Year 8

AP1

30th Nov – 4th

Topic Lists

SERVICE OPPORTUNITY ASPIRATION REWARD

English Language

Creative Writing (45 minutes)
Assessed alongside English Literature within the AP1 Timetabled exam.
(Full exam is 1 hour 30 minutes)

You must respond to the task using the image or statement as inspiration. Make your writing interesting and original, with a clear purpose and audience. If you ignore the prompt, your marks will be much lower.

Content and Organisation

- **Engage with the task**: Use the image or statement and keep your writing focused. *Top tip:* Start with an exciting opening that sets the scene.

- **Develop ideas fully**: Add detail to your description or story so it feels real. *Top tip:* Use senses (sight, sound, touch) to create atmosphere.

- **Structure effectively**: Use paragraphs and make sure your ideas flow smoothly. *Top tip:* Change focus between setting, character, and action. Try a one-sentence paragraph for drama.

- **Create impact**: Use strong vocabulary and figurative language (simile, metaphor, personification).*Top tip:* Include contrasts and similarities between key characters.

Technical Accuracy

- **Spelling, punctuation, and grammar**: Check carefully. *Top tip:* Save 5 minutes to proofread.

- **Use a range of punctuation**: Commas, colons, semicolons, dashes, ellipses. *Top tip:* Use punctuation for effect (e.g., a dash for sudden interruption).

- **Sentence variety**: Mix short, long, and complex sentences. *Top tip:* Use very short sentences for tension.

- **Keep tense and viewpoint consistent**: Don't switch randomly. *Top tip:* Stick to one voice—third person works well.

English Literature

'Much Ado About Nothing' (45 minutes)
Assessed alongside English Language within the AP1 Timetabled exam.
(Full exam is 1 hour 30 minutes)

You will be presented with **one question on the text with an extract.**

You must include at least one quotation from the given extract and then refer to another part of the novel. Failure to do so will limit your marks.

Content to Revise

- **Understanding of the play (where you have read up to)** – plot, key events, and how they connect.
- **Knowledge of the text** – including **key quotations** for characters and themes.
- **Language and structural techniques** – e.g., **dramatic irony, metaphor, symbolism** – and their effects on the audience.
- **Historical and social context** – Elizabethan attitudes to honour, gender roles, marriage, and reputation.
- **Character development and relationships** – Beatrice, Benedick, Hero, Claudio, Don Pedro, Don John, and how they change.
- **Key themes** – love, deception, honour and reputation, gender expectations.

Skills to Practise

- **Responding to an exam-style question** clearly and effectively in lesson and as home learning.
- **Using precise evidence (quotations)** to support ideas.
- **Analysing language, structure, and dramatic techniques** in detail.
- **Explaining the effect on the audience** and linking to Shakespeare's purpose for writing.
- **Integrating context** to strengthen interpretation.
- **Planning and structuring essays** for clarity and coherence.
- **Using subject terminology accurately** (e.g., symbolism, metaphor, declarative sentence, dramatic irony).

Maths

This will be a non-calculator exam

Number	Prime factorisation HCF, LCM Rounding Estimation Improper fractions and mixed numbers 4 operations with fractions Fraction of an amount Converting between percentages, decimals and fractions
Ratio	Percentage of an amount Writing a number as a percentage of another Increasing and decreasing by a percentage Units of time Scale diagrams and maps Dividing in a ratio Problems with fractions, decimals, percentages and ratio (FDPR)

RE

Buddhism
Buddhas Teachings
Eightfold path

Creation and Covenant
Genesis 3 – The Fall of Humanity
Sin and Conscience
The Covenant with Moses
Sacrament of Baptism
The Good Samaritan
Conscientious objectors

Prophecy and Promise
Prophetic texts
Prophet Jeremiah

Science

Students will be assessed on the following:

Year 7 content (60%)

Biology – 20%
- Cells (structure, function, microscopes)

Chemistry – 20%
- Periodic Table & Particle model of matter (solutions, filtration, evaporation, pure substances and mixtures)

Physics – 20%
- Energy (fuels, energy stores, efficiency)

Year 8 content (40%)

Biology – My body and when it goes wrong

Malnutrition and health
- Digestion, Balanced diet, Food tests
- Obesity, Diabetes

How we make it worse
- Alcohol, smoking, drugs

Infectious diseases
- Immune system, vaccinations

Where do I come from?
- Genetics and inheritance
- Reproduction

Geography

What have we studied?	Types of questions in the exam
<u>Restless Earth:</u> **What is the structure of the Earth?** **Why do the Earth's plates move?** **What are the different plate boundaries?** **How do earthquakes occur?** **What happened in Japan?** **How do tsunamis occur?** **How do volcanoes form?** **What happened in Montserrat?** **What happened in Iceland?**	• Multiple choice questions • Definitions of key terms • Geographical skills questions (graphs, maps and maths questions) • Extended writing
<u>Key terms:</u> **Crust, mantle, inner core, outer core, convection currents, tectonic plates, plate boundaries, conservative, convergent, divergent, earthquake, focus, epicentre, subduction, shield, composite, dome, pyroclastic flow**	
<u>Climate Change:</u> **How has our climate changed?** **Human causes of climate change (transport, factories)** **Natural causes of climate change (volcanic eruptions, solar activity and orbital changes)** **Greenhouse effect and the enhanced greenhouse effect** **Problems with climate change**	• Multiple choice questions • Definitions of key terms • Geographical skills questions (graphs, maps and maths questions) • Extended writing
<u>Key terms:</u> **Climate change, sea level, ice sheets, greenhouse gases, fossil fuels, enhanced greenhouse effect, orbital changes, solar activity, physical, latitude**	

History

Autumn 1 - Power: The Tudors

Unit 1: POWER - Were the Tudors the ultimate power family?

- How did Henry VIII limit the power of the Church?
- Why did Henry VIII seek a divorce?
- What was the Dissolution of the Monasteries?

Unit 2: POWER - How strong was the boy king?

- How strong was the boy king? (Edward VI and the Privy Council)
- What was the rise of Protestantism under Edward VI?

Unit 3: POWER - How Bloody was Bloody Mary?

- How Bloody was Bloody Mary?
- What were the heresy trials?

Unit 4: POWER - Did Elizabeth have the heart and stomach of a king?

- Did Elizabeth have the heart and stomach of a king?
- How did Elizabeth establish her religious settlement?
- What threats did Elizabeth face as queen?

Autumn 2 - Conflict: From Gunpowder to Civil War

Unit 5: CONFLICT - Why did the plotters want to blow up the King?

- Why did the plotters want to blow up the King? (James I; Guy Fawkes and the gunpowder plot)

Unit 6: CONFLICT - Why did Charles I fall out with Parliament?

- Why did Charles I fall out with Parliament? (Causes of the English Civil War – religion, money and power)

French

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

***Module 1:* Tu es branché**
TOPICS + SKILLS
Talking about television programmes ***Discuss television programmes, giving opinions.*** ***Using subject pronouns: je, tu, il, elle*** ***Talking about films*** ***Using j'aime, j'adore and je déteste*** ***Preparation of presentation on preferred tv and cinema types.***
***Module 2:* Paris, je t'adore!**
TOPICS + SKILLS
Saying what you can do in Paris ***Using on peut + infinitive*** ***Saying what you like doing*** ***Using j'aime + the infinitive*** ***Asking for tourist information*** ***Using question words*** ***Saying what you visited and what it was like*** ***Using the perfect tense of visiter*** ***Saying what you did*** ***Using the perfect tense of –er verbs***

Spanish

Students assessed on the following papers:

- Listening (33%) - week prior to AP1
- Reading (33%) - during AP1 week
- Writing (33%) - during AP1 week

Module 1: Mis vacaciones
TOPICS + SKILLS
- talking about past holiday ***- Saying who you went on holiday with*** ***- Saying how to went on holiday (means of transport)*** ***- preterite of the verb IR*** ***- saying what you did on holiday*** ***- Full conjugation of the preterite -ar verbs*** ***- Using time phrases in the past*** ***- learn vocabulary about holiday activities*** ***- conjugation of the preterite of –er and -ir verbs*** ***- using connectives and time expressions*** ***- Expressing opinions about a past holiday or activity*** ***- Using the preterite of ser*** ***- be able to say what went wrong during holiday*** ***- Describing an amazing holiday*** ***- Using the present and the preterite together***
Module 2: Todo sobre mi vida
TOPICS + SKILLS
- say what you use your phone for ***- Using the present tense of regular verbs*** ***- using expression of frequency*** ***- saying what type of music you like*** ***- Using negative and adjective agreement*** ***- Using adjectives/ opinions / reasons to say why you like a type of music*** ***- Talking about TV programmes*** ***- Use comparatives in order to compare TV programmes*** ***- Saying what you did yesterday*** ***- use of determined articles (el/la/los/las) agreement in Spanish masculine/feminine/singular/plural*** ***- Using the present and the preterite of the irregular verb HACER*** ***- Using the third person to describe other people's life***

Computer Science

- Online-safety
- •Personal information
- •Passwords
- •Digital Footprint
- •Cyberbullying
- •Grooming
- Trusted adult
- Reporting bullying online
- Python Turtle
- Drawing shapes
- Changing colours
- Creating input

- Binary to Denary conversions
- Binary addition
- Units of measurement (bits and Bytes)
- Cyber security:
- Malware and Viruses
- Computational thinking – Decomposition/ abstraction
- •Decomposition
- •Pattern Recognition
- •Algorithm
- Flowchart symbols

Drama

SCARY PLAY

How to prepare:

- ✓ Show you can work collaboratively in a group including good communication
- ✓ Awareness of different vocal skills and how to apply them e.g. Volume, Pace, Tone, Pitch
- ✓ Awareness of different physical skills and how to apply them e.g. Body Language, Facial expressions, Gestures
- ✓ Demonstrate an understanding of key characters within scary Play. Ensuring you are clear about their emotions and different relationships throughout the play
- ✓ In the scripted scene, show how your character reacts to others when your character is not speaking though nonverbal communication e.g. Body Language, Facial expressions, Gestures
- ✓ Awareness of how to use performance stage space collaboratively as a group, ensuring all performers are visible at all times to the audience
- ✓ Creating a clear and engaging transition from scripted scene to clown movement sequence

Demonstrating your use of Drama techniques:

- Unison
- Canon
- Echo
- Repetition
- Slow Motion
- Exaggerated Movement

✓ Revise the key words for vocal and physical skills ensuring you understand the correct definitions ready for feedback.

Develop own confidence through ensuring full participation in lessons and performances that lead up to AP1

Music

You need to revise the following -

- ✓ Treble clef – notes on the stave
- ✓ Note values and Kodaly names (crotchet – ta, quaver, te etc)
- ✓ Rest values and Kodaly names
- ✓ Key vocab from unit 1 knowledge organiser – Stomp and Sing
- ✓ Key vocab from unit 2 knowledge organiser –The Pentatonic Scale
- ✓ Chords – how to form them
- ✓ African drumming – the different hand positions on the djembe and the kind of occasions where drumming is used