

Cycle 3

May to July 2017

Year 8 Learning Guide



Dear Parents / Carers

Re: Up-coming End of Year KS3 Exams

As we approach the end of the year, we are now preparing students to take the last set of exams. These exams will not only support teachers' planning but also help students deepen their learning by being able to revise and recall information in different contexts.

The exams will take place between 13th and 27th June. Students have already received details of the English and maths times on their revision timetables and further details will be available shortly on Firefly. Most exams take place in the hall but some will also be sat in their normal lessons. Students will be tested on areas that they have learnt since joining Shoreham Academy.

It is impossible for students to revise everything they have learnt and instead they should practise the knowledge and skills they are not yet secure in. To help students do this they have been given a revision timetable that they should use to plan their time and subjects. From Monday 22nd May, students will be set revision homework by their classroom teachers which may be a set task to support students prepare or may be independent revision time. To do this students should:

1. Maths – use their last report to find out what KPIs they did not previously meet and then watch the films and practise these skills using Hegarty Maths.
2. English – download the work packs provided by the English department. These can be found on Firefly. Once a week the English department will be setting a task from the pack.
3. Students should ask to take home their class book to revise from. The best way to do this is for students to read through the material and write questions. These flash cards can then be used by students to quiz themselves and each other.

I am so pleased with the hard work of KS3 students this year. It is now important that your son/daughter is well prepared for their exams so that they can perform to the best of their ability. Please support your son/daughter by making sure that they have prepared their revision timetable and are accessing the resources in this guide. If you have any questions then please do not hesitate to get in touch.

Yours sincerely



Ms V Penney
Assistant Principal

YEAR 8 ENGLISH KPIs – CYCLE 3

Students will be looking at improving their skills of analysis of writer’s viewpoints and perspectives. The students will be working on how to summarise the differences between two texts picking out details from the texts. Students will be working on analysing the *effect* of the writer’s choice of language to describe events. Students will also be making detailed comparisons across two texts to ensure that students can identify the differences in the texts. Year 8 will be focusing on transactional writing and on newspaper writing, and autobiographical writing, letter writing and writing for magazines.

KPI No.	KPI and Success Criteria
8.1	<p>I can make a detailed inference, using ‘because’ or similar words, and link this to specific words/phrases from a text</p> <p>Students should be able to ‘read between the lines’ and demonstrate that they understand a text on a deeper level. They should be able to show they understand why writers have used specific words and the effect that they have on the reader and the text as a whole.</p>
8.2	<p>I can identify the most relevant points to write a summary of the whole text.</p> <p>Students should be able to identify the most important parts of a text and be able to write, in their own words, what the most significant parts of the text are.</p>
8.3	<p>I can identify and explain the effects of specific words and language techniques and comment on the effect on the reader.</p> <p>This KPI requires students to demonstrate that they are able to make comments about how writers create specific effects within a piece of writing: for example short sentences are used to build tension.</p>
8.4	<p>I can support ideas with a range of appropriate evidence.</p> <p>Students should be able to use relevant and well-chosen quotations in their work to support their views and ideas about a text.</p>
8.7	<p>I can compare the language and ideas in a text.</p> <p>Students should be able to look at two texts and pick out what is the same about the language used by the author and what makes them different. They should be specific and be able to link this to the purpose of the text.</p>
8.9	<p>I can use standard English where appropriate.</p> <p>This KPI requires students to be able to use standard English within their writing and demonstrate their vocabulary and ability to write fluently as well as creatively. Students must show they can write independently and clearly.</p>

<p>8.10</p>	<p>I can write appropriately for non-fiction texts, such as newspaper articles, persuasive letters and leaflets. Students should be able to demonstrate that they understand the different ways to communicate. They should be able to demonstrate that they can adapt their writing to suit the particular purpose of the task.</p>
<p>8.11</p>	<p>I can accurately write in both past and present tenses. This KPI requires students to be able to write coherently in the correct tense throughout their work.</p>
<p>8.12</p>	<p>I can use new vocabulary and sentence structures for effect. This KPI requires that students consciously choose words and types of sentences that have a desired effect on the reader or audience.</p>

YEAR 8 CYCLE 3 ENGLISH REVISION

Year 8 students should use their English Cycle 3 revision packs which have already been shared through Firefly.

These guides will walk students through their cycle 3 exam and will be looked at by the class teacher. They should be completed to the best of the student's ability and should be completed in full. It is vital that this revision pack is completed as students who do not will be putting themselves at a real disadvantage. If there are any questions then students should speak with their English teacher.

YEAR 8

Maths KPIs – CYCLE 3

In year 8 cycle 3 students will be working towards a number of KPIs covering Perimeter and area, properties of 3D shapes, volume of 3D shapes, two-way tables and averages. The students will be assessed throughout the year to ensure they are meeting the KPIs associated with each topic.

KPI NO	KPI and Success Criteria
8.19	<p>Calculate and solve problems involving perimeters of 2-D shapes (including circles) and composite shapes.</p> <ul style="list-style-type: none"> • Calculate the area of 2D shapes. • Calculate the area of circles. • Calculate the area of 2 or more 2D shapes placed together.
8.20	<p>Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D.</p> <ul style="list-style-type: none"> • Understand the properties of faces, surfaces, edges and vertices in 3D shapes and their relationships.
8.21	<p>Derive and apply formulae to calculate and solve problems involving volume of cuboids (including cubes) and other prisms (including cylinders).</p> <ul style="list-style-type: none"> • Calculate the volume of cubes and cuboids. • Calculate the volume of cylinders. • Calculate the volume of different prisms.
8.22	<p>Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.</p> <ul style="list-style-type: none"> • Complete a given set of values in a table. • Understand two-way tables. • Apply knowledge of Venn diagrams.
8.23	<p>Construct and interpret appropriate tables, charts and diagrams, including frequency tables, bar charts, pie charts and vertical line (or bar) charts for ungrouped and grouped numerical data.</p> <ul style="list-style-type: none"> • Interpret table's charts and diagrams. • Construct and interpret frequency tables, bar charts, pie charts and line charts. • Calculate values involved with grouped and ungrouped data sets.
8.24	<p>Describe, interpret and compare observed distributions of a single variable through appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers).</p> <ul style="list-style-type: none"> • Calculate the mean, median and mode of a set of data. • Calculate the range of a set of data. • Apply understanding and identify outliers.

YEAR 8 CYCLE 3 MATHS REVISION

The exam may cover topics studied across the year or Key Stage. Previous revision guides can be accessed on the School Website.

You will need to use your exercise book and Hegarty homework book to help you revise for your end of year assessment. Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Mymaths: login and password; Shoreham and ruler.

For all Hegarty topics start at the lowest numbered clip and work your way up.

KPI 8.20 - Calculate and solve problems involving perimeters of 2-D shapes (including circles) and composite shapes.

Resources

Hegarty Maths; in search tab → perimeter.

Hegarty Maths; in search tab → circumference.

Hegarty Maths; in search tab → arcs and sectors.

Mymaths → shape → area and perimeter → perimeter.

Mymaths → shape → area and perimeter → circumference of a circle.

Mymaths → shape → area and perimeter → arcs and sectors.

Mymaths associated games.

Also see firefly → subject maths → year 8 → KPI revision 8.20

KPI 8.21 - Use the properties of faces, surfaces, edges and vertices of cubes, cuboids, prisms, cylinders, pyramids, cones and spheres to solve problems in 3-D.

Resources

Hegarty Maths; in search tab → area.

Hegarty Maths; in search tab → volume.

Hegarty Maths; in search tab → surface area.

Mymaths → shape → 2D and 3D shapes → 2D and 3D shapes.

Mymaths → shape → 2D and 3D shapes → 3d shapes.

Mymaths → shape → volume and surface area → nets, surface area.

Mymaths associated games.

Also see firefly → subject maths → year 8 → KPI revision 8.21

KPI 8.22 - Derive and apply formulae to calculate and solve problems involving volume of cuboids (including cubes) and other prisms (including cylinders).

Resources

Hegarty Maths; in search tab → surface area.

Hegarty Maths; in search tab → volume.

Hegarty Maths; in search tab → prisms.

Hegarty Maths; in search tab → cylinders.

Mymaths → shape → volume and surface area → nets, surface area.

Mymaths → shape → volume and surface area → volume of cuboids.

Mymaths → shape → volume and surface area → volume of prisms.
Mymaths → shape → volume and surface area → volume of cylinders.
Mymaths associated games.
Also see firefly → subject maths → year 8 → KPI revision 8.22

KPI 8.23 - Enumerate sets and unions/intersections of sets systematically, using tables, grids and Venn diagrams.

Resources

Hegarty Maths; in search tab → two-way tables.
Hegarty Maths; in search tab → venn diagrams.
Mymaths → data → presenting data → two-way tables.
Mymaths → data → probability → Venn diagrams 1.
Mymaths → data → probability → Venn diagrams 2.
Mymaths associated games.
Also see firefly → subject maths → year 8 → KPI revision 8.23

KPI 8.24 - Construct and interpret appropriate tables, charts, and diagrams, including frequency tables, bar charts, pie charts and vertical line (or bar) charts for ungrouped and grouped numerical data.

Resources

Hegarty Maths; in search tab → frequency tables.
Hegarty Maths; in search tab → pie charts.
Hegarty Maths; in search tab → grouped data.
Mymaths → data → presenting data → frequency tables and bar charts.
Mymaths → data → presenting data → pictograms and bar charts.
Mymaths → data → presenting data → line graphs and two-way tables.
Mymaths → data → presenting data → reading pie charts.
Mymaths → data → presenting data → drawing pie charts.
Mymaths → data → presenting data → grouped data.
Mymaths associated games.
Also see firefly → subject maths → year 8 → KPI revision 8.24

KPI 8.25 - Describe, interpret and compare observed distributions of a single variable through appropriate measures of central tendency (mean, mode, median) and spread (range, consideration of outliers).

Resources

Hegarty Maths; in search tab → averages.
Hegarty Maths; in search tab → averages from grouped data.
Mymaths → data → processing data → mean and mode.
Mymaths → data → processing data → median and range.
Mymaths → data → processing data → all averages.
Mymaths → data → processing data → median, mode from frequency tables.
Mymaths → data → processing data → mean from frequency tables.
Mymaths → data → processing data → mean from grouped data 1.
Mymaths → data → processing data → mean from grouped data 2.
Mymaths associated games.
Also see firefly → subject maths → year 8 → KPI revision 8.25

YEAR 8

Science KPIs - CYCLE 3

During the summer term students will be studying two topics; Electricity and electromagnetism and the periodic table.

In the first module students will learn about how electricity flows in series and parallel circuits. Students will understand how to measure current and voltage. Students will be able to compare the effect of using conductors and insulators in a circuit. Students will be able to explain how magnetism has its effect as well as how to create an electromagnet.

In the second module, students will understand how the elements in the periodic table are arranged. They will look at the patterns in the properties of elements in the periodic table. Students will look at how to create word equations to summarise chemical reactions.

KPI No.	KPI and Success Criteria
8PE1	Define current, and describe its behaviour in series and parallel circuits <ul style="list-style-type: none"> ✓ Recognise circuit symbols ✓ Describe how current flows ✓ Compare current in series and parallel circuits ✓ Describe the relationship between current, charge and time.
8PE2	Correctly use apparatus to measure current and potential difference <ul style="list-style-type: none"> ✓ Identify equipment used to measure current and voltage and how to place them in a circuit.
8PE 3	Identify conductors and insulators and calculate resistance values using appropriate units <ul style="list-style-type: none"> ✓ Identify the units of resistance ✓ Describe factors that affect resistance ✓ Explain how electricity is supplied to the home.
8PE 4	Explain how insulators are charged by friction, and describe the forces between charged objects (static electricity)
8PE 5	Draw and interpret simple magnetic field diagrams. <ul style="list-style-type: none"> ✓ Identify magnetic materials and name permanent magnets. ✓ Describe how to form temporary magnets. ✓ Describe the magnetic field around the Earth.
8PE 6	Describe how electromagnets and direct current motors work <ul style="list-style-type: none"> ✓ Describe how to make an electromagnet and how to make it stronger. ✓ Describe how a direct current motor works and how the voltage is induced.
8CP 1	Identify, with reasons, differences between atoms, elements and compounds. <ul style="list-style-type: none"> ✓ Explain how the periodic table is arranged and the development by Mendeleev.

	<ul style="list-style-type: none"> ✓ Identify main parts of the periodic table. ✓ Describe the structure of the atom. ✓ Compare properties and structure of compounds and mixtures. ✓ Describe what an alloy is.
8CP 2	<p>Represent chemical reactions as word equations and apply this to the idea of conservation of mass</p> <ul style="list-style-type: none"> ✓ Write word equations identifying reactants and products. ✓ Describe how compounds form. ✓ Explain the conservation of mass at a particle level.
8CP 3	<p>Explain how an elements position in the periodic table links to its properties and reactivity (groups 1 and 7).</p> <ul style="list-style-type: none"> ✓ Describe the patterns in the periodic table. ✓ Describe the reactions and patterns of group 1 and group 7 elements.

Online Resources

8PE1 & 8PE2

<http://www.bbc.co.uk/education/guides/zsfgr82/revision/1> (p1-6)

8PE3

<http://www.bbc.co.uk/education/guides/zsfgr82/revision/7>

8PE4

<http://www.bbc.co.uk/education/guides/zthyvcw/revision>

8PE5

<http://www.bbc.co.uk/education/guides/z3g8d2p/revision>

<http://www.bbc.co.uk/education/guides/zmm39j6/revision> (1-3)

8PE6

<http://www.bbc.co.uk/education/guides/zmm39j6/revision> (p4-5)

Quizzes and Tests

<http://www.bbc.co.uk/education/guides/zthyvcw/test>

<http://www.bbc.co.uk/education/guides/zsfgr82/test>

<http://www.bbc.co.uk/education/guides/z3g8d2p/test>

Electromagnets and motors

<http://www.bbc.co.uk/education/guides/zmm39j6/test>

Word	Meaning
parallel circuit	A circuit with two or more wires running next to each other.
series circuit	A circuit where there is only one loop of wire.
Word	Meaning
ammeter	Measures how much electricity is flowing around a circuit.
amp (A)	The unit for current.

cell	A source of electricity with a low 'energy'. Cells push electrons round a circuit.
circuit	A complete loop that electricity flows around.
component	Something in a circuit, like a bulb, switch or motor.
conductor	A material that lets electricity flow through it.
electric current	The flow of electricity around a circuit.
insulator	A material that does not let electricity flow through it.
mains (electricity)	Alternating current at 230 V provided to houses, shops etc.
power pack	A source of electricity with a low energy (low voltage).
switch	Turns electricity on or off, by closing or opening a gap in a circuit.
voltage	A way of saying how much energy is transferred by electricity.
electron	Tiny particle that flows around a circuit.
filament	Thin piece of wire inside a light bulb that glows when electricity is flowing through it.
model	A scientific way of thinking about how things happen.
resistance	A way of saying how difficult it is for electricity to flow through something.
resistor	A component that makes it difficult for electricity to flow – resistors are used to control the size of the current in a circuit.
variable resistor	A resistor that can be adjusted to change the amount of resistance it has.

Online Resources

8CP1

<http://www.bbc.co.uk/education/guides/zt2hvp4/revision>

http://www.bbc.co.uk/bitesize/ks3/science/chemical_material_behaviour/compounds_mixtures/revision/1/ (pages 1,2,3,4,7)

8CP2

<http://www.bbc.co.uk/education/guides/zqd2mp3/revision/2>

http://www.bbc.co.uk/bitesize/ks3/science/chemical_material_behaviour/compounds_mixtures/revision/1/ (p4)

8CP3

http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/periodic_table/group7rev1.shtml

http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_gateway/periodic_table/group1rev1.shtml (some content but not specifics about their reactions)

Quizzes and Tests

<http://www.bbc.co.uk/education/guides/zt2hvp4/test>

<http://www.bbc.co.uk/bitesize/quiz/q13129752>

<http://www.bbc.co.uk/bitesize/quiz/q45136857>

Word	Meaning
element	All the atoms in an element are the same. A substance that cannot be split up into anything simpler by chemical reactions.
metals	Elements that are shiny, conduct heat and electricity well, and often have high melting and boiling points.
non-metals	Elements that are not shiny, and do not conduct heat and electricity well.
Periodic Table	Table that shows all the elements.
atom	The smallest part of an element you can get.
mixture	Two or more different substances that are not joined to each other.
symbol	The letter or letters that represent an element.
chemical formula	A combination of symbols and numbers that show how many atoms of different kinds there are in a particular compound.
compounds	Substances that can be split up into simpler substances.
molecule	Two or more atoms joined together.
symbol equation	A way of writing out what happens in a chemical reaction using the symbols that represent the substances involved.
product	New chemical formed in a chemical reaction.
reactants	Chemicals that join together to form a new substance.

YEAR 8

Art KPIs – CYCLE 3

This term students have been learning about both traditional and contemporary Japanese art. They have been learning about the proportions of the body and how to draw manga and anime characters. They have been learning how to press print and to create repeated and tessellated patterns based on traditional Japanese family crests

During the summer term they will be tested on the KPIs that they have been studying this year.

	KPI and Success Criteria
8.2	<p>I can use tone to make a 2d shape appear 3d</p> <p>MEET</p> <ul style="list-style-type: none"> You can vary the pressure on your pencil gradually, blending from one tone to another to create a shape that appears 3d. <p>EXCEED</p> <p>You can vary the pressure on your pencil using a range of different mark making techniques. You can gradually, blending from one tone to another create a shape that appears 3d.</p>
8.5	<p>I know how to join two pieces of clay using the scratch and slip technique</p> <p>MEET</p> <ul style="list-style-type: none"> You can both explain in writing and demonstrate in your artwork how you can join two pieces of clay using the scratch and slip technique. <p>EXCEED</p> <p>You can use the scratch and slip technique to join two pieces of clay successfully. You smooth the edges down in order to create interesting clay forms.</p>
8.6	<p>I know the general rules of proportion for the face</p> <p>MEET</p> <ul style="list-style-type: none"> You know the general proportions of the face: The eyes are half way down the face The nostrils are half way between the eyes and the chin The mouth is a third of the way down from the nostrils to the chin. There is one eye distance between the eyes The corners of the mouth line up with the centre of the mouth <p>EXCEED</p>

	<ul style="list-style-type: none"> You use the general rules of proportion to draw accurate portraits
8.10	<p>I can identify the different genres of portraiture I have looked at this year</p> <p>MEET</p> <ul style="list-style-type: none"> You can recognise an abstract, pop art and photorealist portrait. <p>EXCEED</p> <p>You can name artists who create pop art, abstract and photorealist portraits. You can describe the styles of the work and take inspiration from this in your own portraits.</p>
8.12	<p>I can find factual information and put it into my own words</p> <p>MEET</p> <ul style="list-style-type: none"> You can read information about an artist's work, take the important parts and re write it in your own words. You write in full sentences using correct spelling and punctuation. <p>EXCEED</p> <ul style="list-style-type: none"> You can read information about an artist's work, take the important parts and re write it in your own words. You write in full sentences using correct spelling and punctuation. You are able to give your opinion of the artist's work giving reasons for your thoughts
8.13	<p>I can explain the difference between a transcription and a pastiche</p> <p>MEET</p> <ul style="list-style-type: none"> You can explain that a transcription of an artist's work is an exact copy whereas a pastiche is where you create your own piece of work having taken inspiration from the artist's style <p>EXCEED</p> <p>You are able to create both transcriptions and pastiches of artists' work we have looked at this term.</p>

YEAR 8 CYCLE 3 Art REVISION

Revision material can be found on Firefly by following this link

<https://shoreham.fireflycloud.net/the-arts/art/yr-8-art/year-8-summer-test>

YEAR 8

Drama KPIs - Cycle 3

This half term we will be assessing the students on the following KPIs through written homework, written work in class and practical participation. We are exploring the genres of Melodrama and Restoration Comedy. The students will learn about theatre History and in the last half term be learning how to devise their own work from a stimulus.

The students will sit an end of year test on theatre history, types of theatre, stages, skills and evaluating practical work.

KPI No.	KPI and Success Criteria
8.10	<p>To be able to write in role and dramatically explore social issues modern or historical</p> <ul style="list-style-type: none"> • Research social issues from the Victorian era • Write in role as one of the stock characters from Murder in the Red Barn • Identify the characters from the Melodrama and explain verbally or in writing what issues the characters faced.
8.11	<p>To participate in group work and in practical tasks creating work using a range of drama skills.</p> <ul style="list-style-type: none"> • Work in small groups or pairs using improvisation. • Give ideas or practically show how drama skills can be used in the improvisations. • Communicate ideas to your group. • Participate in all practical tasks. • Be able to assign roles in small groups and perform the stock characters. • Either verbally or in written form are able to identify the stock characters. • Use exaggerated body language, facial expression, vocal expression and movement when playing stock characters.
8.12	<p>To perform and share your work to the class using a range of skills that you can sustain throughout the drama.</p> <ul style="list-style-type: none"> • Participate in practical performance and aim to be in character from beginning to end. • Try to use more detailed dialogue • Change the way you move, sit, walk and talk • Think about the audience try to engage them with your performance • Think about where you stand in the space. You must be able to be heard by the audience. Project your voice.

	<ul style="list-style-type: none"> Wear costume and use props that are appropriate for the genre of the drama. Think more deeply about what you are wearing and using as props.
8.13	<p>To be able to evaluate your work and others' verbally and/or in written form. To understand drama key words.</p> <p>Try and feedback in more detail on others work. Make an attempt to use drama key words.</p> <ul style="list-style-type: none"> When creating work, attempt to reflect on how the narrative, the skills and the positions are all working. Communicate ideas to your group. Share constructive feedback at the end of performances. <p>Write a written evaluation of work performed.</p>
8.14	<p>Create a piece of original work from a set stimulus in a pair or a group. Research at home or in school ideas from the set stimulus.</p> <ul style="list-style-type: none"> Create a role-on-the-wall in order to get more background on your character. Use hotseating to create a character Use improvisation to create characters and storylines Assign roles for each group member to play in the drama Think about music, lighting, costume and props. <p>Write a script and learn the lines.</p>
8.15	<p>Research and create characters for a devised piece of work. Be able to identify different theatre practitioners and genres.</p> <ul style="list-style-type: none"> Create a role-on-the-wall in order to get more background on your character. Use hotseating to create/develop characters Use improvisation to create characters and storylines Working in pairs and in small groups practically perform your piece to an audience (formally assessed) Decide on what style or genre of your piece Identify different theatre practitioners and genres Explore practically using drama skills such as monologue, thought tracking, still image, dramatic pause, hot seating, levels, movement and gesture. Evaluate your work and the work of others. Written test to be completed.

YEAR 8

Food Technology KPIs – CYCLE 3

In year 8 students will study Food and Nutrition for one hour a week for half of the academic year. During this time they will work towards achieving the KPIs through written and practical tasks. Practical tasks will include Bolognese, stir fry and curry for preparation and cooking of raw meat; cheesecake and pasta salad for designing for a specific target market and pastry savouries for learning about different pastries. Students will also learn about the nutritional content of the dishes they make.

KPI No.	KPI and Success Criteria
8.1	<p>Understand the meaning of food miles, Farm Assured and GM food.</p> <ul style="list-style-type: none"> • Students can explain the meaning of each • Students can give examples of foods
8.2	<p>Identify target markets and their needs</p> <ul style="list-style-type: none"> • Students can identify nutritional requirements for at least 2 different target groups • Students can identify properties of foods suitable for different target groups
8.3	<p>Use research to inform ideas (In class assessment)</p> <ul style="list-style-type: none"> • Students can identify research tasks that assist them in designing • Students complete at least 2 different research tasks to assist with their designing
8.4	<p>To use a hob safely and correctly (In class assessment)</p> <ul style="list-style-type: none"> • Students follow all safety rules • Students select the correct heat intensity for the pan and process
8.5	<p>Identify the nutrients found in food and their job in the body</p> <ul style="list-style-type: none"> • Students can name the 5 Nutrients: Carbohydrate, Protein, Fat, Vitamins and Minerals • Students can explain the function of the nutrients in the body • Students can give examples of food high in these nutrients
8.6	<p>To write an evaluation including suggestions for development (In class assessment)</p> <ul style="list-style-type: none"> • Students can identify what went well with the making of a food product both with the process and the outcome • Students can identify how the sensory properties of a food product can be improved
8.7	<p>To understand different methods of testing food properties (In class assessment)</p> <ul style="list-style-type: none"> • Students can name at least 2 different methods of testing e.g. hedonic, sensory, preference etc. • Students can produce results from testing food products using at least one of these methods

8.8	<p>To understand the information on food packaging (In class assessment)</p> <ul style="list-style-type: none"> • Students are able to explain the traffic light system • Students know at least 3 pieces of information that must be included on food packaging by law.
8.9	<p>To produce and finish dishes to a high quality (In class assessment)</p> <ul style="list-style-type: none"> • Students will produce a number of dishes and must demonstrate good organisation. • Students must ensure that the majority of their dishes are well presented.
8.10	<p>To know the different types of pastry (In class assessment)</p> <ul style="list-style-type: none"> • Students can name at least 2 different types of pastry • Students can explain how to make at least 1 type of pastry
8.11	<p>To understand the meaning of bacterial contamination</p> <ul style="list-style-type: none"> • Students can explain the meaning of cross-contamination • Students are able to name at least 4 high risk foods • Students know some of the symptoms of food poisoning
8.12	<p>To know the key temperatures for storing and cooking food.</p> <ul style="list-style-type: none"> • Students know the fridge and freezer temperature • Students know the temperatures of the danger zone • Students know the temperature for reheating food.

YEAR 8 CYCLE 3 REVISION

Below you will find useful links to help you revise the topics covered by each KPI.

FOOD & NUTRITION 8.1 – Understand the meaning of food miles, Farm Assured and GM food.

<http://www.foodmiles.com/> <http://www.ecofriendlykids.co.uk/what-are-food-miles.html>
<https://www.youtube.com/watch?v=3SDF416nGUY>
<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/socialenvironmentalissuesrev2.shtml>

FOOD & NUTRITION 8.2 – Identify target markets and their needs

<http://www.nhs.uk/Livewell/Vegetarianhealth/Pages/Vegetarianhealthhome.aspx>
<http://www.nhs.uk/Livewell/Goodfood/Pages/healthy-eating-teens.aspx>
<https://www.nutrition.org.uk/nutritionscience/life.html>
<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/socialenvironmentalissuesrev3.shtml>

FOOD & NUTRITION 8.5 – Identify the nutrients found in food and their job in the body

<http://www.bbc.co.uk/schools/gcsebitesize/design/foodtech/compositionpropertiesrev1.shtml>

FOOD & NUTRITION 8.11 – To understand the meaning of bacterial contamination

www.safefood.eu/Food-safety/Food-Poisoning.aspx
<http://www.safefood.eu/Food-Safety/Cross-Contamination.aspx>

FOOD & NUTRITION 8.12 - To know the key temperatures for storing and cooking food.

See Food subject area on Firefly

YEAR 8

French KPIs – CYCLE 3

In year 8 students will be covering the topics of talent shows, dreams and ambitions and learning to talk about themselves and others in more detail. They will also be exploring aspects of wider French speaking world and a variety of cultural topics.

	KPI and Success Criteria
8.11	Speaking <ul style="list-style-type: none">• Can learn to speak about yourself and others showing knowledge of tenses e.g. present and past or future.
8.12	Writing. <ul style="list-style-type: none">• Can write a prepared paragraph of 50 words (minimum) from memory or your knowledge of French including using present and past or future tenses. Some of you will be able to show you can use all 3 tenses. You should aim to include opinions and show your knowledge of verbs by writing about others as well as yourself.
8.13	Reading and Listening. <ul style="list-style-type: none">• Can pick out known language from cultural sources and work out the gist of increasingly complex authentic texts.
8.14	Grammar <ul style="list-style-type: none">• Can use a verb followed by an infinitive across a number of contexts.
8.15	Grammar <ul style="list-style-type: none">• Can use common time phrases for past, present and future events to say when something took place.

YEAR 8 CYCLE 3 FRENCH REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under French, Year 8, cycle 3 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Studio 2 Units 5 and 6 as you can (even if you have done them before).

Go on www.funwithlanguages.vacau.com

Go to FRENCH → KS3 → UNIT 11 Quel talent! - play as many games as you can in each section. The exercises are designed to help you learn what it needed to meet cycle 3 KPIs.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under French, Year 8.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under French, Year 8.

KPI 8.11 speaking

You will have written your questions and answers in class so you have your own original one. Make sure you learn the conversation.

KPI 8.12 Writing.

You will have worked on a written piece in class. Make sure you learn it thoroughly for homework. Make sure it includes different tenses eg past, present and future and is at least 50 words long.

KPI 8.13 Reading and Listening

Helpful vocab lists on Firefly and make sure you use vocabexpress to understand the French to English.

KPI 8.14 Grammar.

Verbs followed by infinitives – see Firefly for resources on Modal Verbs and the near future tense.

KPI 8.15 Grammar.

Time phrases for past, present and future

Document on firefly and the vocabulary lists. Make sure you learn them!!

YEAR 8 GEOGRAPHY KPIs

In year 8 Cycle 3 students will be working towards a number of KPIs covering the skills and knowledge associated with Tourism. Within this topic students will learn about what tourism is and the reasons why people travel around the world. They will also be looking at the positive and negative social, environmental and economic impacts that tourism has on both HICs and LICs. They will also study the concept of ecotourism. There will be a variety of geographical skills taught along the way.

	KPI and Success Criteria
8.1	<p>I can plot data on to maps and graphs and can meaningfully analyse maps and graphs- using evidence to support written answers:</p> <ul style="list-style-type: none"> • Drawing and analysing stacked bar graphs, pie charts and scatter graphs
8.2	<p>I am competent with my geographical and atlas skills:</p> <ul style="list-style-type: none"> • Drawing and analysing stacked bar graphs, pie charts and scatter graphs. • Using your own scales when drawing graphs. • Being able to read 4 figure Grid references. • Being able to read 6 figure Grid references.
8.3	<p>I can draw geographical diagrams to support the writing of geographical landforms/processes:</p> <ul style="list-style-type: none"> • Drawing and annotating your own eco-resort.
8.4	<p>I can clearly describe geographical concepts/processes and explain these in partial sequence.</p> <ul style="list-style-type: none"> • Being able to explain what the geographical concept of ecotourism is and why we need it.
8.5	<p>I can classify the impacts of an event into social, economic and environmental using the case studies below:</p> <ul style="list-style-type: none"> • Impacts of tourism on Brighton • Impacts of tourism in Kenya • Impacts of tourism on the Jarawa Indigenous people of the Andaman Islands • Footsteps in the Gambia- an Eco-resort
8.6	<p>I can attempt to use social, economic and environmental classification to structure my work, using the case studies below:</p> <ul style="list-style-type: none"> • Impacts of tourism on Brighton • Impacts of tourism in Kenya • Impacts of tourism on the Jarawa Indigenous people of the Andaman Islands • Footsteps in the Gambia- an Eco-resort

8.7	<p>I can use a case study (the ones below) to link together and explain the causes, impacts and responses of an event:</p> <ul style="list-style-type: none"> • Impacts of tourism on Brighton • Impacts of tourism in Kenya • Impacts of tourism on the Jarawa Indigenous people of the Andaman Islands • Footsteps in the Gambia- an Eco-resort • How Ecotourism is affecting the Gorillas of Africa
8.8	<p>I can describe and explain the management strategies used to manage events:</p> <ul style="list-style-type: none"> • Impacts of tourism in Kenya • Impacts of tourism on the Jarawa Indigenous people of the Andaman Islands • Footsteps in the Gambia- an Eco-resort • How Ecotourism is affecting the Gorillas of Africa
8.9	<p>I can describe and explain how humans can improve or damage an environment:</p> <ul style="list-style-type: none"> • Impacts of tourism worldwide • Impacts of tourism in Kenya • Impacts of tourism on the Jarawa Indigenous people of the Andaman Islands • How Ecotourism is affecting the Gorillas of Africa

YEAR 8 CYCLE 3 (Tourism and Geographical Skills) GEOGRAPHY REVISION

You will need to use your exercise book to help you revise for your cycle 3 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Scatter Graphs how to draw, read and interpret:

http://www.bbc.co.uk/bitesize/ks3/maths/handling_data/representing_data/revision/8/

Bar charts:

<http://www.bbc.co.uk/education/guides/zrg4jxs/revision/2>

4 and 6 figure grid references:

http://www.bbc.co.uk/bitesize/ks3/geography/geographical_enquiry/geographical_skills/revision/5/

The concept of Ecotourism:

http://www.bbc.co.uk/schools/gcsebitesize/geography/tourism/ecotourism_rev1.shtml (pages 1-3)
<http://www.acegeography.com/tour---ecotourism.html>

Impacts of Tourism on Brighton:

<http://www.bbc.co.uk/education/clips/z6ngkqt>

Impacts of Tourism on Kenya:



Ads and Disads of
tourism in Kenya.pp

Impacts of Tourism on Jarawa:

<https://www.youtube.com/watch?v=WdgDqrPAZcE>: documentary watched in class

Footsteps in Gambia Eco-Resort:

<https://www.youtube.com/watch?v=dXKzJHN010>

<https://www.youtube.com/channel/UCpwlEwMSWqlYkwVhR6X836g>

<http://footstepsinthegambia.com/>: Footsteps website

Ecotourism and Gorillas in Africa:

<http://www.theguardian.com/environment/2010/may/16/gorillas-eco-tourists-too-close>

https://www.youtube.com/watch?v=jo4w_ifeP94: clip seen in class



gorilla
worksheet.docx

YEAR 8

German KPIs - Cycle 3

In year 8 students will be working towards a number of KPIs covering the key skills of speaking, writing, reading/listening and grammatical use of language. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for each learning phase.

	KPI and Success Criteria
8.11	<p>Speaking</p> <ul style="list-style-type: none"> • Can learn speak about yourself and others showing knowledge of tenses eg past, present and future
8.12	<p>Writing.</p> <ul style="list-style-type: none"> • Can write a prepared paragraph of 50 words (minimum) from memory or your knowledge of German including using present and past or future tenses. Some of you will be able to show you can use all 3 tenses. You should aim to include opinions and show your knowledge of verbs by writing about others as well as yourself.
8.13	<p>Reading and Listening.</p> <ul style="list-style-type: none"> • Can pick out known language from cultural sources and work out the gist of increasingly complex authentic texts.
8.14	<p>Grammar</p> <ul style="list-style-type: none"> • Can use most forms of the future tense well and show understanding of the word order required.
8.15	<p>Grammar</p> <ul style="list-style-type: none"> • Can use common time phrases for past, present and future events to say when something took place and showing knowledge of the correct word order.

YEAR 8 CYCLE 3 GERMAN REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under German, Year 8, cycle 3 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Echo1 Units 4 and 5 as you can (even if you have done them before).

DON'T FORGET IF ASKED FOR SCHOOL CODE .. IT'S UKSHAM (ALL CAPITAL LETTERS).

Go on www.funwithlanguages.vacau.com

Go to GERMAN → KS3 → UNIT 14 GESUNDHEIT (HEALTH) and GERMAN → KS3 → UNIT 15 AUSGEHEN - play as many games as you can in each section. The exercises are designed to help you learn what it needed to meet cycle 3 KPIs.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under German, Year 8.

KPI 8.11 Speaking

You will have written your questions and answers in class so you have your own original one. Make sure you learn the conversation.

KPI 8.12 Writing.

You will have worked on a written piece about a party in class. Make sure you learn it thoroughly for homework. Make sure it includes different tenses eg past, present and future and is at least 50 words long.

KPI 8.13 Reading and Listening

Helpful vocab lists on Firefly and make sure you use vocabexpress to understand the German to English.

KPI 8.14 Grammar.

Future tense.

Learn "werden" off by heart and revise use of future with powerpoints on firefly. See explanation sheet on Firefly – make sure you read it – this is an easy thing to get right!!!

KPI 8.15 Grammar.

Time phrases for past, present and future

Powerpoint on firefly. Make sure you learn them!!

YEAR 8 HISTORY KPIs – CYCLE 3

In year 8 students will be working towards a number of KPIs covering the areas of Historical Knowledge, using sources, similarity and difference and change and continuity (see revision section for topic details). The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for that topic.

KPI No	KPI and Success Criteria
8.1	<p>I can refer specifically to the source letter and / or make brief references to the sources</p> <ul style="list-style-type: none"> • I can use sources on the topics studied in Year 8 • I can say how useful a source is as information on a topic • I can use a source to support my own knowledge
8.2	<p>I understand how some sources are useful or have their limitations</p> <ul style="list-style-type: none"> • I can compare 2 sources • I can choose and explain why 1 source is better than another
8.4	<p>I am able to use key words and evidence to back up arguments</p> <ul style="list-style-type: none"> • I can answer questions on the Battle of Hastings • I can answer questions on the development of Castles • I can answer question on the Magna Carta • I can answer questions on Thomas Beckett • I can answer questions on the Tudor Monarchs • I can answer questions on the Spanish Armada
8.5	<p>I can identify key characteristics of the event/period studied</p> <ul style="list-style-type: none"> • These should be from any area studied in Y8, examples below • I know why the Normans invaded Britain • I know why the Magna Carta was important • I know why the Spanish Armada was important
8.6	<p>I can identify and describe how events can be similar and different</p> <ul style="list-style-type: none"> • Different attitudes towards the Black Death • Examine the religious differences during the Tudor period • Examine the importance of Henry 8th
8.7	<p>I can describe examples of change and/or continuity across given time periods</p> <ul style="list-style-type: none"> • How Britain changed during the Medieval period • What impact did Magna Carta have • How religion changed with each Tudor Monarch

Topic Areas to revise.

Please note that some questions will be designed to test your knowledge of the whole year!

The Norman Conquest, Castles, Domesday Book.

Medieval Times. Magna Carta, Thomas Beckett (also life in the Middle Ages).

The Tudors. Various Kings and Queens, particularly Henry 8th and Queen Elizabeth. Religious conflict and the Spanish Armada. There will also be an optional question on the Native Americans.

YEAR 8 CYCLE 3 HISTORY REVISION

You will need to go onto **FireFly** under Y8 History on the school website to help you revise for your Cycle 3 assessment. Also your teachers will give further guidance on the topics to revise nearer the exam.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Useful Websites:

www.bbc.co.uk/bitesize/ks3/history/middle_ages

BBC Bitesize KS3 Revision. The Norman Conquest, the Domesday Book, the Battle of Hastings and Castle Building during the Medieval Times.

www.educationquizzes.com/ks3/history

Has range of resources on the areas detailed above.

<http://www.bbc.co.uk/education/subjects/zk26n39>

Or go to BBC Bitesize, KS3, History. Look at the Normans section for information on the Magna Carta.

<http://www.bbc.co.uk/education/subjects/zk26n39>

Go to the section on Thomas Beckett.

<http://www.bbc.co.uk/education>

Go to KS3 History. Tudors and Stuarts section. Concentrate on Henry 8th, Elizabeth 1st and the Spanish Armada.

<http://www.educationquizzes.com/ks3/history/>

This site has many suitable quizzes to help with revision.

Please check Firefly regularly in the lead up to the exam as further revision resources will be added to Firefly.

YEAR 8 COMPUTING KPIs – CYCLE 3

Cycle 3: students will be working towards a number of KPIs covering the areas of networks and web graphics. Networks: students will learn about the different hardware devices needed to set up a network, network designs, types of networks and their advantages and disadvantages. Web graphics: students will learn how to analyse and assess web graphics. Students will use software to create graphics and animations. E-safety will be covered in this topic.

KPI	Success Criteria
8.19	Networks - hardware <ul style="list-style-type: none"> • Be able to identify and explain the different hardware devices required for a network.
8.20	Networks – LAN/WAN <ul style="list-style-type: none"> • Understand the difference between LAN and WAN by explaining and providing examples
8.21	Networks – hardware/software <ul style="list-style-type: none"> • Explain the difference between hardware and software providing examples
8.22	Networks – advantages and disadvantages <ul style="list-style-type: none"> • Identify and explain the advantages and disadvantages to networks
8.23	Web Graphics & Animation <ul style="list-style-type: none"> • Students should be able to analyse and assess web graphics.
8.24	Web Graphics & Animation <ul style="list-style-type: none"> • Students should understand online risks and how to stay safe online
8.25	Web Graphics & Animation <ul style="list-style-type: none"> • Students should create graphics for a website/specific audience using appropriate software
8.26	Web Graphics & Animation <ul style="list-style-type: none"> • Students should create an animation for a target audience using most appropriate software

YEAR 8 CYCLE 3 COMPUTING REVISION

You will need to use your exercise books, homework tasks and **Firefly resources** to help you revise for your cycle 3 assessment.

On Firefly go to Subjects - COMPUTING\COMPUTING - KS3 Computing - Year 8 Computing – Cycle 3 Learning

Firefly resources you will find for all topics:

- PowerPoint notes (for all KPIs)
- Useful website links
- Revision tasks

KPI Networks

Website:

LANS AND WANS (KPI: 8.20): www.bbc.co.uk/bitesize - Use the KS3 **Computer Science – Hardware and Software** (page 1 and 2).

Firefly PowerPoint notes: COMPUTING\COMPUTING - KS3 Computing – Year 8 Computing – Cycle 3 Learning – 8.5 Networks – Lesson PowerPoint notes

- LANS and WANS (KPI: 8.20): Lesson 1 Networks, LANS and WANS
- Advantages and disadvantages of networks: (KPI:8.22): Lesson 1 Networks, LANS and WANS
- Network Hardware (KPI:8.19): Lesson 2 Network Hardware
- Difference between hardware and software (KPI: 8.21): Lesson 2 Network Hardware

Firefly video to explain network hardware: COMPUTING\COMPUTING - KS3 Computing – Year 8 Computing – Cycle 3 Learning – 8.5 Networks – Network Hardware video

KPI Web Graphics and Animation

Firefly PowerPoint notes: COMPUTING\COMPUTING - KS3 Computing – Year 8 Computing – Cycle 3 Learning – 8.6 Web graphics and Animation– Lesson PowerPoint notes

- Analysing and assessing graphics (KPI: 8.23): Lesson Analysing and assessing graphics
- Creating graphics for a target audience: (KPI:8.25): Creating graphics lesson
- Creating animations (KPI:8.26): Creating animation lesson
- Difference between hardware and software (KPI: 8.21): Lesson 2 Network Hardware

Websites: www.bbc.co.uk/bitesize Key Stage 3 - Computing, revise the multimedia – Graphics section.

KPI: Online risks and staying safe 2.24: COMPUTING\COMPUTING - KS3 Computing – Year 8 Computing – Cycle 3 Learning – 8.6 Web graphics and Animation– Lesson PowerPoint notes – Lesson 1 Safe and responsible practice

Remember – K13 and D06 are available after school which you can practice using all the software.

YEAR 8 MUSIC KPIs – CYCLE 3

This cycle students have been studying minimalism.

KPI No.	KPI and Success Criteria
8.11 & 8.12	Have a secure understanding of appropriate notations. Play from notated music with confidence and care. Students will demonstrate this by performing a selection of parts from the Minimalist work “Tubular Bells”. They will have practised Tubular Bells during their music lessons. Their performance will be part of their exam for this term.
8.13	Compose music which demonstrates development of musical ideas. Students will perform an Ensemble version of Tubular Bells. Their performances will include their own pastiche of the piece. They will all have a role in directing their performances.
8.14	Write accurate responses to music, using appropriately detailed musical vocabulary. Students will sit a listening and written test, where they will demonstrate their ability to describe music in the Minimalist style. The test will comprise of listening to and evaluating a selection of Minimalist extracts, and completion of key words to show further understanding.

YEAR 8 CYCLE 3 SUBJECT REVISION: MINIMALISM

For the performance test, students are required to practice Tubular Bells. They are to make the most use of practical time in their music lessons. Further preparation should take place at home where students have keyboards/instruments. Some students will have the opportunity to practise during lunch times.

To prepare for the listening/written test, students are required to learn the key words and definitions of Minimalism:

- **Minimalism:** A style of music which uses small cells (motifs) as the basis of the composition, and applies the other Minimalist techniques to that cell or cells.
- **Cell / Motif:** A small fragment of music.
- **Ostinato/Loop:** A repeated pattern of notes.
- **Layering:** Gradually adding layers, by adding more parts to the piece.
- **Note addition:** Adding extra notes to the motif.
- **Note subtraction:** Removing notes from the motif.
- **Metamorphosis:** Gradual change to the piece.
- **Phase shifting:** Two or more parts go out of sync, usually by the addition of a rest. They eventually get back in sync.
- **Transposition:** Change of key.
- **The main composers:** Steve Reich, Terry Riley, Philip Glass, La Monte Young, John Adams.

Suggested Listening (You Tube):

- **Steve Reich:** New York Counterpoint, Piano Phase, Drumming.
- **Philip Glass:** Glassworks, the Civil Wars.
- **Terry Riley:** In C

YEAR 8

PE and Health Assessment KPIs - CYCLE 3

In year 8 students build on their learning from year 7 but are still assessed under three separate strands within the United Learning PE and Health Curriculum (**Fit to Perform, Fit to Lead and Fit for Life**). The KPIs must be achieved across at least one individual sport and one (different) team sport. This will encourage mastery over the various assessment areas over the year.

KPI	Assessment Criteria
8.1	<p>Skills - Selects, combines and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.</p> <ul style="list-style-type: none"> • Demonstrate a passing, using different body parts when receiving, shooting with correct technique & dribbling during a game which has conditions to support skill development. • Demonstrating skills in a small group performance in gymnastics such as balances, forward rolls, handstands & headstands with control and quality.
8.2	<p>Decision Making: Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments.</p> <ul style="list-style-type: none"> • Varying the shots which they play in net sports to gain an advantage. • Make a pass to a team mate in a position which will benefit the performance of the team. • Improve the quality of an aesthetic performance through selecting appropriate moves to suit the student's ability.
8.3	<p>Analysis of Performance - Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.</p> <ul style="list-style-type: none"> • When performing the role of a coach a student should be able to identify the technique points that a peer is performing correctly and incorrectly when performed in isolation or small group setting. • After identifying the areas for improvement the students must accurately advise how the technique or skill can be improved. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>
8.4	<p>Leading in Activity - Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills.</p> <ul style="list-style-type: none"> • Lead a part of the warm up using effective communication, organising space and equipment to be used. • Lead a skill or game based activity which encourages high levels of activity and participation from those within the group. • Create a routine in an aesthetic activity and confidently organise a group to perform with control.

8.5	<p>Communicating tactics - Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p> <ul style="list-style-type: none"> • Use specific set play formations (eg, free pass/kick) to gain an advantage over opponent in game activities. • Change the choreography, dynamics (eg, mirror, cannon, unison, speed or pathways) or rhythm to improve the quality of an artistic performance.
8.6	<p>Growth Mind-set - Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> <ul style="list-style-type: none"> • Reflect on performance within PE and leadership and can describe their own strengths and areas of development. • Sets targets to improve personal performance based on their reflections and attempt to improve in their future performances.
8.7	<p>Fitness Level - Sustains stamina for longer periods in specific activities and uses different types of exercise to improve their health and well-being.</p> <ul style="list-style-type: none"> • Complete a PE lesson whilst working at a medium to high intensity. • Have the cardiovascular fitness and physical strength to complete a lesson at a medium exercise intensity. As a guide the student should be able to jog 3 laps of a football pitch without stopping and hold a press up position for 1 minute.
8.8	<p>Principles of training - Demonstrates good knowledge of basic anatomical structures and can explain how they use different components of fitness to improve their performance.</p> <ul style="list-style-type: none"> • Identify the scientific names for bones in the arm, torso, waist and legs. • Identify the location and actions of the major skeletal muscles. • Describe how improving strength or aerobic endurance can improve their own performance. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>
8.9	<p>Healthy Lifestyles - Knows and can explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being.</p> <ul style="list-style-type: none"> • Mental – Be able to explain the impact of exercise on self-esteem, confidence, concentration and well-being in everyday life. • Social – Collaborate ideas with all students within a group. • Physical – Understand and explain the physical factors which impact a balanced, active and healthy lifestyle (daily recommendations of exercise, diet, avoidance of alcohol, drugs and smoking).

YEAR 8

Religious Studies KPIs – CYCLE 3

In year 8 students will be working towards a number of KPIs covering the areas of beliefs, teachings, sources of wisdom and authority, ways of expressing meaning, identity and belongings, purpose and truth, values and commitments. The students will be assessed throughout the learning cycles to ensure they are meeting the set KPIs for that topic.

The focus of this learning cycle is ‘Key beliefs of Hinduism’

KPI No	KPI and Success Criteria
8.1	<p>I can explain how religious beliefs affect religious believers</p> <ul style="list-style-type: none"> • Explain key Hindu beliefs of Brahman, Trimurti, concept of avatar, reincarnation and moksha.
8.2	<p>I can explain how some beliefs are shared by different religions</p> <ul style="list-style-type: none"> • Compare Hindu, Christian, Muslim worship, religious expression, and beliefs and non-religious perspectives.
8.3	<p>I can explain a religious belief in detail using evidence such as quotes from scripture</p> <ul style="list-style-type: none"> • Interpreting passages from the Qur’an • Interpreting scriptural passages on attributes of God and Gandhi quotes • Exploring the meaning of the story of Ibrahim sacrificing Ishmael.
8.4	<p>I can clearly explain different views within a religion and explain reasons for these differences</p> <ul style="list-style-type: none"> • Evaluate different attitudes to life after death, why suffering exists, the impact of Gandhi on the caste system, what makes up a human being
8.5	<p>I can explain different practices within a religion</p> <ul style="list-style-type: none"> • Explain the effect Hinduism has upon believers’ lives.
8.6	<p>I can compare religious practices and how religious beliefs are expressed in different religions.</p> <p>Compare puja with Muslim worship</p>
8.7	<p>I can explain different practices within a religion</p> <ul style="list-style-type: none"> • Research different groups within Hinduism • Evaluate why goddesses are important in Hinduism.

8.8	<p>I can explain the importance of different forms of religious expression.</p> <ul style="list-style-type: none"> • Creatively express Hindu beliefs about God through dance and collages
8.10	<p>I can evaluate the impact of beliefs and/or the teachings and experience of inspirational people by relating these to my own and others' lives.</p> <ul style="list-style-type: none"> • Examine the impact of Ghandi
8.13	<p>I can organise my work using paragraphs and use correct grammar</p> <ul style="list-style-type: none"> • Written and spoken expression assessed each lesson
8.14	<p>I can respectfully respond to views different from my own.</p> <ul style="list-style-type: none"> • Written and spoken expression assessed each lesson
8.15	<p>I can clearly organise my work using a full range of punctuation.</p> <ul style="list-style-type: none"> • Written and spoken expression assessed each lesson
8.16	<p>I can empathise with views different from my own.</p> <ul style="list-style-type: none"> • Written and spoken expression assessed each lesson

YEAR 8 CYCLE 3 - Religious Studies REVISION

- You will need to go onto the school's VLE, **Firefly** (Y8 Religious Studies) to help you revise for your cycle 3 assessment.
- From FireFly you will be able to download a 'Key Beliefs of Hinduism' revision booklet and you should use this as the basis for discussion and notetaking. You should revise each week.
- Summary sheets and "Mind Maps" are recommended techniques to remember the specific details of each RE topic. This site has useful ideas on how to create these summary sheets
<http://www.mindmapping.com/>
- The BBC's "Religious, moral and philosophical studies" site has useful revision material <http://www.bbc.co.uk/education/topics/z73d7ty>

YEAR 8

Resistant Materials and Graphics KPIs

In year 8 students will be working towards a number of KPIs for Resistant Materials and Graphics. Students will complete two projects over the course of the half year. One where they make a pop-up illustration and the second where they make a wooden puzzle.

KPI No.	KPI and Success Criteria
8.1	<p>To know and understand the types and properties of selected paper and board (exam)</p> <ul style="list-style-type: none"> • Students can identify examples of paper and board • Students can identify the properties of both paper and board and are able to explain why they would be suitable for a particular use.
8.2	<p>Students investigate and analyse the work of designers and design companies in order to inform their own ideas (in class assessment)</p> <ul style="list-style-type: none"> • Students analyse existing products to the following specification criteria: form, function, user requirements, scale of production and cost, sustainability • Students use the work of designers or design companies to inform their own design ideas. They are able to explain how they have done this.
8.3	<p>Students to be able to safely use a craft knife to accurately cut a range of lines and shapes from card (In class assessment)</p> <ul style="list-style-type: none"> • Students follow all safety rules • Students can use the tool correctly
8.4	<p>Students use sketches/modelling to explore design solutions (In class assessment)</p> <ul style="list-style-type: none"> • Students use pencil sketches to communicate design ideas • Students create card models for the development of their design
8.5	<p>Students are able to write a specification independently (In class assessment)</p> <ul style="list-style-type: none"> • Students can explain what a specification is and why it is important • Students can write their own specification
8.6	<p>Students can design a product for a specific target market (In class assessment)</p> <ul style="list-style-type: none"> • Students can identify at least 3 different target markets • Students create a design idea aimed at a chosen target market • Students can explain how their design meets the needs of their target market.
8.7	<p>To know and understand the types and properties of selected natural and manufactured timber (exam)</p> <ul style="list-style-type: none"> • Students can identify examples of natural and manufactured timbers • Students can identify the properties of both natural and manufactured timbers and are able to explain why they would be suitable for a particular use.
8.8	<p>Students are able to safely use the Hegnar Saw to cut their design from timber accurately (In class assessment)</p> <ul style="list-style-type: none"> • Students are able to cut with a good level of accuracy curved and shaped lines following their intended design
8.9	<p>Students are able to identify, select and use appropriate hand tools to cut and shape and finish timber (In class assessment/ exam)</p>

	<ul style="list-style-type: none"> • Students can name the tools used to cut timber and explain which one is more appropriate for a specific task • Students can use tools to cut, shape and finish timber in practical lessons and explain which one is most suitable for a particular application
8.10	<p>To know where softwood and hardwood timbers are resourced and their geographical origin, and how manufactured timbers are produced and the ecological footprint of using these timbers (in class assessment)</p> <ul style="list-style-type: none"> • Students can explain some of the key ecological issues involved with the use of different types of timbers.
8.11	<p>To understand that designers need to consider social and moral issues when designing new products (in class assessment and exam)</p> <ul style="list-style-type: none"> • Students can identify social and moral issues with existing products.
8.12	<p>Students to be able to calculate quantities of materials and costs for projects (in class assessment)</p> <ul style="list-style-type: none"> • Students can calculate the cost of materials

YEAR 8 CYCLE 3 RESISTANT MATERIALS & GRAPHICS REVISION

Below you will find useful links to help you revise the topics covered by each KPI.

8.1 RESISTANT MATERIALS & GRAPHICS - To know and understand the types and properties of selected paper and board

<http://www.technologystudent.com/despro2/packfn1.htm>

<http://www.bbc.co.uk/education/clips/z469wmn>

8.7 RESISTANT MATERIALS & GRAPHICS - To know and understand the types and properties of selected natural and manufactured timber

<http://www.technologystudent.com/joints/joindex.htm>

8.11 RESISTANT MATERIALS & GRAPHICS - To understand that designers need to consider social and moral issues when designing new products (in class assessment and exam)

<http://www.bbc.co.uk/schools/gcsebitesize/design/electronics/environmentalrev5.shtml>

YEAR 8

SPANISH KPIs – Cycle 3

The main focus of Cycle 3 is using the present and near future tenses to describe trips to Spanish-speaking countries. They are learning to talk about different types of shops. They are also learning more about clothes and school uniform, and using comparative and superlative forms to describe them.

KPI and Success Criteria	
8.11	<p>Speaking</p> <ul style="list-style-type: none"> • Can learn to speak about yourself and others showing knowledge of tenses e.g. present and future or past
8.12	<p>Writing.</p> <ul style="list-style-type: none"> • Can write a prepared paragraph of 50 words (minimum) from memory or your knowledge of Spanish including using present and past or future tenses. Some of you will be able to show you can use all 3 tenses.
8.13	<p>Reading and Listening.</p> <ul style="list-style-type: none"> • Can pick out known language from cultural sources and work out the gist of increasingly complex authentic texts.
8.14	<p>Grammar</p> <ul style="list-style-type: none"> • Can use most forms of comparative adjectives well and show understanding of the word order required.
8.15	<p>Grammar</p> <ul style="list-style-type: none"> • Can use common time phrases for past, present and future events to say when something took place and showing knowledge of the correct word order.

YEAR 8 CYCLE 3 SPANISH REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources will be found on Firefly under Spanish, Year 8, cycle 3 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Mira 2, Units 5 and 6, as you can (even if you have done them before).

DON'T FORGET IF ASKED FOR SCHOOL CODE, IT'S UKSHAM (ALL CAPITAL LETTERS).

Go on www.funwithlanguages.vacau.com

Go to SPANISH → KS3 → UNIT 11, and play all the games under QUIA.

You can also go on <http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

Go to ESPAÑOL → Caminos Book 1 → Unidad 14

→ Caminos Book 2 → Unidad 1

The exercises are designed to help you learn what is needed to meet Cycle 3 KPIs.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under Spanish, Year 8.

KPI 8.11 speaking

You will have written your questions and answers in class so you have your own original one. Make sure you learn the conversation.

KPI 8.12 Writing.

You will have worked on a written piece about visiting Argentina. Make sure you learn it thoroughly for homework. Make sure it includes different tenses eg past, present and future and is at least 50 words long.

KPI 8.13 Reading and Listening

Helpful vocab lists on Firefly and make sure you use VocabExpress to understand the Spanish to English.

KPI 8.14 Grammar.

Comparative adjectives:

Learn the "... más ... que ..." and adjectives off by heart and revise use of comparatives with powerpoints on firefly. This is an easy thing to get right!!!

KPI 8.15 Grammar.

Time phrases for past, present and future

Powerpoint on firefly. Make sure you learn them!!