

Year 8 Art: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Creatures and Characters			
Understand and apply the use of formal elements such as line, shape, texture and tone in Tim Burton's artwork.			
Understand the style of Tim Burton.			
Understand the process of creating and developing a successful character.			
Using Watercolour to add colour, texture and tone to the artwork.			
Applying Watercolour successfully, using the correct amounts of water and pigment. Blending and layering tone.			
Tone and texture created in pencil through mark making and shading. Use of mark-making techniques to add details.			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

Reflect on your learning:

I need to improve my understanding of the following key topics:

1. _____
2. _____
3. _____

I need more help:	Yes	Some	No
Understanding the topic information taught			
Remembering the topic information taught			
Applying the topic information taught and putting it into practice			

Year 8 Drama: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Voice			
Emphasis			
Intonation			
Accent			
Cockney			
Scouse			
Southern			
Performance Skills			
Facial expressions			
Body language			
Vocal colour			
Performance Techniques			
Freeze-frames/still image			
Flash back			
Step-out/Thought-track			
Staging			
Stage directions			
Proscenium arch			
Thrust			
Traverse			
In the round			
End on			

Red: I do not understand this topic

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Green: I can confidently demonstrate understanding of this topic

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Understanding the topic information taught			
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Applying the topic information taught and putting it into practice			

Year 8 DT Subject: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Subtopic title – Analysing			
The Design Brief – Identifying your target market			
Analysing existing products positives and negatives			
The Specification – ACCESS FM			
Subtopic title - Designing			
Design Ideas			
Ergonomics and Anthropometrics			
Understanding Joints – construction			
Design Presentation – drawing 3D			
Identifying how the design meets the user need/want			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

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I need to improve my understanding of the following key topics:

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I need more help:	Yes	Some	No
Understanding the topic information taught			
Remembering the topic information taught			
Applying the topic information taught and putting it into practice			

Year 8 Food Subject: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Subtopic title – Key Lessons			
Focaccia Bread			
Dish Evaluation			
Dish Review			
Subtopic title – Lesson tasks			
Reviewing Dishes – WWW/EBI			
Evaluation – recognising customer appeal			

Red: *I do not understand this topic*

Amber: *I am not confident in explaining this topic*

Green: *I can confidently demonstrate understanding of this topic*

Reflect on your learning:

I need to improve my understanding of the following key topics:

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I need more help:	Yes	Some	No
Understanding the topic information taught			
Remembering the topic information taught			
Applying the topic information taught and putting it into practice			

Year 8 Textiles Subject: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Subtopic title – Key Lessons			
Design Brief			
Design ideas			
Specification (ACCESS FM)			
Evaluation			
Subtopic title – Lesson tasks			
Identifying cultural influence			
Identifying a client			
Developing Sketches adding Colour			
Annotating a design explaining the detail			
Evaluating the final product positives and negatives			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

Reflect on your learning:

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Understanding the topic information taught			
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Year 8 English: Unit 1 – Power and Corruption - Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
	I do not understand this topic	I am not confident in explaining this topic	I can confidently demonstrate understanding of this topic
Animal Farm – Plot and characters (who are the authority figures/followers/leaders)			
Themes – Power, control, conflict, equity, democracy,			
Language – Rhetoric, argument, persuasion, perspective, viewpoint			
Story - Allegory and fable, persuasion			
Literary Heritage – Dystopian fiction, writers as social and political commentators			
Wider significance – Utopia, dystopia, propaganda			
Context – Political allegory, Russian Revolution (Stalin)			

Reflect on your learning:

I need to improve my understanding of the following key topics:

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I need more help:	Red	Amber	Green
Understanding the topic information taught			
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Applying the topic information taught in practice			

Year 8 Geography - Learning Checklist

Term 1 and 2

Topic: Africa's Diversity and Opportunities within Africa's Landscapes	Red	Amber	Green
Africa's Location & Misconceptions			
Describe Africa's Location - Main Lines of Longitude & Latitude			
Common Misconceptions within Africa			
Colonialism in Africa - Impact of the Past on the Present			
Development Indicators			
Understanding Different Countries Level of Development			
Measuring Development and Key Indicators - Social & Economic			
Stool of Sustainability - Social, Economic & Environmental			
Sustainability Projects - Eko Atlantic & DME			
Africa's Landscapes			
Explain 4 Different Biomes within Africa			
Climate Graphs - Ability to Compare and Contrast			
Explain the Atmospheric Circulation Model			
Characteristics of Plants, Animals & People in Africa			
Tourism in Botswana - Including the Multiplier Effect			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

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Understanding the topic information taught			
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Year 8 History: Learning checklist

Term 1 and 2

Migration to Britain: Romans to Windrush	Red	Amber	Green
Roman migration to Britain			
Reasons: Empire, Emperor Claudius and trade			
Attitudes: Boudicca and the Iceni, Hallaton helmet			
Impact: Ivory bangle lady, roads, bathhouses, Latin, Christianity			
Norman migration to Britain			
Reasons: claim to the throne, land			
Attitudes:			
Impact:			
Huguenot migration to Britain			
Reasons: Religious persecution,			
Attitudes:			
Impact:			
Irish migration to Britain			
Reasons:			
Attitudes:			
Impact:			
Windrush migration to Britain			
Reasons:			
Attitudes:			
Impact:			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

Green: I can confidently demonstrate understanding of this topic

Reflect on your learning:

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Year 8 RE - Learning Checklist

Term 1 and 2

Topic: Practices of Hinduism	Red	Amber	Green
Introduction to Hinduism			
What is Hinduism?			
What is the Nature of Brahman?			
What is do Hindus believe?			
What is dharma?			
What are Reincarnation and Karma?			
The practices			
Holi festival - Story, Practices and Symbolism			
Diwali - Story Practices and Symbolism			
Worship - How do Hindus Worship through Puja?			
Why are These Practices Important to Hindus?			
Keywords			
Definition of keywords such as Samsara, Reincarnation, Karma, Atman, Dharma, Diwali, Holi, Murtis, Puja.			

Green: I can confidently demonstrate understanding of this topic

Amber: I am not confident in explaining this topic

Red: I do not understand this topic

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Understanding the topic information taught			
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Year 8 French: AP1 Learning checklist

Term 1 and 2		Red	Amber	Green
Assessment Point 1				
Listening, Reading and Translation (French à English)		I do not understand this topic	I am not confident in explaining this topic	I can confidently demonstrate understanding of this topic
Module 1 – Food and Drink				
Learn food and drink vocabulary	<ul style="list-style-type: none"> To learn food and drink vocabulary To learn how to use nouns / articles / plurals. To know how to use opinions and reasons 			
Describing likes and dislikes of food and drink	<ul style="list-style-type: none"> To know how to use adjectival agreement. To be able to use comparisons / superlatives. 			
Mealtimes	<ul style="list-style-type: none"> To know specific verbs for different mealtimes To be able to use and recognise key meal verbs in the present tense To know time expressions 			
French food	<ul style="list-style-type: none"> To know about different food from France / French-speaking countries. 			
Healthy/unhealthy eating	<ul style="list-style-type: none"> To be able to describe your diet using present tense time phrases 			
Quantities of food	<ul style="list-style-type: none"> To learn different quantities of food To know key numbers up to 1000 			
Module 2 – Home and Town				
Types of home and locations	<ul style="list-style-type: none"> To be able to describe where you live – the type of house and the location 			
Describing rooms in the house.	<ul style="list-style-type: none"> To be able to describe their bedroom/rooms in their house in more detail. 			
Describing furniture with prepositions	<ul style="list-style-type: none"> To be able to recognise and use prepositions for positioning (e.g. on, under, next to, behind etc.) 			
Places in town - Describing city in	<ul style="list-style-type: none"> To be able to use 'il y a/ il n'y a pas de' to describe your 			

detail using adjectives and prepositions	local area and places you find in towns/cities <ul style="list-style-type: none"> To be able to describe their city in more detail. Combining adjectives and prepositions. 			
Places in town – on peut / on ne peut pas + infinitives	<ul style="list-style-type: none"> To be able to use infinitive structures when talking about towns and what you can/can't do 			
Near future with towns	<ul style="list-style-type: none"> To be able to use the near future tense to describe activities you are going to do in town. 			

Reflect on your learning:

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Understanding the topic information taught			
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Applying the topic information taught in practice			

Year 8 Spanish: AP1 Learning checklist

Term 1 and 2		Red	Amber	Green
Assessment Point 1				
Listening, Reading and Translation (Spanish à English)		I do not understand this topic	I am not confident in explaining this topic	I can confidently demonstrate understanding of this topic
Module 1 – Food and Drink				
Learn food and drink vocabulary	<ul style="list-style-type: none"> To learn food and drink vocabulary To learn how to use nouns / articles / plurals. To know how to use opinions and reasons 			
Describing likes and dislikes of food and drink	<ul style="list-style-type: none"> To know how to use adjectival agreement. To be able to use comparisons / superlatives. 			
Mealtimes	<ul style="list-style-type: none"> To know specific verbs for different mealtimes To be able to use and recognise key meal verbs in the present tense To know time expressions 			
Spanish food	4. To know about different food from Spain/ Spanish-speaking countries.			
Healthy/unhealthy eating	<ul style="list-style-type: none"> To be able to describe your diet using present tense time phrases 			
Quantities of food	<ul style="list-style-type: none"> To learn different quantities of food To know key numbers up to 1000 			
Module 2 – Home and Town				
Types of home and locations	<ul style="list-style-type: none"> To be able to describe where you live – the type of house and the location 			
Describing rooms in the house.	<ul style="list-style-type: none"> To be able to describe their bedroom/rooms in their house in more detail. 			
Describing furniture with prepositions	<ul style="list-style-type: none"> To be able to recognise and use prepositions for positioning (e.g. on, under, next to, behind etc.) 			
Places in town - Describing city in detail using	<ul style="list-style-type: none"> To be able to use 'hay / no hay' to describe your local 			

adjectives and prepositions	<p>area and places you find in towns/cities</p> <ul style="list-style-type: none"> To be able to describe their city in more detail. <p>Combining adjectives and prepositions.</p>			
Places in town – se puede / no se puede + infinitives	<ul style="list-style-type: none"> To be able to use infinitive structures when talking about towns and what you can/can't do 			
Near future with towns	<ul style="list-style-type: none"> To be able to use the near future tense to describe activities you are going to do in town. 			

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Year 8 Maths: Learning checklist

Term 1 and 2

Topic	Red	Amber	Green
Algebra			
Continuing linear sequences including with decimals			
Continuing geometric sequences			
Solving linear equations (one step, two step and with an unknown on both sides)			
Calculating the nth term of a linear sequence			
Forming algebraic equations from worded descriptions			
Statistics			
Calculating averages including mean, median, mode and range			
Analysing data from a pie chart			

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QR Codes from the back of your exercise books to help you revise

Interpreting and Comparing Data			
	Pictograms	Bar Charts	Pie Charts
How I can revise			
Averages and Scatter Graphs			
	Averages and the Range	Grouped Data	Scatter Graphs
How I can revise			
Solving Linear Equations			
	Unknown on one side	Unknown on both sides	Equations with brackets
How I can revise			
Sequences			
	Finding terms	Calculating the nth term	Using the nth term
How I can revise			

Year 8 Music: Learning checklist

Term 1 and 2

How does music narrate the struggle for equality?

Topic	Red	Amber	Green
Context			
Origin of Blues Music			
Typical Blues Band Instruments			
Blues Music			
What is the 12-Bar Blues?			
What is the walking Bass?			
What is the Blues Scale			
Accidentals: #, b and \natural			
Improvisation			
AAB lyrics structure			
Performance			
Playing 12 bar blues			
Playing the walking bass			
Improvising over the 12 bar blues			

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Amber: I am not confident in explaining this topic

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Applying the topic information taught and putting it into practice			



Year 8 Science: Learning checklist

Term 2

Topic	Red	Amber	Green
Cellular Respiration			
Be able to describe the functions of the digestive system and respiratory system			
Describe the difference between aerobic and anaerobic respiration			
Describe the effect of smoking on the respiratory system			
Describe how the body reacts during exercise			
Waves			
Be able to describe how light behaves when it is reflected and refracted			
Describe the difference between longitudinal and transverse waves			
Recall the different features of both wave types			
Recall and calculate wave speed			

Red: I do not understand this topic

Amber: I am not confident in explaining this topic

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