	I went
je voudrais visiter	I would like to visit
en vacances	on holiday
en france	to France
en espagne	to Spain
aux états-unis	to the USA
c'était	it was
Je reste	I stay