

# YEAR 8 FORMAL ASSESSMENT SCHEDULE 2024/25



DEPARTMENT	FORMAL ASSESSMENT 1 (OCTOBER)	FORMAL ASSESSMENT 2 (DECEMBER)	FORMAL ASSESSMENT 3 (MARCH)	SUMMER ASSESSMENT (JUNE)
Art & Design	<b>Anti-Bullying Poster Design</b> Pupils will design an Anti-Bullying themed poster. They will be assessed on their creative outcomes and entered into a whole school Art competition.	<b>Portraiture</b> This is a self-portrait project. Pupils will be assessed on their ability to draw and colour portraits applying the correct facial proportions.	<b>Ceramic Face Pots</b> Pupils will create a ceramic face. They will apply the correct facial proportions and add detail where appropriate. The outcomes will be painted.	<b>Fantasy Fish - Mixed Media</b> 3D mixed media fantasy fish construction. Pupils will be assessed on their ability to construct in 3D and apply surface decoration to their outcome.
English	<b>Fictional/Creative Recount:</b> Write in the form of a ghost/ horror story, using the correct features and accurate SPaG.  <b>Task: Write a 'traditional' ghost/ horror story.</b>  <i>Pupils are assessed on their ability to write an interesting and engaging recount, in the given genre, using the correct features and accurate SPaG.</i>	<b>Media Texts:</b> Reading/ deconstruction of a film poster to analyse language, and also colour, image, layout, and font to engage the reader.  <b>Task: How do the language devices and presentational features, used in the film poster, help to advertise and sell the film?</b>  <i>Pupils are assessed on their ability to analyse the use of language and presentational techniques in a media text.</i>	<b>Talking and Listening:</b> Role-play.  Teachers to agree on chosen poem for Reader's Theatre.  <b>Task: Take part in a choral speaking performance/ role-play of a given poem.</b>  <i>Pupils are assessed on their ability to:</i> <ul style="list-style-type: none"><li>• listen and respond to others; contribute ideas about the poem;</li><li>• adapt talk, using appropriate vocabulary and register; and</li><li>• likewise, non-verbal features.</li></ul>	<b>Non-Fiction, Media Texts, Fiction and Talking and Listening Assessment</b>  <b>Task:</b> (1) <b>write</b> a (non-fiction) <b>recount</b> using the correct features and accurate SPaG. (2) <b>read/ analyse</b> the language and presentational techniques in a <b>media text</b> . (3) <b>talk/ discussion</b> based on a <b>fictional text</b> – character, and/or setting.  <i>Pupils are assessed on their knowledge and understanding of Non-Fiction and Fictional writing, reading of Media Texts, and also, Talking and Listening skills.</i>
Geography	<b>World of Geography</b> <ul style="list-style-type: none"><li>• Physical, human and environmental Geography</li><li>• Value &amp; use of Geography</li><li>• Graphs in Geography</li><li>• Finding places - Latitude and Longitude</li><li>• Spatial Awareness: Maps - Ireland, British Isles, Europe &amp; the World.</li></ul>	<b>Map Skills</b> <ul style="list-style-type: none"><li>• Direction</li><li>• 4 and 6 figure grid references</li><li>• Measuring distances</li><li>• Map symbols</li><li>• Map skills - spot heights, contours and layer contouring</li><li>• Sketch map</li></ul>	<b>Weather</b> <ul style="list-style-type: none"><li>• Describing the weather</li><li>• Weather and climate</li><li>• Weather and the news</li><li>• Weather elements - measuring the weather</li><li>• Cloud types</li><li>• The Hydrological Cycle</li><li>• Weather Forecasting &amp; Weather Symbols</li></ul>	<b>Summer Assessment</b> Students will be assessed on the units covered throughout Year 8. <ul style="list-style-type: none"><li>• World of Geography</li><li>• Map Skills</li><li>• Weather</li><li>• River Flooding.</li></ul>
History	<b>The Skills of History.</b> All students will be assessed on their ability to use key historical terms correctly and to demonstrate their understanding of them (e.g., source and chronology). Students will also be assessed on their ability to identify various types of sources (primary, secondary, visual, written, and oral).  <b>Francis Crozier and the Arctic Mystery</b> All students will be assessed on their factual recall of Francis Crozier's background and of his expedition to the Arctic Circle in the mid-	<b>The Claims to the English Throne and The Battle of Hastings 1066.</b> Students will be assessed on their knowledge and understanding of the various claims to the English throne in 1066 and assess the relative merits of each.  Students will demonstrate the ability to use historical information to make direct comparisons and begin to show skills of analysis.	<b>The Norman Conquest of England</b> Students will be assessed on their knowledge and understanding of how William gained full control of England through the use of castles, the feudal system and the Domesday Book.  <b>The Norman Conquest of Ireland</b> Students will be assessed on their understanding of why the Normans invaded Ireland in 1169 and the role that individuals played. They will also be assessed on their understanding of how life in Ireland changed as a result.	All areas covered throughout Year 8.

	19th century. Students will assess the knowledge that can be gained from sources of information gathered about the expedition and the mystery surrounding its fate.	Students will demonstrate an understanding of the historical concepts of cause and consequence when assessing the reasons why William of Normandy won the Battle of Hastings in 1066.		
<b>Home Economics</b>	End of Unit Test: Introduction to Home Economics	Christmas Themed Practical Assessment	End of Unit Project and Presentation: Breakfast Busters	End of Year Exam: will cover all units of work studied throughout the year.
<b>ICT</b>	<b><u>Getting Started and Basic Skills</u></b> Students will be introduced to ICT in St. Patrick's and will complete an <b><i>online assessment</i></b> to determine their understanding and awareness of elements covered throughout Unit 1 including: Log-in procedures and passwords; Rules of the ICT room and the importance of the School Acceptable Use policy; file/folder management; printing in school and accessing MySchool/Fronter/Files at home.	<b><u>Rules of the ICT Room</u></b> Students will be assessed on their word processing skills and creative ability through use of MS Word tools to create a professional poster focusing on "The Rules of the ICT Room".	<b><u>Internet Safety</u></b> Students will complete a number of tasks throughout this unit on Internet Safety. The purpose of this unit is to alert students to the dangers of the online world.  Students will be assessed on their ability to use MS PowerPoint tools to create an informative presentation to raise awareness of the dangers of social media and how to stay safe online.	<b><u>Excel Skills</u></b> Students will be assessed on their knowledge and understanding of MS Excel tools to manipulate spreadsheet data and make effective use of various functions and formulae to perform calculations.
<b>Irish</b>	Students will complete a written task to assess how to introduce oneself in Irish and provide basic personal details.	Students will complete a speaking task, building on the previous topic of introductions and include physical descriptions. Students will prepare and learn their answers beforehand, with a focus on pronunciation.	Students will complete a number of listening tasks about pets, family members, physical descriptions and birthdays.	Students will complete a reading and writing assessment covering all topics from the start of Year 8.
<b>LLW</b>	<ol style="list-style-type: none"> <li>1. What is means to have an identity</li> <li>2. Your own identity profile</li> <li>3. Advantages and disadvantages of being part of a group</li> <li>4. Groups that you belong to</li> <li>5. Family identity around the world</li> <li>6. Key words – diversity, prejudice, stereotype, discrimination</li> <li>7. Diversity in your community</li> <li>8. Challenges and opportunities of diversity</li> </ol>	<ol style="list-style-type: none"> <li>1. Basic needs for survival</li> <li>2. Difference between needs and wants</li> <li>3. What the UDHR is why it was set up</li> <li>4. Identify articles of the UDHR – 4</li> <li>5. What does UNCRC stand for and what does it do</li> <li>6. Identify articles in the UNCRC - 2</li> <li>7. Children and the law – specific to young people in N.I</li> </ol>	<b>Employability Task:</b> to create a job advertisement	<b>End of Year Exam:</b> will cover all units of work studied throughout the year
<b>Maths</b>	<b><u>STATISTICS</u></b> <ul style="list-style-type: none"> <li>• Pictograms</li> <li>• Bar Charts</li> <li>• Tallying</li> <li>• Stem &amp; Leaf</li> <li>• Mean Mode Median &amp; Range Calculations</li> <li>• Venn Diagrams</li> <li>• Two Way Tables</li> </ul> <b><u>Using Maths Task</u></b> <b>Boys v Girls</b>	<b><u>PERIMETER</u></b> <b><u>AREA &amp; TIME</u></b> <ul style="list-style-type: none"> <li>• Metric units mm-cm-m</li> <li>• Imperial units</li> <li>• Perimeter and Area of <ul style="list-style-type: none"> <li>❖ Squares</li> <li>❖ Rectangles</li> <li>❖ Triangles</li> <li>❖ Parallelograms</li> <li>❖ Compound Shapes</li> </ul> </li> </ul> <b><u>TIME</u></b> <ul style="list-style-type: none"> <li>• Reading a clock</li> <li>• Analogue &amp; Digital</li> <li>• 12H &amp; 24H Conversions</li> <li>• Calculating Time</li> <li>• Bus &amp; train Timetables</li> </ul>	<b><u>ANGLES</u></b> <ul style="list-style-type: none"> <li>• Angle Vocabulary <ul style="list-style-type: none"> <li>❖ Acute</li> <li>❖ Obtuse</li> <li>❖ Reflex</li> </ul> </li> <li>• Estimating sizes of angles</li> <li>• Reading a protractor</li> <li>• Using a protractor to measure an angle</li> <li>• Drawing accurately a given angle</li> <li>• Calculating missing angles <ul style="list-style-type: none"> <li>❖ on a Straight line</li> <li>❖ in a Full turn</li> <li>❖ in a Triangle</li> <li>❖ in a quadrilateral</li> </ul> </li> </ul> <b><u>SYMMETRY</u></b> <ul style="list-style-type: none"> <li>• Recognising Symmetry</li> </ul>	<b><u>ALGEBRA</u></b> <ul style="list-style-type: none"> <li>• Function Machines</li> <li>• Simplifying</li> <li>• Substitution</li> <li>• Forming expressions</li> <li>• Solving Equations</li> <li>• Graphs</li> </ul> <b><u>NUMBER</u></b> <ul style="list-style-type: none"> <li>• Decimal Scales</li> <li>• Decimals</li> <li>• Fractional Scales</li> <li>• Fractions</li> </ul> Money Problems

		<u>Using Maths Task</u> <b>John's New Floor</b>	<ul style="list-style-type: none"> <li>Line Symmetry</li> <li>Rotational Symmetry</li> </ul> <u>CO-ORDINATES</u> <ul style="list-style-type: none"> <li>Co-ordinates in the first quadrant</li> <li>Co-ordinates in all four quadrant</li> <li>Negative co-ordinates</li> <li>Plotting co-ordinates</li> <li>Reading co-ordinates</li> </ul>	
<b>Music</b>	<u>The Orchestra</u> String Section Woodwind Section Percussion Section Brass Section  Listening Assessment	<u>Keyboard Skills</u> Level 1 - Right hand melody Keyboard	<u>The Elements of Music</u> Duration Dynamics Timbre Tempo	<u>Samba Rhythms</u> Percussion Rhythms using musical scores.
<b>PE</b>	Girls Gaelic Football  Boys Gaelic Football  <i>*Swimming (alternating basis)</i>	Netball  Soccer	Gymnastics/Health related fitness  Gymnastics/Health related fitness	Athletics  Athletics
<b>Religion</b>	<u>The Bible</u> <ul style="list-style-type: none"> <li>God Communicates with Us</li> <li>The Bible is the inspired word of God</li> <li>The OT</li> <li>The NT</li> </ul>	<u>The Bible</u> <ul style="list-style-type: none"> <li>God Communicates with Us</li> <li>The Bible is the inspired word of God</li> <li>The OT</li> <li>The NT</li> <li>The Gospels</li> <li>The importance of the Bible today</li> </ul>	<u>Jesus' Early Years</u> <ul style="list-style-type: none"> <li>The Holy Family</li> <li>Palestine at the time of Jesus</li> <li>Jesus' life in Nazareth</li> <li>Religious leaders</li> </ul>	<u>Yearly Overview:</u> All units of work studied throughout the year will be assessed.
<b>Science</b>	Safety in Science	Cells, Introductory Chemistry	The Reproductive System	End of year exam: All topics covered throughout the year will be assessed.
<b>Spanish</b>	Students will complete a speaking task to assess how to introduce oneself in Spanish and provide basic personal details. Students will prepare and learn their answers beforehand, with a focus on pronunciation.	Students will complete reading and writing tasks, including listing key vocabulary, translations and independent use of written Spanish. We will build on the previous topic of introductions and include physical descriptions.	Students will complete a number of listening tasks about pets, family members, physical descriptions and birthdays.	Students will complete a reading and writing assessment covering all topics from the start of Year 8.
<b>Technology</b>	<u>Health &amp; Safety</u> 100% Written exam  Pupils will complete a written exam covering all areas of the safe use of the workshop.	<u>Trinket Dish Project</u> 100% Practical  Pupils will be assessed on their trinket dish practical project that they will complete using the workshop tools and machinery.	<u>Wooden Crucifix Project</u> 100% Practical  Pupils will be assessed on their Crucifix project that they will complete using the workshop tools and machinery.	<u>Summer Assessment</u> All areas covered <ul style="list-style-type: none"> <li>Health &amp; Safety</li> <li>Tools and Machines</li> <li>Electronics</li> <li>Materials and Processes</li> <li>Graphics/ rendering techniques</li> </ul>

## YEAR 8 REPORTING OVERVIEW

<b>FORMAL ASSESSMENT 1</b> <b>(OCTOBER)</b>	<b>FORMAL ASSESSMENT 2</b> <b>(DECEMBER)</b>	<b>FORMAL ASSESSMENT 3</b> <b>(MARCH)</b>	<b>SUMMER ASSESSMENT</b> <b>(JUNE)</b>
Pupils will receive a <b>Statement of Results 1</b> in November following completion of FA1.	Pupils will receive a <b>Statement of Results 2</b> in January following completion of FA2.	Pupils will receive a <b>Statement of Results 3</b> in April following completion of FA3.	Pupils will receive an end of year <b>Summer Report</b> in June following completion of FA4.