

Year 11 Cohort 2024

Year 8



End of Year Assessments

Revision Support

Document



Year 8 Timetable

Week	Date	Period	Start	Year	Examination Paper	Length of Paper	Location
B	14th June	3	10:50	8	History	1hr	Sports Hall, LRC & N32
B	15th June	5	13:20	8	English Reading paper	45mins	Sports Hall, LRC & N32
B	17th June	1	08:30	8	Science	1hr	Sports Hall, LRC & N32
B	17th June	5	13:20	8	French Reading & Writing	30mins	Sports Hall, LRC & N32
B	18th June	3	10:50	8	Geography	1hr	Sports Hall, LRC & N32
B	18th June	5	13:20	8	English Writing Paper	45mins	Sports Hall, LRC & N32
A	21st June	3	10:50	8	Maths	1hr	Sports Hall, LRC & N32
A	23rd June	5	13:20	8	Religious Studies	55mins	Sports Hall, LRC & N32

All other assessments will take place in lessons during these two weeks.

Your class teacher will share these with you so you know when they will take place and can prepare for them.

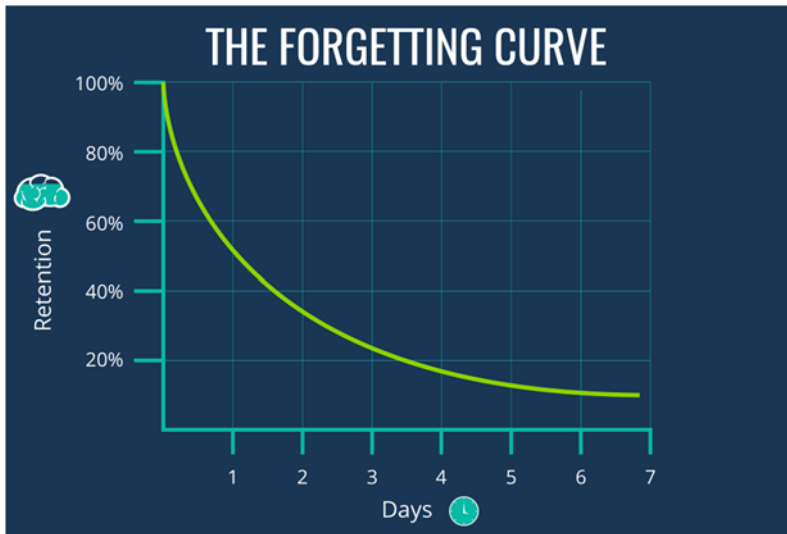


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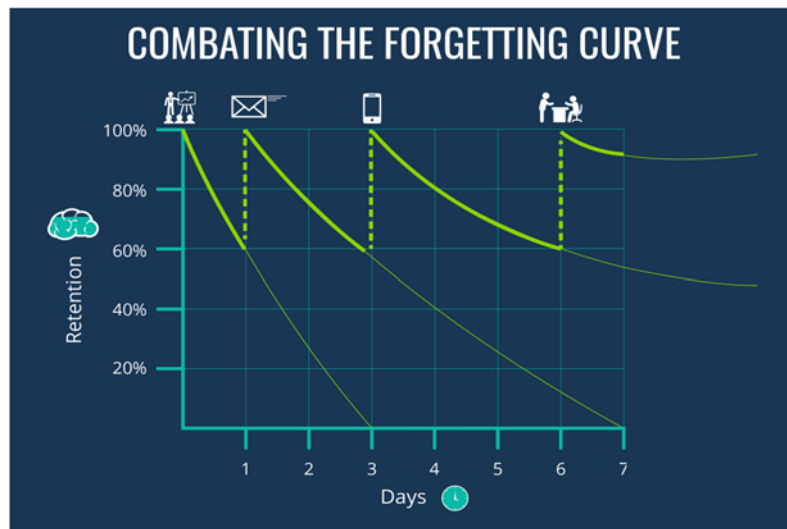
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Understanding the Science behind Learning



When we first learn a new skill, concept or fact, the information disappears at a rapid rate after the first couple of days. From this point forward the amount of loss slows. Therefore if new information is not revisited soon after learning it is lost and not stored in the long term memory.

90% of new information is lost if not revisited.



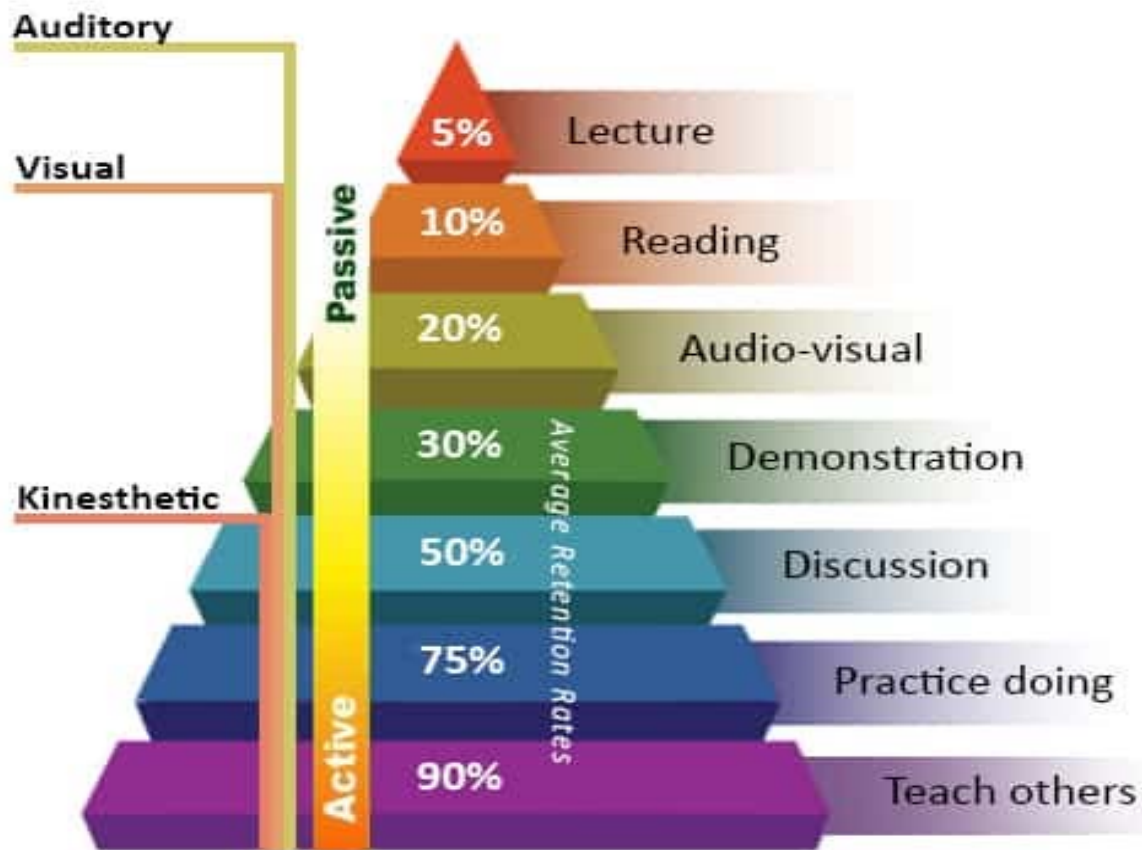
The impact of this loss can however be minimised by using the concept of spaced retrieval. By revisiting the new skill, concept or fact regularly for the first week after learning can increase memory retention significantly.

Through the use of spaced retrieval only 10% of new information is lost.

Spaced retrieval requires you to revisit the new information initially three times after the first learning. The information should be revisited on day 1, 3 and 6 after first learning. During each revisit the activity must involve a 'doing task' such as creating a revision card or completing an exam question.

After each revisit keep a record of any parts that were difficult and ensure that you focus upon this in the following session.

Active Revision



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

The most effective revision programme involves 'activity' or a 'doing exercise'. Revision that is passive, for example reading notes, has been proven to be the least effective method of retaining information. The image above shows that those learners who use passive methods such as reading will only retain 10% of the information covered compared to active methods such as attempting past questions by which 75% of the information is retained.

Active learning will involve completing a task or an exercise. Examples include creating revision cards, recall diagrams, designing knowledge organisers, answering past papers / questions or use of computer packages such as Seneca, SPARX and Oak Academy.

Planning a Revision Programme

Pomodoro Revision Technique



The Pomodoro revision technique is a method used to support revision.

Students select four tasks that need to be completed on a particular day and write each down on separate sheet. This forms the focus for the revision.

A 25 minute countdown timer is then started and the student commences completing the first task. At the end of the 25 minutes the timer will sound, the student will stop working take a 5 minute break before commencing the next task. The process then repeats three further times.

At the end of the four session the student would have then completed their revision for that particularly evening and are then free to enjoy their own time.

With school finishing at 2.20pm and most students home by 3pm revision could be completed by 5pm each night.

At weekends two blocks of four work periods could be used to help maximise learning.

Different Methods of Active Revision

There are multiple methods of active revision that can be used, the secret is to find the method that best suits you as a student. When preparing for the end of year assessments students should look to experiment with different methods and find which they prefer. This could differ across subjects.

As a school we have placed a series of short video clips highlighting some of the methods that could be used to support active revision

Cornell Notes - <https://www.youtube.com/watch?v=uM0R1a0LAsQ>

Flash Cards - <https://www.youtube.com/watch?v=iiJDUEC22I>

Knowledge Organisers - <https://www.youtube.com/watch?v=v0OrWjwWaf4>

Mind Mapping - https://www.youtube.com/watch?v=QkJSh_y_USo

Mnemonics - <https://www.youtube.com/watch?v=4XJy7ymSrH4>

Self-Quizzing - <https://www.youtube.com/watch?v=5XYJI2ovVYI>

The Leitner Flashcard Model

For this method you will need three numbered boxes (1,2 and 3) and a set of flashcards. This method involves using the flashcard approach and follows the following steps:

- 1) Write a question, key word or definition on the front of the card and the answer, translation or meaning on the back.
- 2) Place all cards in Box 1 – these will be studied every day.
- 3) If you get the answer on the card correct it moves to Box 2 – these will be studied every other day.
- 4) If you get the answer on the card correct it moves to Box 3 – these will be studied once per week.
- 5) If you get the answer to the card incorrect it moves down a box.
- 6) The process then continues.

This is an example of spaced retrieval.

<https://www.youtube.com/watch?v=C20EvKtdJwQ>



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The Power of Seneca



<https://senecalearning.com/en-GB/>

Seneca is an online learning package that covers most subjects taught at Key Stage 3. Students log on using their school email address and have access to all their class groups. Students use Seneca to complete homework tasks that have been set or to revise independently. The amount of time students spend on the programme is recorded and can be shared with parents / carers.

Seneca works by combining the teaching of content with self-questioning. Students that enter the correct answer can progress. Those that do not are required to go back and review the learning. The learning will however be adapted to present this is a different way to support understanding. Seneca has an inbuilt algorithm that will challenge students based upon their ability and level of progress made.

The research provided by Seneca suggests that students learn two times faster than traditional methods. The interactive nature of the programme promotes interest and supports motivation.

Monitoring Progress as a Parent

Parents are able to create their own Seneca account and link this can be linked to their son / daughter. To do this parents should click on the link below and follow the step by step guide. It should take less than 5 minutes to complete.

<https://app.senecalearning.com/sign-up-parent>

An online demo of the programme can be found by linking on the link below:

<https://senecalearning.com/en-GB/blog/webinar-for-parents-getting-the-most-out-of-seneca/>

Subject Assessment Preparation Sheets

The following pages include subject assessment preparation sheets for all subjects that have examinations. The sheets are to be used to support the planning and completion of revision. All subject sheets contain the same information:

Examination structure details

Course content title (taken from the examination specification)

What must I learn?

Revision resources.

These sheets are to be used in a number of ways however it is commended that for each subject the following steps are completed:

- 1) Colour code each 'What Must I Learn?' statement either green, amber or red.
(green = confident I know this, amber = I know some of this, red = I don't know any of this)
- 2) The focus of the revision must be the amber and red content.
- 3) Allocate all amber and red content to a 25/30 minute revision slot.
- 4) Complete the revision session using one of the active revision methods.
- 5) After each revision slot, recolour code the relevant section.
- 6) Revisit the content as many times as necessary until it is colour coded green.



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English

Assessment Structure: what will the assessment look like?

1 x Reading assessment on The Tell Tale Heart – you will be given an extract from the short story and be asked to comment on a particular character or theme in the extract AND the rest of the story

1x Writing assessment – Descriptive writing. You will be provided with a picture and asked to plan and write a short descriptive piece using the five circles

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Tell Tale Heart -	Plot- make sure you have a good knowledge of the story	Short story attached	
Tell Tale Heart characters	Make sure you are able to talk about the narrator and how they change through the short story. Learn at least 2-3 key quotations from beginning, middle and end	Short story attached	
Tell Tale Heart themes Guilt Madness Lies and Deceit	Make sure you are able to talk about these themes and how they develop through the story. Learn at least 2-3 key quotations that link to each theme	Short story attached	
Descriptive writing	Learn the five step plan we have worked through in class – use the online lessons to help you practice with opinion writing	Revision booklet attached: Creative Writing – How to Plan	



Maths

Assessment Structure: what will the assessment look like?

2 assessments of 1 hour: 1 calculator, one non-calculator

Maximum marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Indices	<ul style="list-style-type: none"> Understand how to use squares, cubes and roots Write powers in index form Recognise and generate square numbers Powers of negative numbers Basic index laws – multiplication and division of powers (not algebraic) Understand how to raise a negative number to a power on a calculator 	Hegarty Maths Revision booklet	
Prime factorisation	<ul style="list-style-type: none"> Understand the definition of prime factors Find HCF and LCM using Venn Diagrams or Factor Trees 	Hegarty Maths Revision booklet	
Rounding	<ul style="list-style-type: none"> Round numbers to decimal places and to the nearest 10, 100, 1000 Round very large and very small numbers to 1, 2 and 3 significant figures Efficiently use a calculator to solve multi step calculations involving brackets, powers, decimals, fractions and negative numbers 	Hegarty Maths Revision booklet	
Fractions	<ul style="list-style-type: none"> Multiply and divide positive proper and improper fractions and mixed numbers Find an equivalent fraction for another fraction given either the desired numerator or denominator Simplify fractions to their lowest terms Add and subtract fractions 	Hegarty Maths Revision	
Negative numbers	<ul style="list-style-type: none"> Adding and Subtracting Missing Numbers Adding and Subtracting with Double Signs Multiplying Negative Numbers Dividing Negative Numbers 	Hegarty Maths Revision booklet	



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Linear equations	<ul style="list-style-type: none"> Solve simple linear equations using the balancing method, including those with fractional solutions in the form $ax+b = c$ and $a(x+b) = c$ Solve linear equations with an unknown on both sides Solve linear equations that involve the manipulation of fractions and decimals 	Hegarty Maths Revision booklet	
Forming expressions and equations	<ul style="list-style-type: none"> Construct simple linear equations from contextual problems (from any worded problem) Use the formula for the area of a rectangle, triangle and parallelogram to work out a missing length By forming and solving linear questions involving properties of triangles and quadrilaterals, find missing angles and prove a given property 	Hegarty Maths Revision booklet	
Coordinates	<ul style="list-style-type: none"> Read and plot co-ordinates in 4 quadrants Complete a given shape and certain properties by plotting an appropriate co-ordinate Describe the algebraic relationship between a given set of co-ordinates e.g. $y=a$, $x=a$ 	Hegarty Maths Revision booklet	
Units of measurement	<ul style="list-style-type: none"> Change freely between related standard units [for example time, length, area, volume/capacity, mass], Convert between metric units of length, capacity and mass, Convert between seconds and minutes & seconds, Express minutes in hours & minutes (e.g. 70mins = 1hr10m) and as a decimal, Convert between area units" 	Hegarty Maths Revision booklet	
Angles	<ul style="list-style-type: none"> Find unknown angles involving parallel lines Apply the properties of angles at a point, angles on a straight line, vertically opposite angles Form and solve equations in order to calculate missing angles in parallel lines and to determine whether or not a property is true Derive and use the sum of angles in a triangle and use it to deduce the angle sum in any polygon 	Hegarty Maths Revision booklet	



	<ul style="list-style-type: none"> Calculate interior and exterior angles of any given polygon using appropriate formulae 		
Circumference	<ul style="list-style-type: none"> Name parts of a circle (chord, tangent, diameter, radius, arc, sector, segment) Calculate circumference of a circle giving answer to required degree of accuracy or to π Explore the meaning of pi from first principles (e.g. using a suitable experiment or visual pro 	Hegarty Maths Revision booklet	
Proportion	<ul style="list-style-type: none"> Understand the difference between additive and multiplicative ways of thinking Apply knowledge of how to keep things in proportion to solve problems relating to: Side lengths of similar shapes and scale drawings, Recipes, Price comparison Compare simple proportions 	Hegarty Maths Revision booklet	
Fractions, decimals and percentages	<ul style="list-style-type: none"> Increase and decrease amounts by simple percentages (ones that do not require a calculator) Convert fractions and percentages (using a calculator) into decimal multipliers to solve increase and decrease problems Calculate percentages of amounts (with and without the use of a calculator) Compare two quantities using percentages Find the original amount given a percentage increase or decrease and the new value. Explore problems with and without a calculator 	Hegarty Maths Revision booklet	
Ratio	<ul style="list-style-type: none"> Use ratio notation, including reduction to simplest form Divide a quantity into a given ratio Solve simple problems involving ratio Understand the difference between ratio and proportion 	Hegarty Maths Revision booklet	
Area	<ul style="list-style-type: none"> Identify names of solids, including prisms and pyramids Calculate the surface area of solids from nets Calculate the area of a circle (including derivation of formula) Use the formula for the area of a trapezium to work out the area or a missing length 	Hegarty Maths Revision booklet	



	<ul style="list-style-type: none"> • Calculate the area of composite shapes involving triangles, parallelograms, trapezia and (part) circles 		
Representing and Interpreting data	<ul style="list-style-type: none"> • Draw bar charts, line graphs and pie charts to represent data • Interpret bar charts, frequency tables, line graphs and pie charts • Interpret grouped and ungrouped data 	Hegarty Maths Revision booklet	
Averages	<ul style="list-style-type: none"> • Find the median, mode and range of discrete, ungrouped data • Understand the concept of 'central tendency' • Draw conclusions about data based on average and range (including outliers) • Use sensible averages to examine data 	Hegarty Maths Revision booklet	



Science

Assessment Structure: what will the assessment look like?

One assessment - 60 minutes

Maximum marks: 60

There will be a mixture of short and longer answer questions.

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Digestion and nutrition	Healthy and unhealthy diet	https://classroom.thenational.academy/lessons/healthy-diet-part-1-6tjp2d https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvghdm https://classroom.thenational.academy/lessons/healthy-diet-part-2-6wt6cr https://classroom.thenational.academy/lessons/unhealthy-diet-6dgk0r	
	Carbohydrates	https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zfqg4qt	
	The Digestive system	https://classroom.thenational.academy/lessons/the-digestive-system-6wv30t https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/z7gpfcw https://www.bbc.co.uk/bitesize/guides/z9pv34j/revision/1	
	Proteins and fats	https://classroom.thenational.academy/lessons/protein-and-fats-cnj30t https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zh2r97h https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zkhdqhv	
	Adaptations of the Digestive system	https://classroom.thenational.academy/lessons/adaptations-of-the-small-intestine-cgwkc	
	Enzymes	https://classroom.thenational.academy/lessons/enzymes-6nk62e https://classroom.thenational.academy/lessons/effect-of-temperature-on-enzymes-crwpce https://classroom.thenational.academy/lessons/review-point-part-1-c4w30r	
	Review lessons	https://classroom.thenational.academy/lessons/review-point-part-2-c4rpat	
The Periodic Table	Periodic table	https://www.bbc.co.uk/bitesize/topics/zstp34j/articles/zqr4tv4 https://classroom.thenational.academy/lessons/metals-and-non-metals-6xj64r	
	Universal indicator	https://www.bbc.co.uk/bitesize/guides/z89jq6f/revision/1 https://classroom.thenational.academy/lessons/ph-scale-60r3gc	



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	Atoms	https://classroom.thenational.academy/lessons/atoms-6hjke https://classroom.thenational.academy/lessons/compounds-6nj32c	
	Chemical reaction	https://classroom.thenational.academy/lessons/oxidation-6tj68d	
Light and Space	Gravity	https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/zr3xh39 https://classroom.thenational.academy/lessons/gravity-ccu3gr https://classroom.thenational.academy/lessons/seasons-c8uk0c	
	Seasons	https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zmhw7p3 https://classroom.thenational.academy/lessons/light-waves-c5h38c	
	Reflected light	https://classroom.thenational.academy/lessons/refraction-71hkgd	
	Refraction and reflection	https://classroom.thenational.academy/lessons/reflection-c5jp2r https://www.bbc.co.uk/bitesize/guides/zq7thyc/revision/1	



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Geography

Assessment Structure: what will the assessment look like?

- A 60 minute assessment that is made up of 56 marks.
- You will get assessed on two of the three modules. This year it is tectonics and population.

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Tectonics	<ul style="list-style-type: none"> • Structure of the Earth • Distribution of tectonic hazards (where do they happen?) • Plate boundaries – you need to know the 4 types. • How can we predict tectonic hazards? • Why do people live near volcanoes? • Earthquake case studies (causes, effects, responses) <ul style="list-style-type: none"> ○ Poor country – Haiti 2010 ○ Rich country – NZ 2011 • How can we reduce the impacts of hazards? • Tsunami – Indian Ocean 2004 	KS3 Bitesize – Natural hazards https://www.bbc.co.uk/bitesize/topics/zn476sg (not rivers and flooding, tropical storms and hazards in Asia) Knowledge organiser	
Population	<ul style="list-style-type: none"> • Population density and distribution • Population growth – causes and effects • Population models <ul style="list-style-type: none"> ○ Demographic transition model ○ Population pyramids • Why do LICs have high birth rates? • Why does the UK have an ageing population? • Migration – what are the causes and different types of migration? • A case study of migration – Eastern Europe to the UK. How does this effect the source and host countries? 	KS3 Bitesize – Population and migration https://www.bbc.co.uk/bitesize/topics/zg7nvcw Knowledge organiser	
Coasts	<ul style="list-style-type: none"> • What are the different types of waves? • What are the four types of erosion? • Erosional landforms <ul style="list-style-type: none"> ○ Headlands and Bays ○ Wave cut notches and platforms ○ Stacks and stumps • Depositional landforms – stacks and bars • How can we protect the coastline? <ul style="list-style-type: none"> ○ Hard engineering ○ Soft engineering ○ Managed retreat • How does Eastbourne use coastal management to protect its coastline? 	KS3 Bitesize – coasts https://www.bbc.co.uk/bitesize/topics/z6bd7ty Knowledge organiser	



History

Assessment Structure: what will the assessment look like?

70 mins - 50 total marks

Section A

- 10 closed questions, 1 mark each, from core unit KO in Y7 only.
- Chronology activity put 5 events in order, ½ marks, and add date, ½ marks.

Total: 15 marks

Section B

- Describe question, 4 marks.
- Inference question 4 marks.
- Describe question, 4 marks.
- Inference question, 4 marks.
-

Total: 16 marks

Section C

- Extended writing, choice of two enquiry questions, 12 marks plus 3 SPaG.

Total: 15 marks

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
The causes of the Reformation in Europe and England	<ul style="list-style-type: none"> • Development of 'Protestant' ideas; role of Martin Luther; criticisms of Catholicism; similarities and differences with Catholicism. • Spread of Protestant ideas across Europe, Calvin, etc. • The Catholic response; • Henry and the Reformation in England: <ul style="list-style-type: none"> ○ Personal and dynastic factors: Henry's relations with Catherine of Aragon, Anne Boleyn, desire for a son ○ Wider geopolitical context: England, Spain and the Papacy ○ Power factors including the role of Thomas Cromwell and the role of parliament ○ Financial factors • Concept of causation 	Unit 1 knowledge organiser: https://seahavenacademy.sharepoint.com/:b:/s/SEA-Subjects/Hi/ETLvd-hRHxEvJuR19kcT0gBC-GhM8m_PjwUUltNVDaZcg?e=6BnDP5	



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The impact of the Reformation in England	<ul style="list-style-type: none"> • Edward VI and the popularity of Protestantism • The impact of 'Bloody Mary' • The impact of Elizabeth I's 'Middle Way' • The role of Parliament in causing and enforcing religious change • Mary, Queen of Scots, risings and plots. • England's wars with Spain and the Spanish Armada • The Gunpowder Plot • The rise of Puritanism and its ideological hostility to Catholicism. 	Unit 2 knowledge organiser: https://seahavenacademy.sharepoint.com/:b:/s/SEA-Subjects/Hi/EZQ5ktt9J7hPh0luiey7LrEBJlzu5bxX8ZAyrU9JvtgHLw?e=TON4eb	
The Civil War	<ul style="list-style-type: none"> • Concept of Divine Right • The role of parliament by the early C.17th • Charles' 'Personal Rule' and its problems regarding finance and power • Laud's reforms and the impact of religion in England and Scotland • The breakdown of relations between Charles and Parliament between 1640 and 1642. 	Unit 3 knowledge organiser: https://seahavenacademy.sharepoint.com/:b:/s/SEA-Subjects/Hi/Ef2R1Cpw2AZEjEnMousWkmcBfZbKsrjqtTKiJ8YhjmLPw?e=BWBxcg	
The Slave Trade	<ul style="list-style-type: none"> • Nature of Atlantic slave trade • The role of British Campaigners (e.g. Clarkson, Wilberforce) • The impact of popular protest in England • Economic factors explaining the end of the slave trade • The role of slave rebellion in ending the slave trade. 	Unit 4 knowledge organiser: https://seahavenacademy.sharepoint.com/:b:/s/SEA-Subjects/Hi/EX-AaYUUZgxEoojyMpY-W8YBMED6mZxY7jj7QW5IVCziOA?e=FuvpLv	



French

Assessment Structure: what will the assessment look like?

Reading and writing tasks – 45mins (in the assessment hall)

Listening tasks – 15mins (in the classroom – the lesson following the assessment)

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Holidays	<ul style="list-style-type: none"> • Destinations • Transport • Accommodation • Activities • Your usual holidays • Describing a holiday in the past • Where you would like or will go 	<ul style="list-style-type: none"> • Language Nut Revision tasks www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
Going out & staying in	<ul style="list-style-type: none"> • Free time activities • Future/weekend plans • Asking someone out • Going to a party • Favourite TV programme/film/music 	<ul style="list-style-type: none"> • Language Nut Revision tasks www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
Health & Fitness	<ul style="list-style-type: none"> • Describing your routine • How healthy you are • Recommendations for healthy living • At the doctor's 	<ul style="list-style-type: none"> • Language Nut Revision tasks www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
School & future plans	<ul style="list-style-type: none"> • School facilities • School rules & options • Jobs & responsibilities • Future lifestyle plans 	<ul style="list-style-type: none"> • Language Nut Revision tasks www.languagenut.com • Revision vocab booklet • Notes from revision lessons 	
Year 7 content	<ul style="list-style-type: none"> • Greetings & introductions • Family • School • Where I live 		
Linguistic structures <i>These are found throughout the topics</i>	<ul style="list-style-type: none"> • Infinitives The 'original' version of the verb – ending in ER/IR/RE • Present tense verbs Verbs in the present tense (take of the ER and add the correct ending) • Reflexive verbs Verbs that reflect the action back onto you – common in daily routine phrases • The Perfect tense Action set in the past eg j'ai joué / je suis allé(e) • The Future tense Action set in the future eg je vais jouer / je vais aller • Negatives Changing the sentence to make it not/don't • Opinions & justifications Likes/dislikes with reasons why • Agreement of adjectives Ensuring that the adjective has the correct masculine/feminine/plural spellings • Connectives Conjunctions and link words such as and/but/because... • Quantifiers Qualifiers/adverbs such as very/quite/too • Time expressions Stating when something is happening 		

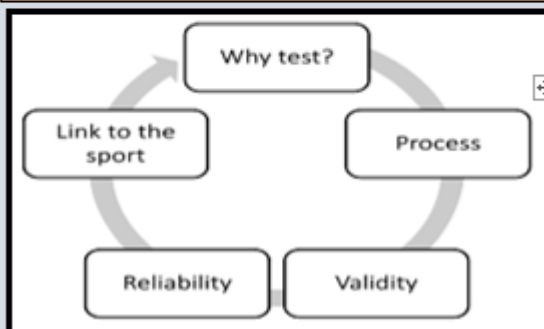


PE

Year 8 Knowledge Organiser

Fitness Testing

Component of fitness	How its tested
Aerobic Endurance – the ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained physical activity.	12-minute Cooper Run Harvard Step test Multi-Stage Fitness test
Muscular Endurance – the ability of the muscular system to work efficiently, where a muscle can continue contracting over a period of time against a light to moderate fixed resistance load.	1 minute press-up test 1 minute sit-up test
Muscular Strength – the maximum force (in kg or N) that can be generated by a muscle or muscle group.	Handgrip Dynamometer
Flexibility – having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.	Sit and Reach test
Body Composition - % of the body made up of fat, muscle and bone.	Skinfold test Body Mass Index test (BMI) Bioelectrical Impedance Analysis (BIA)
Agility – the ability of a sports performer to quickly and precisely move or change direction without losing balance or time.	Illinois Agility Run
Balance – the ability to maintain centre of mass over a base of support. There are two types of balance: static balance and dynamic balance. A gymnast uses static balance when performing a headstand and dynamic balance when performing a cartwheel.	Standing Stork test
Coordination – The ability to use two or more body parts together e.g., hand-eye coordination	Wall-toss test
Power – the product of strength and speed. Expressed as the work done over a unit of time. $\text{Strength} \times \text{Speed}$.	Sargeant Jump Standing Long Jump
Reaction Time – the time taken for a sports performer to respond to a stimulus and the initiation of their response.	Ruler Drop test
Speed – distance divided by the time taken. Speed is measured in meters per second (m/s). The faster an athlete runs over a given distance, the greater their speed.	30m sprint 35m sprint



Validity	Reliability
How accurate a set of results are. Do the results really measure what we want them to?	The ability to repeatedly carry out the same test and expect comparable result each time



Drama

Assessment Structure: what will the assessment look like?

Assessment over a series of one hour lessons

Rehearsal in small groups

Performance

Evaluation

Marks: A 'Working towards' grade

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Devised Performance Rehearsal based on the drama project for this term: 'Commedia dell'arte'	Devising and group work Responding to a stimulus Discussion and co-operation	Introduction to Mask wearing Exaggeration Physical skills sheet Vocal skills sheet Subject Specific Terminology Oak Academy lessons: https://classroom.thenational.academy/units/commedia-dellarte-an-introduction-vd6drq2	
Devised Performance based on the issue based drama project for this term: 'Commedia dell'arte'	Characterisation Facial Expression Gesture Vocal Projection	Introduction to Mask wearing Exaggeration Physical skills sheet Vocal skills sheet Subject Specific Terminology Oak Academy lessons: https://classroom.thenational.academy/units/commedia-dellarte-an-introduction-vd6drq2	
Peer and Whole class Evaluation based on the issue based drama project for this term: 'Commedia dell'arte'	Reflection Improving work from feedback Recognise Vocal skills Physical skills	Introduction to Mask wearing Exaggeration Physical skills sheet Vocal skills sheet Subject Specific Terminology Performance Review Sheet Oak Academy lessons: https://classroom.thenational.academy/lessons/developing-analytical-comments-for-live-theatre-c9h34c	



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Music

Assessment Structure: what will the assessment look like?

Part 1: Assessment of your 'Blues' performance. This performance will take place in class

All	...are able to play 2 of the parts accurately, with some degree of fluency.
Most	...are able to play 2 or 3 of the parts accurately and fluently as part of an ensemble. The correct keyboard finger technique will be used. The performance will have some sense of style, dynamic expression and creativity. It will include improvisation on the blues scale.
Some	A creative, accurate, fluent performance including improvisation

Part 2: Assessment of your understanding of treble clef notation, sharps flats and chords on the piano.

Listening tests to be completed online through the Teaching Gadget website: teachinggadget.com

Log In: Username – Seahaven Password: music

Once you have logged on (top right-hand corner) you can right click on the links below and it will take you straight to the relevant sections. The tests will be taken in class but you can practice as much as you want at home. Aim to achieve test scores above 7. High scores are 15+.

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Notation	Treble Clef Notes	Use these links to help you revise: Rehearsal Room: Treble Clef Notes Treble Clef Notes Test 1: Treble Clef Notes	
Piano Keys	Piano Note Names	Test 2: Piano Note Names	
	Sharps	Test 3: Sharps Quiz	
	Flats	Test 4: Flats Quiz:	
Piano Chords	Piano Chords	Test 5: Piano Chords	
		Keyboard Skills Knowledge Organiser	



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Art

Assessment Structure: what will the assessment look like?

One assessment over 2 lessons – 120 minutes

Practical task-WW2 Poster/London Skyline.

Maximum Marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
WW2 Posters	Style of British WW2 Posters	Art Book https://www.iwm.org.uk/learning/resources/second-world-war-posters https://www.businessinsider.com/world-war-two-posters-keep-calm-2012-6?r=US&IR=T	
London Skyline during the Blitz	Examples of London Skyline during the Blitz	https://www.pinterest.co.uk/pin/74872412525907438/ https://www.iwm.org.uk/history/10-incredible-stories-of-bravery-during-the-blitz	
Collage Skills	Developing your cutting skills and your use of materials.	https://www.youtube.com/watch?v=gm9l6iSfjqY	
Calligraphy Skills	Developing your lettering skills.	https://www.youtube.com/watch?v=Jzlx9TMCsVA	

Food

Assessment Structure: what will the assessment look like?

One assessment – 60 minutes

Practical assessment of their knife & peeling skills, recipe reading skills, cleaning skills and general kitchen practice. We will also be assessing them on their finished product (taste, texture, aesthetic)

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Knife Skills	Claw Technique	https://www.nisbets.co.uk/howtochopusingtheclawgriptechique	
	Bridge Technique	https://www.bbc.co.uk/bitesize/articles/zwqdg7h#:~:text=Bridge%20hold&text=Hold%20the%20food%20on%20the,'bridge'%2C%20cutting%20do wn	
Recipe Reading		https://www.bbcgoodfood.com/recipes/punchy-spinach-pesto-pizza ideas for a vegetable pizza to practice.	
Hygiene in the kitchen		https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3	

Design Technology



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Project: Art Deco box

Assessment Structure: what will the assessment look like?

One assessment – 60 minutes

Multiple choice and short answer questions, design drawing and evaluation + keywords.

Art Deco Box

Maximum Marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Art Deco Design	Key features of Art Deco design Repeat pattern techniques.	https://seahavenacademy-my.sharepoint.com/:p:/g/person/aeberhardy_seahavenacademy_org_uk/Ebd_gSvFs9JKlbqKXtUcl9YB0faHxBhz6i4v4Fz_B1Ki9w?e=KGqCui	
Working with wood	Properties of plywood Comb/Finger joint	https://www.bbc.co.uk/bitesize/guides/zjgyb82/revision/3 https://seahavenacademy.sharepoint.com/:p:/s/SEA-Subjects/Dt/EVgc81qtXptHif27L9kCEDMBiIG_mcpt5E0osnFT7o94yQ?e=PcZAb0	
Communicating ideas	3D Isometric drawing Annotating ideas	https://youtu.be/Ovf7prWjNLO https://www.youtube.com/watch?v=jKEOu8n0PQo	
Evaluation and reflection skills	Explaining the making process Considering the original project brief Suggesting improvements	https://www.bbc.co.uk/bitesize/guides/zj9g4qt/revision/1 https://www.bbc.co.uk/bitesize/guides/zj9g4qt/revision/3 Evaluation	
Keywords	Repeat pattern Symmetry Tessellation Contrast Reflection Geometric	Keywords	

Computer Science



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Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Working online	All content	https://classroom.thenational.academy/units/impact-of-technology-collaborating-online-respectfully-35d0	
Gaining Support		https://classroom.thenational.academy/units/gaining-support-for-a-cause-33b8	
Networks		https://classroom.thenational.academy/units/networks-from-semaphores-to-the-internet-4725	
Networks		https://classroom.thenational.academy/units/networks-2-d74a	
Cybersecurity		https://classroom.thenational.academy/units/cybersecurity-ec1c	

Examination Board Command Words



Analyse	Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.
Annotate	Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling)
Assess	Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity
Calculate	Work out the value of something.
Critically	Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.
Define – What is meant by	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
Describe	Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).
Discuss	Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.
Evaluate	Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.
Examine	Consider carefully and provide a detailed account of the indicated topic.

Explain – Why	Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.
Interpret	Ascribe meaning.
Justify	Give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process.
Outline or summarise	Provide a brief account of relevant information.
To what extent	Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.

