**Year 8**

**Subject Specific Revision checklists, Mid-Year Exams**

**2021-2022**

**(January 2022)**

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⯀ Hard work ⯀ Kindness ⯀ Integrity ⯀ Excellence

**Year 8 Revision tips**

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**Revising means going back to material you have already learned in class to:**

**Make sure you understand it**

**Memorise it**

**Here are 5 tips for revision to help you make the most of your time:**

1. **Draw up a revision timetable**

Research shows that revising for 30-40 minutes of work followed by a short break is the most effective way to prepare for assessments. It is also best to split your time between different subjects rather than doing a whole evening on just one. Plan your revision in advance, don’t leave it until the night before the assessment.

1. **Use the checklists in this booklet**

Use the checklists and resources suggested by your teachers in the following pages to track what topics you have covered for each subject. Use RAG rating to show how confident you are with each area and go back over any that you’ve marked Red or Amber. Online platforms show which areas you are weakest in and need to prioritise.

1. **Flashcards, Revision posters and mind-maps**

Flashcards are made using index cards which you can buy from any good stationery shop. Making your own revision materials helps you revise and is much more effective than just highlighting your book.

1. **Teach someone or study in small groups /peers**

You can't teach someone else effectively unless you understand it yourself, so practice with other people is a great way to revise.

1. **Find a quiet space**

This is a straightforward one! Put your phone away and remove as many distractions as you can. If you don’t have a quiet space at home, you can stay after school and use the library.

Work as hard as you can and then be happy in the knowledge you couldn’t have done anymore.

**Happy studying!**

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**ENGLISH**

1) Revision Pack + knowledge organiser

2) Exercise book containing teacher writing feedback + targets

3) Creative writing video guides on Teams + Oak Academy

**Exam content:**

**A: Shakespeare’s Macbeth - students given one of the below questions and will need to write an extended response based on one of the four pre-released extracts. Section B: write a short story.**

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Shakespeare’s portrayal of Macbeth |  |  |
| Shakespeare’s portrayal of Lady Macbeth |  |  |
| Shakespeare’s portrayal of the Witches |  |  |
| Shakespeare’s ideas about power |  |  |
| Shakespeare’s ideas about guilt |  |  |
| Shakespeare’s ideas about appearances |  |  |
| How to structure a story using Freytag’s pyramid |  |  |
| Figurative language |  |  |
| Effective characterisation |  |  |

**Subject specific top tips:**

* Students must aim to write an introduction (thesis) + 3-4 paragraphs on the given topic for Section A
* Students must evidence their ideas using references or quotes from the text. Direct text should be written inside ‘quote marks’
* Students must respond to the extract, but should aim to refer to elsewhere in the play for maximum marks
* Students will have 45 mins on Section A and 45 mins on Section B

**MATHS**

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**Resources:**

1. Sparx Maths
2. Corbett Maths
3. Maths Genie

**Exam content:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic / Skill** | **Sparx Maths Clips** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| **Indices** | M135, M608 |  |  |
| **Primes** | M322, M823, M108, M365, M227, M698 |  |  |
| **Rounding** | M111, M431, M994, M131, M878 |  |  |
| **Fractions** | M939, M410, M671, M601, M835, M931, M157, M197, M110, M265 |  |  |
| **Negative Number Review** | M106, M288 |  |  |
| **Linear equations** | M707, M509, M387, M554 |  |  |
| **Linear equations in context** | M813, M795, M531, M957 |  |  |
| **Coordinates and basic graphs** | M618, M622, M797 |  |  |

**Subject specific top tips:**

* Each mark indicates a line of working out, final mark is for an answer
* “NOT TO SCALE” You can’t measure the lines/angles on this shape as they are not drawn accurately!
* “Estimate 4.7 x 6.2” Don’t work out exactly but round up the number to 1 significant figure and then tell me the answer i.e., 5 x 6 = 30
* READ, READ, and READ the question!!!
* Show working out for all questions.

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**SCIENCE**

**Exam content:**

8PL -Light and Space  
8BE - Ecology  
8CP- Atoms and Periodic table  
8BD- Nutrition

**Resources**:

1. Seneca Science
2. CGP Revision Guide
3. Oak Academy <https://teachers.thenational.academy/subjects/science/key-stages/key-stage-3>

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| 8BE - Food chain and webs |  |  |
| 8BE-Classification |  |  |
| 8BE- Adaptation |  |  |
| 8BE-Natural Selection |  |  |
| 8BE- Evolution |  |  |
| 8BE- Biodiversity |  |  |
| 8PL- Light waves |  |  |
| 8PL- Vision |  |  |
| 8Pl- Colour and Filters |  |  |
| 8PL- Seasons |  |  |
| 8PL- Universe |  |  |
| 8PL- Weight and gravity |  |  |
| 8PL- Reflection of light |  |  |
| 8PL- Refraction of light |  |  |
| 8BD-Balance diet |  |  |
| 8BD- Poor diet |  |  |
| 8BD- Enzymes |  |  |
| 8BD- Digestive system |  |  |
| 8BD- Testing for carbohydrates, proteins, and fats |  |  |
| 8CP- Atoms, Element, and Compounds |  |  |
| 8CP- Atomic model |  |  |
| 8CP-Conservation of mass |  |  |
| 8CP- Compound Formulae |  |  |
| 8CP Group 1 |  |  |
| 8CP- Group 7 |  |  |

**Subject specific top tips:**

* Make sure all graphs and diagrams are in drawn in pencil
* Remember, we do not use the word **amount** in science, instead we use *volume*, *concentration* or *mass* depending on the question
* After calculations, make sure you use the correct units

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**HISTORY**

**Resources:**

1. Seneca Learning [www.senecalearning.org.uk](http://www.senecalearning.org.uk)
2. BBC Bitesize KS3 History [Who was Henry VIII? - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zmst6g8) [The Reformation and its impact - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zgkcr2p) [Who was Elizabeth I? - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zg7d8hv) [Elizabethan rule - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zwcsp4j/articles/zsysn9q)
3. Your exercise book and Knowledge Organiser Units 1 and 2

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Topic: How and why did Henry VIII break with Rome? |  |  |
| Topic: How far did religion change under the Tudors? (Religious rollercoaster) |  |  |
| Skill: Chronology (knowing the dates of events and being able to put them in order) |  |  |
| Skill: Understanding historical interpretations (identifying the argument/ using knowledge to support the argument) |  |  |
| Skill: Working with sources (the message and purpose of a source) |  |  |
| Skill: Explain why/ Explain how essay (Three PEEL paragraphs) |  |  |

**Subject specific top tips:**

* Answer all the multiple-choice questions – it is better to guess than to leave blank!
* Source usefulness – read the source carefully before answering the questions. *Provenance* means **where/when/who** the source came from
* **Interpretations** are written **after** the events by a **historian** using evidence. Historians disagree or have different interpretations of the past. There are many reasons for these differences.
* Include **detailed examples** to support your points in extended written answers.
* In the ‘Explain why/explain how’ question about change/continuity, make sure you use the language of change (slowly, turning point, significant etc)

**GEOGRAPHY**

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1. Revision booklet covering **Tectonics** and **Population**
2. Knowledge Organisers (also included in your revision booklet)
3. Revision cards that you have made

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| **POPULATION** |  |  |
| **Describe and explain** the factors that influence the distribution of population at a variety of scales. |  |  |
| **Explain t**he factors affecting population growth and structures within countries. |  |  |
| **Describe and** explain the factors which people consider when migrating. |  |  |
| **Assess** the impacts of migration using a chosen host and source country. |  |  |
| **TECTONICS** |  |  |
| **Describe** the global distribution of plate boundaries and tectonic hazards. |  |  |
| **Explain** how the movement at constructive, destructive, collision and conservative margins creates different tectonic events and landforms. |  |  |
| **Explain** how tectonic hazards can be monitored, predicted and prepared for. |  |  |
| **Compare** the causes, effects and responses to a tectonic hazard in a developed and developing country. |  |  |

**Exam content:**

**Subject specific top tips:**

|  |  |
| --- | --- |
| **Extended writing in paragraphs:** | **Possible sentence stems:** |
| **First paragraph:** |  |
| **P**oint | One **way** of managing tectonic hazards is/one benefit for the **host** country is |
| **D**evelop | This works by/this means |
| **D**ouble-**D**evelop | This leads to |
| **P**oint | Another **way** of managing tectonic hazards is/another benefit for the **host** country is |
| **D**evelop | This works by/this means |
| **D**ouble-**D**evelop | This leads to |
| **Second paragraph:** |  |
| **P**oint | One **success** of managing Tectonic hazards is/one benefit for the **source** country is |
| **D**evelop | This means |
| **D**ouble-**D**evelop | This leads to |
| **P**oint | Another **success** of managing tectonic hazards is/another benefit for the **source** country is |
| **D**evelop | This works by/this means |
| **D**ouble-**D**evelop | This leads to… |

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**RE**

**Resources:**

1) Exercise books

2) Assessment/Revision mind map

**Exam content:**

Knowledge & understanding of the last week of Jesus’ life including the importance of the resurrection.

The ability to show both sides of an argument through extended writing.

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| **Religious Education - Christianity** |  |  |
| Key events in life of Jesus |  |  |
| Baptism and Temptation |  |  |
| The events of the last week of Jesus’ life |  |  |
| Miracles – The story of Jesus walking on water |  |  |
| The Death of Jesus |  |  |
| The resurrection and its meaning to Christians |  |  |
| The Ministry of Jesus |  |  |
| The Sermon on the Mount |  |  |

**Subject specific top tips:**

In Religious Education to be successful, students must structure their writing in clear paragraphs which focus on different events leading up to Jesus’ death and resurrection.

* Students will make **mind maps/flashcards** using their **exercise books**.
* Students should take the initiative to see their teacher to clear up any misconceptions/questions before the exam.

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**FRENCH**

**Resources:**

1) Homework booklets 1 and 2

2) Memrise courses

3) Sentence builders in books and knowledge organisers

|  |  |  |
| --- | --- | --- |
| **Topic** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Holiday Destinations |  |  |
| Modes of transport |  |  |
| Accommodation |  |  |
| Excursions and visits |  |  |
| Holiday activities |  |  |
| Opinions and justifications |  |  |
| Narrating simple events in the past e.g. je suis allé a…. |  |  |
| Expressing simple future plans e.g. je vais visiter… je voudrais aller…. |  |  |
| Arranging to go out, future plans |  |  |
| Free time activities |  |  |
| TV and film preferences |  |  |
| Eating out |  |  |
| Going shopping (clothes, money) |  |  |
| Book review/film review |  |  |
| Music |  |  |
| Justified opinions about free time |  |  |

**Exam content:**

**Listening, Reading, and Writing papers on above topics**

**Subject specific top tips:**

* In writing, remember to develop your writing using connectives, opinions and include more than one tense.
* Spelling (including accents) is important.
* Make sure you can use connectives (et, mais, aussi, cependant), opinions, present tense, irregular verbs ‘avoir’ and ‘être’, simple past tense phrases such as je suis allé… j’ai joué…, simple future tense phrases such as je voudrais aller… je vais aller…

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**SPANISH**

**Resources:**

1) Homework booklets 1 and 2

2) Memrise courses

3) Sentence builders in books and knowledge organisers

|  |  |  |
| --- | --- | --- |
| **Topic** | **Revised (date & time)** | **Self-quizzed (date & time)** |
| Holiday Destinations |  |  |
| Modes of transport |  |  |
| Accommodation |  |  |
| Excursions and visits |  |  |
| Holiday activities |  |  |
| Opinions and justifications |  |  |
| Narrating simple events in the past e.g. fui a…. |  |  |
| Expressing simple future plans e.g. voy a visitar… me gustaría ir a…. |  |  |
| Arranging to go out, future plans |  |  |
| Free time activities |  |  |
| TV and film preferences |  |  |
| Eating out |  |  |
| Going shopping (clothes, money) |  |  |
| Book review/film review |  |  |
| Music |  |  |
| Justified opinions about free time |  |  |

**Exam content:**

**Listening, Reading, and Writing papers on above topics**

**Subject specific top tips:**

* In writing, remember to develop your writing using connectives, opinions and include more than one tense.
* Spelling (including accents) is important.
* Make sure you can use connectives (y, pero, también, sin embargo), opinions, present tense, irregular verbs ‘hacer’ and ‘jugar’, simple past tense phrases such as fui a… fue divertido, simple future tense phrases such as me gustaría ir a….voy a visitar…

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**ART**

**Resources:**

1) Knowledge organiser to learn key words and terms.

2) Exercise books

3) Revision check list

**Exam content:** You are assessed on these three areas:

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised**  **(date & time)** | **Self-quizzed**  **(date & time)** |
| **Investigation:**  How have you experimented with new materials and techniques in your sketchbook? | | |
| **Implementation:**  How have you used these new materials and techniques in your sustained piece of work? | | |
| **Evaluation:**  Considering how you would descriptively write how and why you used: | | |
| **Architecture** |  |  |
| **Community** |  |  |
| **Design** |  |  |

**Subject specific top tips:**

* Revise why we have designed and built buildings this term.
* Revise the main features of these buildings.
* Practice how to write about the reasons you made decisions about your buildings.
* Practice using correct spelling and grammar in your writing.

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**DRAMA**

**Resources:**

1) “Macbeth” script of duologue between Lady Macbeth and Macbeth

2) Keywords chart on how to explore status shifts and subtext within a scene

3) Example of written response

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised**  **(date & time)** | **Self-quizzed**  **(date & time)** |
| **Directing:**  Considering how you would guide your group to experiment with: | | |
| **Stage space** *(levels & proxemics)* |  |  |
| **Physicality** *(face, movement & gesture)* |  |  |
| **Vocal skills** *(tone, pace, emphasis, volume)* |  |  |
| **Acting:**  Learning your lines and practising your use of: | | |
| **Stage space** *(levels & proxemics)* |  |  |
| **Physicality** *(face, movement & gesture)* |  |  |
| **Vocal skills** *(tone, pace, emphasis, volume)* |  |  |
| **Evaluation:**  Considering how you would descriptively write how and why you used: | | |
| **Stage space** *(levels & proxemics)* |  |  |
| **Physicality** *(face, movement & gesture)* |  |  |
| **Vocal skills** *(tone, pace, emphasis, volume)* |  |  |

**Exam content:**

**Subject specific top tips:**

* In the **directing assessment**, ensure you work creatively with your partner, giving creative ideas on how the performance elements above can be used to create an engaging scene to explore status and subtext.
* In your **performance**, be confident and expressive to show your character.
* In the **written evaluation**, write in a way that your reader can fully picture how you would explore the scripted extract, using terminology above.

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**MUSIC**

**Resources:**

1) Music Theory Booklet

2) Vamoosh and music scores

3) Instrument

|  |  |  |
| --- | --- | --- |
| **Topic / Skill** | **Revised**  **(date & time)** | **Self-quizzed**  **(date & time)** |
| **Performance:** | | |
| **Accuracy** *(Intonation, rhythm)* |  |  |
| **Interpretation and ensemble skills (***Dynamics, articulation, communication)* |  |  |
| **Technique** *(Bow hold, instrument hold)* |  |  |
| **Listening, Aural and Theory:** | | |
| **Time Signature** |  |  |
| **Rhythm** (Kodaly) |  |  |
| **Note names** |  |  |
| **Tempo markings** (Italian words) |  |  |
| **Dynamics, articulation** |  |  |
| **Melody** |  |  |
| **Key signature/Tonality** (Major, minor) |  |  |
| **Structure** (ABA) |  |  |

**Subject specific top tips:**

* Practice slowly to get intonation and rhythm accurate
* Focus on holding instrument correctly
* Try to get a good clear sound from your instrument
* Play all dynamic and articulation markings

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**PE**

**Assessment content:**

|  |  |
| --- | --- |
| **Topic / Skill: Invasion Games (Basketball, Football, Handball, Netball, Rugby)** | **Revised (date & time)** |
| KPI 1 - Skill combinations and more complex skills. Skills under pressure.  KPI 1 - Unit attacking and defending skills and principles | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 2- More complex tactics | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 3 - Small game rules and positions | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 4-6 - Leads in small teams | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 7 - Use components of fitness to improve wellbeing | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 8 - Knowledge of basic anatomy | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |
| KPI 9 - Knowledge of basic nutrition and hydration in PE | Throughout the term, teachers will continue to assess students during practical lessons and will verify assessment over the last week of the sport cycle. |