

Year 8

Revision Booklet

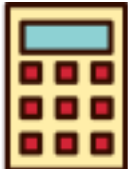



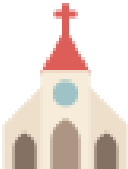







Mid-Year Exams

January 2025



Please use the hyperlinks below to access each revision list.

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<p><u>Maths</u></p>  <p>P. 6</p>	<p><u>English</u></p>  <p>P. 7</p>	<p><u>Science</u></p>  <p>P. 8-9</p>	<p><u>PE</u></p>  <p>P. 10-11</p>
<p><u>RE</u></p>  <p>P. 12</p>	<p><u>Spanish</u></p>  <p>P. 13</p>	<p><u>French</u></p>  <p>P. 14</p>	<p><u>History</u></p>  <p>P. 15</p>
<p><u>Geography</u></p>  <p>P. 16</p>	<p><u>Music</u></p>  <p>P. 17</p>	<p><u>Drama</u></p>  <p>P. 18</p>	<p><u>Art</u></p>  <p>P. 19</p>



Year 8 Revision tips

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 get off to a flying start.

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.

2. 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.

3. 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.

4. 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.

5. 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.

Good luck!

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Y8 Assessment Timetable



Week A	Monday 13 th Jan		Tuesday 14 th Jan		Wednesday 15 th Jan	Thursday 16 th Jan		Friday 17 th Jan	
P1	Z4 – RE – 40 mins In class	Z2- History- 60 mins Theatre space Z3 & Z1 – Geography – 60 mins Theatre space	Y band Maths – 60 mins Theatre space		Z4 Spanish reading & listening – 60 mins In class	Y2 French reading, listening & writing– 60 mins In class Y3 RE – 40 mins In class	Z band science – 60 mins Theatre space Y1 Geography – 60 mins Theatre space	Z band English – 2 x 45 mins Theatre space	
P2	Tutor time								
Break									
P3	Y band Science – 60 mins Theatre space		Z band Maths – 60 mins Theatre space	Y1 French reading, listening & writing – 60 mins In class Y2 History – 60 mins In class Y3 Geography – 60 mins Theatre space		Z3 RE – 40 mins In class Z1 Spanish reading, listening & writing– 60 mins In class	Z4 History – 60 mins Theatre space	Y3 History – 60 mins Theatre space	
P4	Lunch								
P5	Y1 & Z2 RE – 40 mins In class	Y2 Geography – 60 mins Theatre space	Y band English – 2 x 45 mins Theatre space	Z3 – Spanish reading, listening & writing – 60 mins In class		Y2 RE – 40 mins In class	Y1 History – 60 mins Theatre space	Z2 Spanish reading, listening & writing – 60 mins In class Z1 RE – 40 mins In class	Z3 History – 60 mins Theatre space
P6	Y3 French reading, listening & writing – 60 mins In class		Z2 & Z4 Geography – 60 mins Theatre space Z1 History – 60 mins						

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Weekly revision planner



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8 am							
9 am							
10 am							
11 am							
12 pm							
1 pm							
2 pm							
3 pm							
4 pm							
5 pm							
6 pm							
7 pm							
8 pm							

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MATHS YEAR 8



Resources:

- 1) Sparx Maths
- 2) Corbett Maths
- 3) Maths Genie

Exam content:

Topic / Skill	Sparx Maths Clips	Revised (date & time)	Self-quizzed (date & time)
Powers and Roots	M135, M608		
Prime Factorisation	M322, M823, M108, M365, M227, M698		
Rounding	M111, M431, M994, M131, M878		
Fractions	M939, M410, M671, M601, M835, M931, M157, M197, M110, M265		
Solving equations 1	M707, M509, M387, M554, M813, M795, M531, M957		
Angles in parallel lines	Sparx M163, M679, M606, M351, M818		
Circumference	M169		

Subject specific top tips:

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

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Resources:

- 1) English Year 8 Revision Pack + Knowledge Organiser
- 2) Exercise book containing teacher writing feedback + targets
- 3) All Richard III + Creative Writing lessons on Teams

Exam content:

Section A: Richard III – students given one of the below questions and will need to write an extended response based on one of the four extracts. Section B: Write a short story.

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Shakespeare's portrayal of Richard		
Shakespeare's portrayal of Lady Anne		
Shakespeare's portrayal of Richmond		
Shakespeare's ideas about power		
Shakespeare's ideas about evil		
Shakespeare's ideas about manipulation		
How to plan a well-structured story using the 4 S structure: Setting, Someone, Something, Solution		
Figurative language		
Effective characterisation		

Subject specific top tips:

- 1) Students must aim to write a thesis + 3-4 paragraphs on the given topic for Section A
- 2) Students must evidence their ideas using references or quotes from the text. Direct text should be written inside 'quote marks'
- 3) Students must respond to the extract, but should aim to refer to the character/theme journey across the whole (Start, middle, end) of the text for maximum marks
- 4) Students will have 45 mins on the Reading paper + 45 mins on the Writing paper

Topic / Skill	Oak Academy Links	Knowledge Organiser Page Numbers
Light and space	<p>Please watch the revision videos first.</p> <ul style="list-style-type: none"> ○ Light waves: https://continuityoak.org.uk/Lessons?r=1307 ○ Chemical and electrical effect of light: https://continuityoak.org.uk/Lessons?r=1308 ○ Reflection: https://continuityoak.org.uk/Lessons?r=1309 ○ Reflected images: https://continuityoak.org.uk/Lessons?r=1310 ○ Refraction: https://continuityoak.org.uk/Lessons?r=1311 ○ Vision: https://continuityoak.org.uk/Lessons?r=1312 ○ Focusing: https://continuityoak.org.uk/Lessons?r=1313 ○ Colour: https://continuityoak.org.uk/Lessons?r=1314 ○ Filters: https://continuityoak.org.uk/Lessons?r=1315 	22-24
Plants and Photosynthesis	<ul style="list-style-type: none"> ○ Please watch the revision videos first. ○ Plant roots: https://continuityoak.org.uk/Lessons?r=1377 ○ Photosynthesis: https://continuityoak.org.uk/Lessons?r=1380 ○ Uses of Glucose: https://continuityoak.org.uk/Lessons?r=1419 ○ Rate of photosynthesis: https://continuityoak.org.uk/Lessons?r=1421 ○ The leaf: https://continuityoak.org.uk/Lessons?r=1423 ○ Transport in plants: https://continuityoak.org.uk/Lessons?r=1425 ○ Plants and the atmosphere: https://continuityoak.org.uk/Lessons?r=1429 ○ Plants as food: https://continuityoak.org.uk/Lessons?r=1430 ○ Application of knowledge: https://continuityoak.org.uk/Lessons?r=1431 ○ ○ ○ Adaptation: https://continuityoak.org.uk/Lessons?r=1200 ○ Natural selection: https://continuityoak.org.uk/Lessons?r=1202 	20-21

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- | | | |
|--|---|--|
| | <ul style="list-style-type: none">○ Evolution evidence:
https://continuityoak.org.uk/Lessons?r=1203○ Biodiversity:
https://continuityoak.org.uk/Lessons?r=1205 | |
|--|---|--|

Science specific top tips:

- 6) Make sure all graphs and diagrams are in drawn in pencil
- 7) Line of best 'fit' is either a straight line or a smooth curve. Roughly half the points should be on either side of the line of best fit
- 8) Remember, we do not use the word **amount** in science, instead we use *volume, concentration* or *mass* depending on the question
- 9) When calculating the mean make sure you do **NOT** include any anomalies
- 10) After calculations, make sure you use the correct units
- 11) When describing just say 'what you will see'
- 12) When explaining you are giving reasons as to why something happens

PE YEAR 8

Assessment Areas:

1. Theory out of 10
2. Practical (skills) out of 10
3. Practical (full context) out of 15

Theory Key Words	Revised (date & time)	Self-quizzed (date & time)
Physical Training		
Circuit training		
Continuous training		
Plyometric training		
Interval training		
Fartlek training		
Striking and fielding games		

In their given sport students are taught several skills within practices that get progressively more challenging. Students are assessed formatively throughout the term and then take part in a summative assessment at the end of the term where their skills and ability to perform in competition are graded.

Practical		
Topic / Skill: Invasion & Net Games (Basketball, Football, Rugby, Tennis)	Revised (date & time)	Practiced (date & time)
Please see below for list of skills for each sport		

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Key Skills

Sport	Skills
Basketball	<ol style="list-style-type: none"> 1. Dribbling – using both hands, change of pace and direction. 2. Passing – chest, javelin, bounce, overhead, use of the fake. 3. Receiving/intercepting – making a target (signalling), one/two handed catch, stationary and on the move, differing speeds and heights, rebounding, stealing. 4. Shooting – lay-up, set shot, jump shot, free shot, use of the fake. 5. Footwork and marking – stopping (jump stop, stride stop), pivoting, getting free, tracking (drop step).
Football	<ol style="list-style-type: none"> 1. Passing/receiving – either foot. 2. Dribbling/moving with the ball – either foot. 3. 3. Shooting – at goal OR wing play and crossing for attackers OR playing a through ball to attackers. 4. Heading. 5. Tackling, jockeying, closing down and marking.
Rugby	<ol style="list-style-type: none"> 1. Handling (passing and receiving, long and short, at varying pace, push, spin, switch/scissors).
Tennis	<ol style="list-style-type: none"> 1. Service – power, placement and variation (eg slice). 2. Groundstrokes – forehand, backhand and drop shot. 3. Volleys – forehand and backhand. 4. Smash – to show power and/or placement. 5. Lobs – forehand and backhand.

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RE – Year 8



Resources:

- 1) Exercise books
- 2) Assessment/Revision mind map

Exam content:

This assessment focusses on:

Knowledge & understanding of the religion of Islam. Students are required to complete a range of short answer questions before completing a piece of extended writing.

Topic:	Revised (date & time)	Self-quizzed (date & time)
Pre-Islamic Arabia		
Prophet Muhammad: The Quran		
Prophet Muhammad: the Hijrah and the conquest of Mecca		
Prophet Muhammad: The final sermon		
The Sunni/Shia split		
Islamic caliphates		
The five pillars		
Hajj		
Greater and Lesser Jihad		
Islam today		

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 will make effective use of self-quizzing to revise key content.
- Students should take the initiative to see their teacher to clear up any misconceptions/questions before the exam.

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Resources:

- 1) Vocabulary booklets and exercise books
- 2) Languagenut homework and courses
- 3) Sentence builders in books and knowledge organisers

Exam content:

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		
Music		
Justified opinions about free time		

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...



Resources:

- 1) Vocabulary booklets and exercise books
- 2) Langagenut homework and courses
- 3) Sentence builders in books and knowledge organisers

Exam content:

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		
Music		
Justified opinions about free time		

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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Resources:

- 1) Seneca Learning 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 [The Reformation and its impact - The Tudors - KS3 History - homework help for year 7, 8 and 9.](#) - BBC Bitesize [Who was Elizabeth I? - The Tudors - KS3 History - homework help for year 7, 8 and 9.](#) - BBC Bitesize [Elizabethan rule - The Tudors - KS3 History - homework help for year 7, 8 and 9.](#) - BBC Bitesize
- 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)
- Use the planning space for the long answer question – this is worth 1 mark.

Year 8 Geography Mid-Year Assessment Revision



Resources:

- 1) Exercise book
- 2) Seneca KS3 subject activities

Exam content: TECTONICS and RIVERS

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Rivers: Can describe the features and processes within a drainage basin.		
Can explain the different processes of erosion and transportation and how these can lead to different river landforms.		
Can explain the different factors which contribute to floods and how the flood risk can be reduced.		
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.		

Specific top tips: How to double develop our points:

Extended writing in paragraphs:	Possible sentence stems:
First paragraph:	
Point	One way of managing coastal erosion is/one benefit for the host country is
Develop	This works by/this means
Double-Develop	This leads to
Point	Another way of managing coastal erosion is/another benefit for the host country is
Develop	This works by/this means
Double-Develop	This leads to
Second paragraph:	
Point	One success of managing coastal erosion is/one benefit for the source country is
Develop	This means
Double-Develop	This leads to
Point	Another success of managing coastal erosion is/another benefit for the source country is
Develop	This works by/this means
Double-Develop	This leads to...



Resources:

- 1) Music Theory Booklet
- 2) Vamoosh and music scores
- 3) Instrument

Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Performance:		
Accuracy (<i>Intonation, rhythm</i>)		
Interpretation and ensemble skills (<i>Dynamics, articulation, communication</i>)		
Technique (<i>Bow hold, instrument hold</i>)		
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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DRAMA YEAR 8

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

Exam content:

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

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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Resources:

- 1) Knowledge organiser sheet to learn key words and terms.
- 2) Exercise books
- 3) Revision check list

Exam content: You are assessed on these three areas:

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:		
Topic / Skill	Revised (date & time)	Self-quizzed (date & time)
Tone		
Line		
Scale		
Georgia O’Keeffe		

Subject specific top tips:

- Revise which Artists we have researched this term.
- Revise the main features of these Artists’ work.
- Practice adding tone and texture to your drawing.
- Practise enlarging your drawing using the grid method.
- Practice using correct spelling and grammar in your writing.