



## Spring Summative Assessment Year 8 2026

SPRING ASSESSMENTS	
ART	<p><b>DATE(s):</b> WB 23rd February</p> <p><b>TOPIC:</b> Formal Elements - Automotive Art</p> <p><b>STRUCTURE:</b></p> <ul style="list-style-type: none"><li>• All work from the project so far will be assessed based on the work presented in their sketchbooks.</li><li>• All students will be assessed on work produced in the following areas:</li><li>• Pencil drawing – Shape, tone, form, mark making.</li><li>• Coloured pencil drawing - Shape, tone, form, mark making.</li><li>• Self-assessment.</li><li>• Critical analysis of artists' work.</li></ul> <p><b>TOTAL MARKS:</b> 50</p> <p><b>TIME:</b> All lessons up to that point in the term</p> <p><b>REVISION MATERIALS:</b> N/A</p>
COMPUTER SCIENCE	<p><b>DATE(s):</b> W/b First Week after half term</p> <p><b>TOPIC:</b> The areas covered will be programming using Python</p> <p><b>Structure</b></p> <ol style="list-style-type: none"><li>1. Students to complete a Text adventure task in python that covers the following areas .</li></ol> <ul style="list-style-type: none"><li>• Input/ Output</li><li>• Selection</li><li>• Variables</li><li>• Loops</li><li>• Functions</li><li>• Lists</li></ul> <p><b>TOTAL MARKS:</b> 50</p> <p><b>TIME:</b> 50 minutes.</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"><li>• LearnITwithMrC.co.uk</li><li>• Homework booklets</li><li>• <a href="https://python.org/">https://python.org/</a></li><li>• BBC Bitesize for Coding</li><li>• The knowledge organisers</li></ul> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> Computer Club Wednesday</p>
DANCE (Rotation subjects, so may not have assessment this term).	<p><b>DATE(s):</b> Week/lesson 5</p> <p><b>TOPIC:</b> Contemporary Dance. Actions, Dynamics, Space and Relationships</p> <p><b>Structure</b></p> <ol style="list-style-type: none"><li>1. Performance of set warm-up</li><li>2. Performance of learnt and created choreography in the contemporary style. MARKS :10 Weighting 70%</li><li>3. Nine questions with simple one- or two-word answers.</li><li>4. Three simple explain questions based on safe practice and dynamics. MARKS: 22 Weighting 30%</li></ol> <p><b>TOTAL MARKS:</b> 32</p> <p><b>TIME:</b> Performance estimated choreography length of 1-2minutes</p> <p><b>DATE(s):</b> Week/lesson 6</p> <p>Written test 15minutes to complete</p> <p><b>REVISION MATERIALS:</b> The knowledge organiser Homework</p> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> Year 7-8 Tuesday lunch club will strengthen contemporary skills and understanding of choreography</p>

<p>DESIGN TECHNOLOGY (Rotation subject, so may not have assessment this term).</p>	<p><b>DATE(s):</b> WB 23<sup>rd</sup> February  <b>TOPIC:</b> Robots  <b>STRUCTURE:</b>  All work from the project so far will be assessed based on the work presented in their workbooks.  All students will be assessed on work produced in the following areas: <ul style="list-style-type: none"> <li>• Health and safety in the workshop</li> <li>• Understanding tools</li> <li>• Materials and processes</li> <li>• Technical drawings</li> <li>• Iterative design</li> </ul> <p><b>TOTAL MARKS:</b> 50  <b>TIME:</b> All lessons up to that point in the term  <b>REVISION MATERIALS:</b> N/A</p> </p>
<p>DRAMA (Rotation subjects, so may not have assessment this term).</p>	<p><b>Topic 3. PAGE TO STAGE</b></p> <p>Practical assessment takes place in each lesson through stand - alone workshops focusing on previous skills learnt and deployed effectively. Topics that should be employed in these practical assessments include:</p> <ul style="list-style-type: none"> <li>• Emphasis and Tone</li> <li>• Characterisation</li> <li>• Given circumstances</li> <li>• Creation of atmosphere</li> <li>• Staging</li> </ul> <p><b>Total Mark:</b> 50 (10 marks per workshop)</p>
<p>ENGLISH</p>	<p><b>Non-fiction – the assessment requires students to do a comprehension based on a piece of non-fiction; the comprehension includes both simple retrieval based questions as well as a longer analytical/evaluative one. (Focus on reading). /15</b></p>
<p>FRENCH</p>	<p><b>DATE(s):</b> WB 23/02  <b>TOPIC:</b> Festivals and celebrations/ Leisure  <b>STRUCTURE :</b> <i>Writing and Speaking</i>  <b>TOTAL MARKS:</b> 50  <b>TIME:</b> 1 hour  <b>REVISION MATERIALS:</b> Homework booklets and Languagenut.com</p>
<p>FOOD TECHNOLOGY</p>	<p><b>DATE(s):</b> Food Rotation  <b>W/B 23<sup>rd</sup> FEBRUARY</b>  <b>TOPIC:</b> Diet and health</p> <ul style="list-style-type: none"> <li>• Principles of food hygiene and safety</li> <li>• The danger zone</li> <li>• Understanding of food and nutrition principles, naming the key nutrients, sources and functions</li> </ul> <p><b>Structure</b></p> <ul style="list-style-type: none"> <li>• Short answer questions</li> </ul> <p><b>TOTAL MARKS:</b> 50  <b>TIME:</b> 45 minutes.</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your food folder</li> <li>• Homework booklets</li> </ul> <p>Knowledge organisers</p>
<p>GEOGRAPHY</p>	<p>Completed between the 3<sup>rd</sup> March- 14<sup>th</sup> March (Class teachers will add the exact date for each class to arbor)</p> <p><b>TOPIC:</b>  Tourism  <b>STRUCTURE</b></p> <ul style="list-style-type: none"> <li>• 10 knowledge questions</li> <li>• A skills question- Maths in geography</li> </ul>

	<ul style="list-style-type: none"> <li>• A figure question where students use the information/ picture to answer a question</li> <li>• An extended 9 mark question</li> </ul> <p><b>TOTAL MARKS:</b> 25 marks</p> <p><b>TIME:</b> 45 minutes</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Homework booklets (teams)</li> <li>• BBC Bitesize</li> <li>• Knowledge organisers</li> </ul> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> NA</p>
HISTORY	<p><b>Date:</b> W/B 23 February</p> <p><b>Topic:</b> Witchcraft and The British Empire and the Abolition of the Transatlantic Slave Trade- Witchcraft in Bamberg, Salam, Pendle, North Berwick, Matthew Hopkins. How did the Empire Start, Britain's colonisation of: Australia, India and Abyssinia.</p> <p><b>Structure</b></p> <ol style="list-style-type: none"> <li>1. Ten questions with simple one- or two-word answers.</li> <li>2. Put the dates in chronological order and add a specific detail.</li> <li>3. A selection of events. Students have to decide if it is an example of a cause or consequence.</li> <li>4. A longer answer question allowing students to go into details on a particular subject</li> </ol> <p><b>TOTAL MARKS: 40</b></p> <p><b>TIME: 50 minutes.</b></p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• The Homework booklets</li> <li>• BBC Bitesize or other similar websites</li> <li>• The knowledge organisers</li> </ul>
IT	<p><b>DATE(s): 02/02/2026</b></p> <p>Topics – Spreadsheets</p> <p>Structure and AOs: Understand spreadsheet basics: Learn what spreadsheets are and why they are useful for organising and analysing data.</p> <p>Enter and format data: Add numbers, text, and headings; apply formatting like bold, borders, currency, and cell colours.</p> <p>Use formulas and functions: Perform calculations using formulas (e.g., addition, multiplication) and built-in functions like SUM and AVERAGE.</p> <p>Create charts and graphs: Represent data visually using bar charts, line graphs, and pie charts.</p> <p>Sort and filter data: Organise information to identify patterns or trends.</p> <p>Plan and model data: Solve problems and make predictions using spreadsheet models (e.g., budgets or timetables).</p> <p>Apply good practice: Use clear layout, accurate formulas, and labelled charts to make data easy to understand.</p> <p>Students will complete a practical/written assessment out of 30 marks</p> <p>Coverage – Functions, Formulae and charts.</p>
MATHS	<p><b>DATE(s): TBC by subject teachers for students</b></p> <p><b>TOPIC:</b> ·</p> <p>Fraction, decimal and percentage conversions ·</p> <p>Fraction of an amount</p> <ul style="list-style-type: none"> <li>· Adding/subtracting/multiplying/dividing fractions</li> <li>· Simplifying fractions</li> <li>· Co-ordinates</li> <li>· Ratio</li> <li>· Solving equations</li> </ul>

	<ul style="list-style-type: none"> <li>• Expanding single and double brackets</li> <li>Factorising (including quadratics)</li> <li>• Sequences</li> <li>• Angles (including angles in parallel lines)</li> <li>• Sectors</li> <li>• Plotting linear graphs</li> <li>• Plotting quadratic graphs</li> </ul> <p><b>STRUCTURE: One assessment comprising 17 questions</b></p> <p><b>TOTAL MARKS: 51</b></p> <p><b>TIME: 1 hour</b></p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>MathsWatch</li> <li><a href="https://www.mathsgenie.co.uk">https://www.mathsgenie.co.uk</a></li> <li><a href="https://corbettmaths.com">https://corbettmaths.com</a></li> </ul> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> Wednesday lunchtime with sixth formers, M5</p>
<p><b>MEDIA</b> (Rotation Subject – will not be assessed every term)</p>	<p><b>DATE(s):</b> WB Jan 6<sup>th</sup></p> <p><b>TOPIC: Film marketing Project</b></p> <p><b>AO'S:</b> To demonstrate the media technology skills learned (Adobe Photoshop and Premiere Pro).</p> <p><b>TOTAL MARKS: 60</b> <b>TIME: 13 wks</b></p> <p><b>REVISION MATERIALS: NA</b></p> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> N4 lunchtimes if necessary.</p> <p><b>STRUCTURE</b></p> <p>Film marketing Project</p> <p>Groups of 3 or 4- Research (You may want to decide who does what in your group ahead of time, this will mean each person is not overwhelmed with work and you will see the benefits of working as a team!)</p> <p>Task 1- Look up ONE or TWO 'high school' films on google.</p> <p>Task 2- Copy and paste the poster of the films.</p> <p>Task 3- Make a list of the things they BOTH have on them (e.g. film title, age rating, credit block, main image etc.).</p> <p>Task 4- How are the plots and styles similar? Write them down.</p> <p>Task 5- Write a "film pitch" for your own idea.</p> <p>Task 6- Do a rough sketch for your film poster- remember you will need to take photos so make sure they are achievable and realistic!</p> <p>Task 7- Research the DVD sleeves for the one or two films you researched for the poster.</p> <p>Task 8- Copy and paste their DVD sleeves into a word document (or any DVD sleeve if you can't find those specific ones).</p> <p>Task 9- Google 'DVD sleeve template', find one and print it.</p> <p>Task 10- Map out the layout and design of a typical DVD sleeve onto your template. Where does the age rating symbols go? Which 'face' has the front cover? Which 'face' has the back cover? What goes on the spine of the DVD?</p> <p>Task 11- Do a rough plan for your DVD sleeve on a blank DVD sleeve template.</p> <p>Task 12- Research and watch film trailers to your previous chosen films.</p> <p>Task 13- Research storyboards- How do they work?</p> <p>Task 14- Google 'storyboard template' and print one that looks good to you (print a few off because you'll need them!).</p> <p>Task 15- Watch one of the trailers you researched before, and 'break down' the trailer into a storyboard using the template.</p> <p>Task 16- Make a storyboard for a 10 second film trailer for your film idea. Remember to include music (use YT for inspiration), title, credits and voiceover!</p> <p>Task 17- Film your film trailer (remember to use your storyboard as a guide as you film!). Make sure you film 'takes' more than once to give yourselves more choice when you edit.</p> <p>Task 18- 20 Edit your film trailer- do reshoots if necessary.</p> <p>Task 21- Take more pictures for your DVD sleeve and poster if necessary.</p> <p>Task 22- Make your DVD sleeve and poster</p>
<p><b>MUSIC</b></p>	<p><b>Date:</b> Week of 23<sup>rd</sup> February 2026</p> <p><b>TOPIC:</b> Popular Music Styles</p> <p><b>TIME:</b> 20 minutes</p> <p>As well as playing examples of excerpts from famous pop songs students will sit a written test to consolidate their music theory understanding of:</p> <ul style="list-style-type: none"> <li>-Structure of pop songs- Verse/Chorus Form</li> <li>- Hooks and Riffs (melodic, rhythmic and lyrical)</li> <li>- Chord patterns</li> <li>- Recognising these features listening to song examples.</li> <li>- Different subgenres of popular music (eg. Britpop, reggae, country etc)</li> <li>- Famous key bands/artists of each genre</li> </ul>

PE	<p><b>DATE(s):</b> Week commencing Monday 2<sup>nd</sup> February</p> <p><b>TOPIC:</b> <u>Movement analysis</u></p> <ul style="list-style-type: none"> <li>• Types of synovial joints</li> <li>• Location of joints</li> <li>• Movement at joints</li> <li>• Types of movement</li> </ul> <p><b>STRUCTURE AND AO'S:</b> Multiple choice and short answer questions. AO1 and AO2.</p> <p><b>TOTAL MARKS:</b> 30</p> <p><b>TIME:</b> 30 minutes</p> <p><b>PRACTICAL ASSESSMENT:</b> Conducted in practical lessons assessed against the physical step levels.</p> <p><b>REVISION MATERIALS:</b> Knowledge organisers.</p> <p><b>TOTAL ASSESSMENT WEIGHTING:</b> 40% theory and 60% practical.</p>
SCIENCE	<p>Date: January 2026</p> <p>Unit 6: How will we feed everyone in the future?</p> <ul style="list-style-type: none"> <li>• Healthy diet</li> <li>• Energy in food</li> <li>• Interdependence of organisms</li> <li>• Importance of bees</li> </ul> <p>Mixture of short answer and long answer questions</p> <p>Total marks: 40</p> <p>Time: 50 minutes</p> <p>Revision materials:</p> <p>KS3 revision guide</p> <p>BBC KS3 bitesize</p>