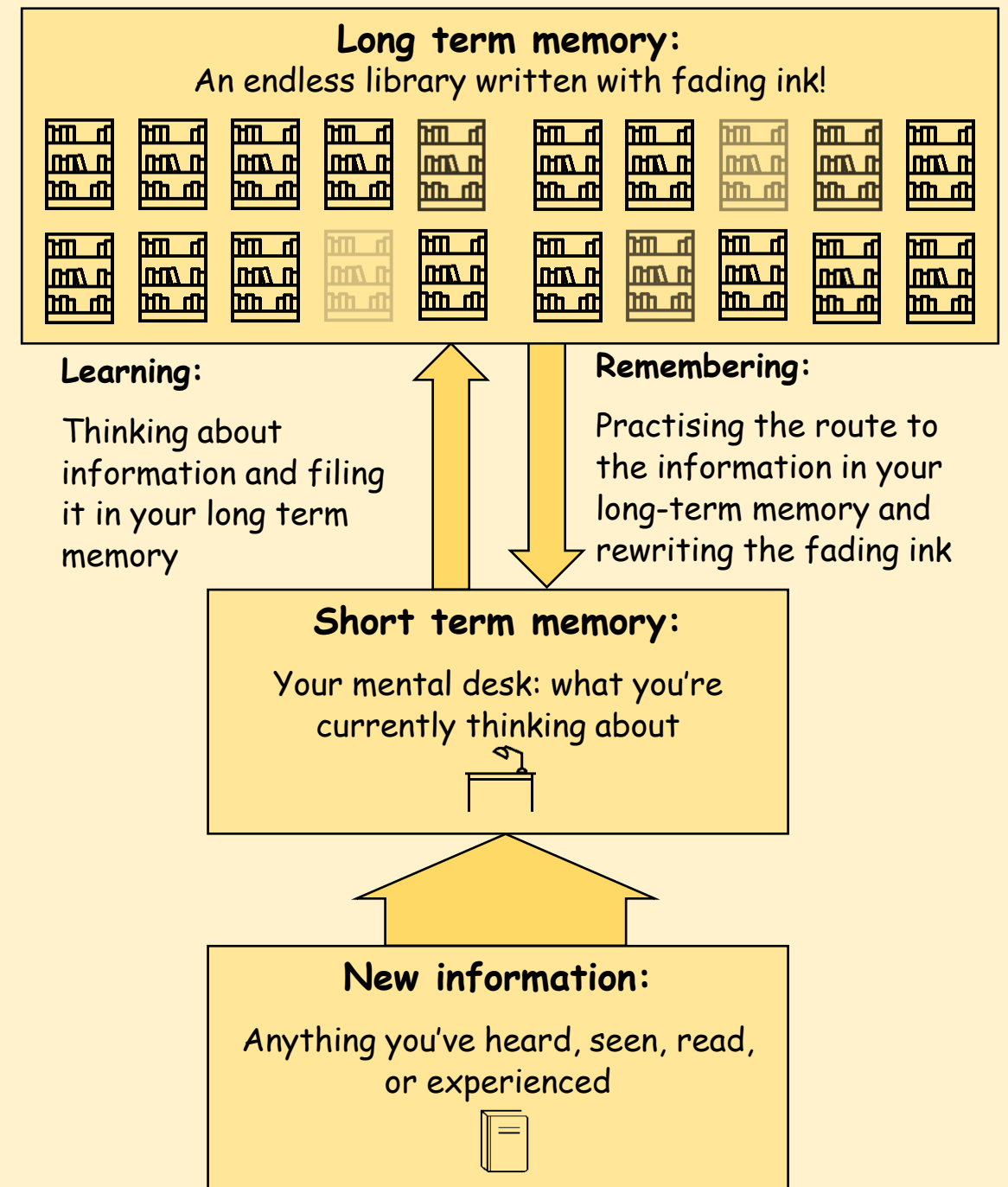


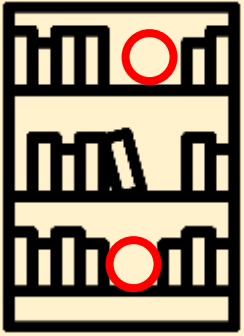
# Year 8 - How do I revise?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



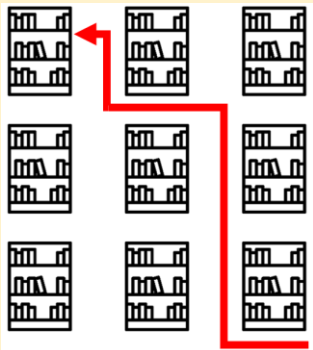
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

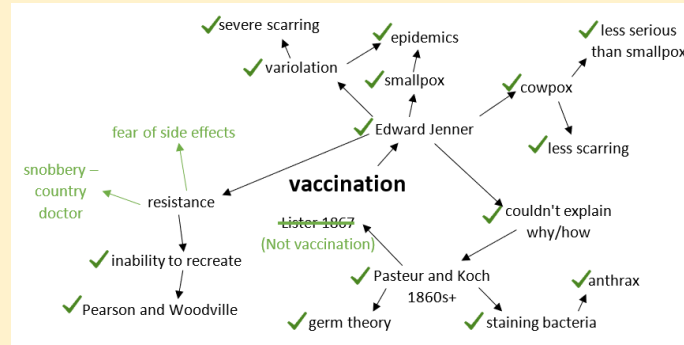
# Revision strategies to try:

Use your exercise book to help create these revision resources.

## Self-quizzing:

| Topic      |          |
|------------|----------|
| Question 1 | Answer 1 |
| Question 2 | Answer 2 |
| Question 3 | Answer 3 |
| Question 4 | Answer 4 |
| Question 5 | Answer 5 |
| Question 6 | Answer 6 |

## Writing a concept map:



## Watch videos:



## Flashcards:

osmosis

Net movement of water from a high concentration to low concentration across a partially permeable membrane

## Practising exam questions:



## Online platforms:



# Key Stage 3 Testing Week – English

As part of testing week, you will complete a Multiple-Choice Quiz and a creative writing task.

## Year 8 Testing Week – Key Assessment 1

Multiple Choice Quiz:

You will be asked to answer questions on the schemes of work you have studied so far: Trash and Abandoned.

Use your exercise book and completed homework to revise the following:

Trash – plot and characters

Golden rules for descriptive writing

Structural and Language features – pages 65 and 66 of your exercise books

Creative writing:

**Assessment task: Write a setting description of Pripyat for a short story called ‘abandoned’**

Carefully read your feedback in your books on your descriptive paragraphs

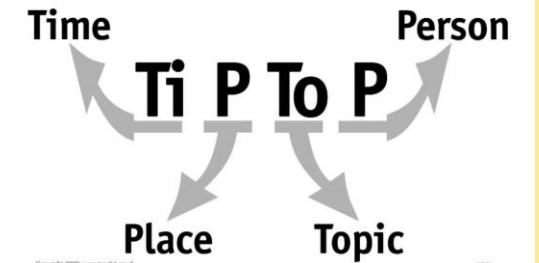
Practise drafting paragraphs that use a range of sentence starters and structures.

Revise and add to your vocabulary bank.

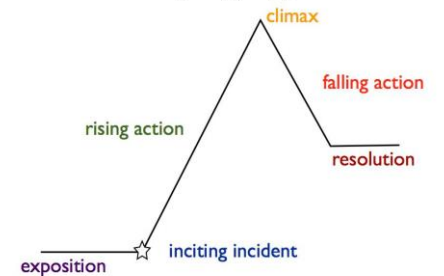
Practise crafting engaging sentences that use language and structural features.



How to have TiPToP paragraphing skills



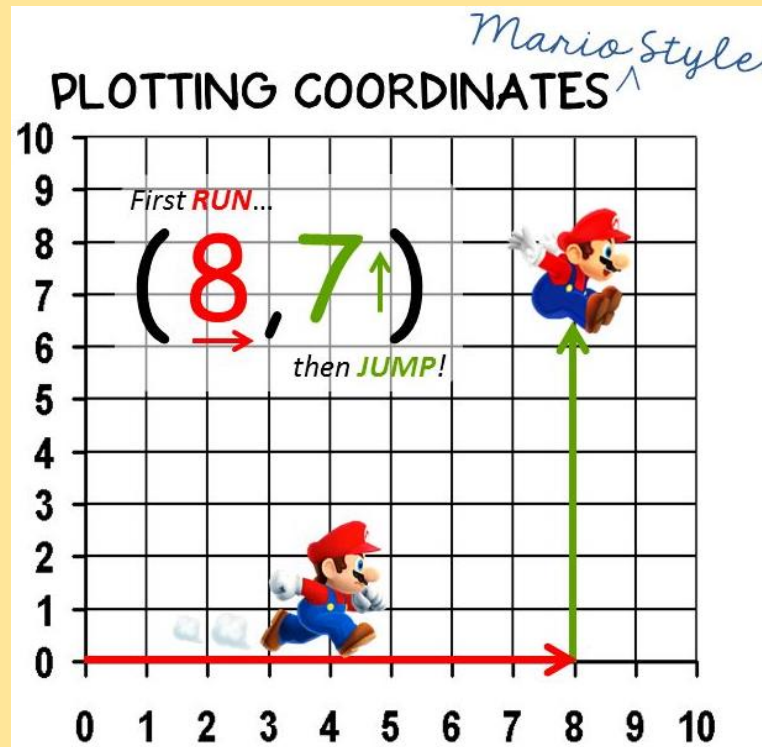
freytag's pyramid



# Mathematics Year 8

Adding/Subtracting fractions:

$$\frac{1}{3} + \frac{1}{5}$$
$$\frac{5}{15} + \frac{3}{15}$$
$$\frac{8}{15}$$



## Multiplying Fractions

$$\frac{2}{4} \times \frac{3}{6}$$

$$\frac{2}{4} \times \frac{3}{6} = \frac{6}{24}$$

Multiply the numerators. Multiply the denominators.

$$\frac{6}{24} = \frac{1}{4}$$

Simplify the fraction by dividing the numerator and denominator by their largest common factor.

### Workings

Show each stage of your working, try not to do too much calculating in your head, we can't mark what isn't written!!

Show off what you know!

### Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**

# Year 8 - Science

1. Read the question carefully
2. Annotate the question

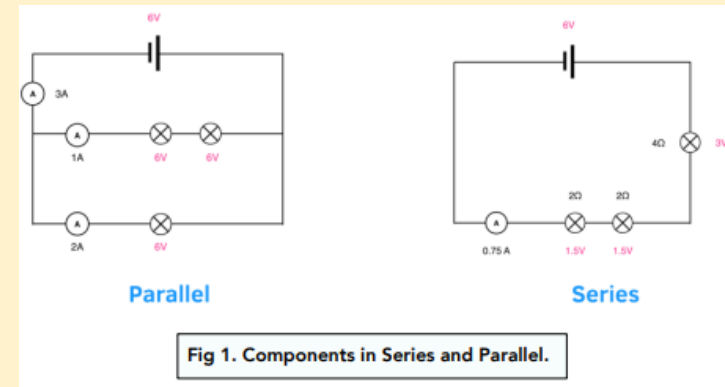
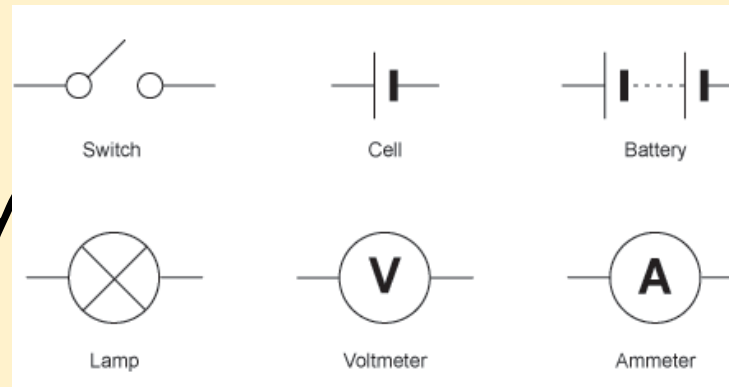
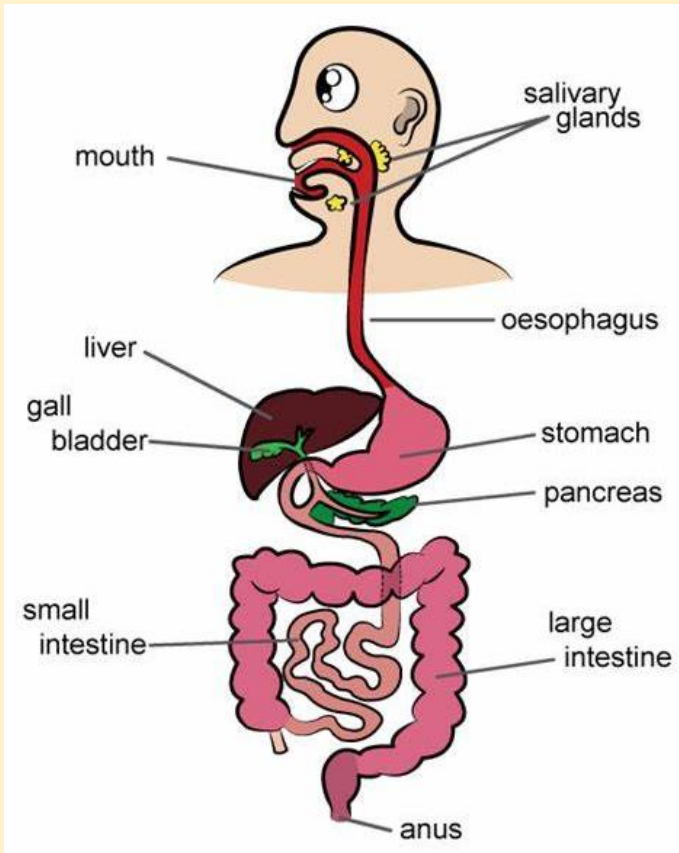


Fig 1. Components in Series and Parallel.

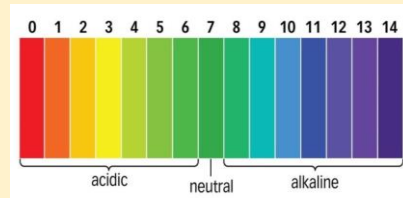
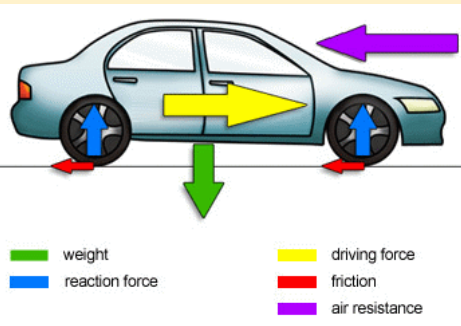
## Key topics:

- Scientific equipment
- Food components and digestion
- Electrical Symbols
- Series and Parallel Circuits
- Topic Questions from year 7:
- Forces
- Acids and Alkalis



Match the nutrient to the use and the example below:

| Type of Food Group  | Function                                  | Examples |
|---------------------|---|----------|
| Carbohydrates       | Helps your body work properly             |          |
| Protein             | Needed for chemical reactions in our body |          |
| Vitamins & Minerals | Helps your body grow and repair itself    |          |
| Fats and Oils       | Acts as an energy store                   |          |
| Fibre               | Gives you energy                          |          |
| Water               | Cleans our digestive system               |          |





# Spanish

## What you need to know to do well in Key Assessment 1:

To talk about sports that I like/dislike and why.

To use the correct verb for each sport (HACER/JUGAR/PRACTICAR).

To talk about what I do in my spare time including sports and a variety of other activities.

To use a range of adverbs of frequency to write more complex sentences.

To recognise and use places in town including masculine and feminine and the correct article AL / A LA (=to the).

The verb TO GO = IR in the first person singular and plural (I and WE).

Planning an outing at the cinema including what time and where you are going to meet, what you would like to eat, how many tickets etc...

Types of programmes and movies you like/dislike to watch and why.

Types of technology you use and your opinion of it.

## What an ARE paragraph looks like:

En mi tiempo libre, me gusta jugar al fútbol con mis amigos. En mi opinión, me encanta el fútbol ya que es divertido. Sin embargo, no me gusta caminar con el perro en el parque puesto que diría que es aburrido. A veces, voy al castillo puesto que es interesante pero nunca vamos al banco dado que es aburrido. Prefiero las películas de horror porque son graciosas. Voy al cine los jueves a las cinco y media con mi familia.

**1** WAYS TO INTRODUCE AN OPINION

Diría que = I would say that  
 En mi opinión = In my opinion  
 Me parece que = It seems to me that  
 Desde mi punto de vista = from my point of view

**2** OPINION VERBS

No me gusta 😞  
 No me gusta nada 😞😞  
 Odio 😞😞😞  
 Me gusta 😊  
 Me gusta mucho 😊😊  
 Me encanta 😊😊😊  
 Prefiero 😊  
 Prefiero sobre todo 😊😊😊

**4** TYPES OF MOVIES

**una película... / una serie...**

- de amor / romántica
- de acción
- de aventura
- de miedo / de horror / de terror
- de guerra
- del oeste
- cómica
- familiar

**una comedia**  
**un documental**

**5** BECAUSE IT IS =

Porque **es**  
 Ya que **es**  
 Puesto que **es**  
 Dado que **es**

**6** ADJECTIVES

divertido/a = fun  
 aburrido/a = boring  
 fácil = easy  
 difícil = difficult  
 terrible  
 horrible  
 estúpido/a = stupid  
 gracioso/a = funny

**7** CONNECTIVES

También  
 Aunque  
 Pero  
 Sin embargo  
 Por otro lado

*restart the process for AGD*

## Tips to revise for your Spanish assessment:

- use the student page to look at the lessons again and revise from the power points.
- log into MEMRISE (password: Park2022) and complete the revision courses available.
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- attend Spanish KS3 club on Monday after school in C10 to revise with a teacher.
- write a FREE TIME paragraph - send it to your teacher for feedback.

No me gusta 😞  
 No me gusta nada 😞😞  
 Odio 😞😞😞  
 Me gusta 😊  
 Me gusta mucho 😊😊  
 Me encanta 😊😊😊  
 Prefiero 😊  
 Prefiero sobre todo 😊😊😊

el fútbol  
 el voleibol  
 el ciclismo  
 el hockey  
 el tenis  
 el atletismo  
 el baloncesto  
 la natación  
 la equitación  
 la vela  
 la gimnasia

**Conectivos**  
 Porque  
 Ya que  
 Puesto que  
 Dado que  
 = because

**Adjetivos**  
 Fantástico  
 Excelente  
 Perfecto  
 Bueno  
 Aburrido  
 Divertido

el museo  
 la piscina  
 el castillo  
 la escuela  
 el supermercado  
 el banco  
 el estadio  
 la oficina de correos  
 la estación de tren  
 el cine

Siempre 100%  
 Casi siempre 90%  
 Normalmente 75%  
 A veces 50%  
 De vez en cuando 25%  
 Casi nunca 10%  
 Nunca 0%

Caminar con mi perro  
 Hacer mis deberes  
 Dormir  
 Bailar en la discoteca  
 Jugar con los videojuegos  
 Cocinar con mi madre  
 Caminar por el parque  
 Jugar al fútbol con mis amigos  
 Hacer ejercicio

Las patatas  
 Un refresco  
 Las gafas 3D  
 Los billetes  
 Un perro callejero  
 Las sillas

**a** el móvil  
**b** el portátil  
**c** la radio  
**d** el ordenador  
**e** los cascos

**3** TYPES OF MOVIES

**una película... / una serie...**

- de amor / romántica
- de acción
- de aventura
- de miedo / de horror / de terror
- de guerra
- del oeste
- cómica
- familiar

**una comedia**  
**un documental**



# RE



## What you will be asked to do:

- Complete a multiple choice test across all of these topics
- Complete a written task from a choice of options across these topics



## Key Topics:

- Community
- Marcus Rashford
- Morality
- Nietzsche
- Attitudes to forgiveness
- Care for the environment
- Cristian attitudes towards the environment
- Humanist attitudes towards the environment

## Where to find information:

- Your book- this should contain everything you need
- BBC Bitesize Christianity
- BBC Bitesize Humanism
- Text books- speak to Mr May for the loan of a text book if you would like further information
- Your class teacher- if you are unsure about anything speak to your teacher

|                                     |   |
|-------------------------------------|---|
| <b>At Communicate</b>               | ... <i>respond creatively as well as offer more detailed explanations</i> for their own responses to their experiences of the concepts/words introduced.  |
| <b>At Apply</b>                     | ... <i>explain examples of</i> how their responses relate to events in their own and other people's lives.  |
| <b>At Inquire and Contextualise</b> | <p>... <i>accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the <b>Inquire</b> step).</p> <p>... <i>accurately explain</i> the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the <b>Contextualise</b> step).</p> <p>... <i>appreciate and begin to explain how the concepts/words may interact together</i> to influence the way people think and speak and act in the world.</p> |
| <b>At Evaluate</b>                  | <p>... <i>discern value</i> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <i>articulating the value</i> of their interconnections.</p> <p>... <i>discern possible value for</i> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>   |

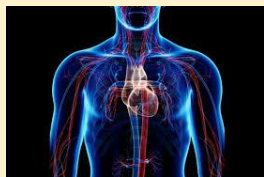


# PE End of Term 1 Revision Topics



## Warming up

- Stages
- Purpose
- Benefits



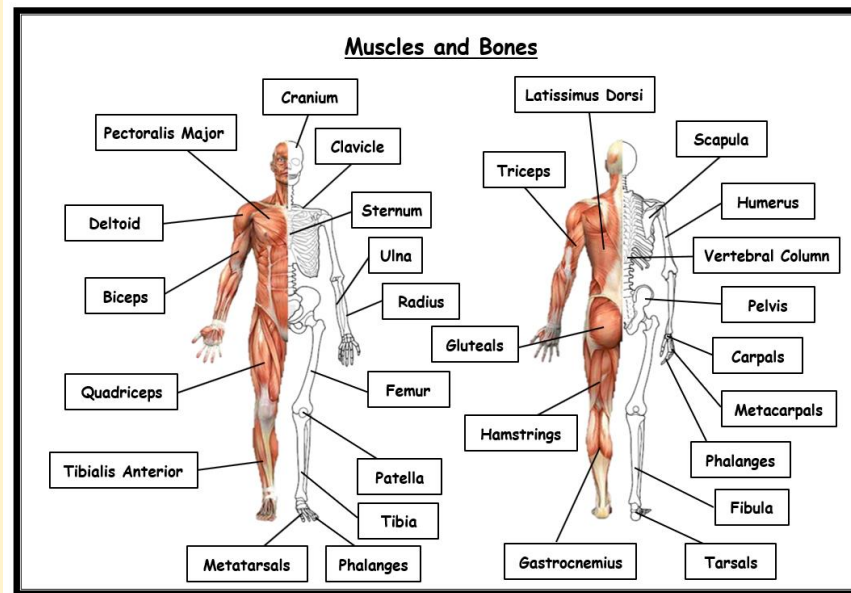
## Short term effects of exercise

- Cardiorespiratory system
- Musculoskeletal system
- What and why



## Heart rate

- Resting heart rate
- Working heart rate
- Maximum heart rate



## Components of fitness

- Health related components
- Physical components
- Definitions and examples

## Mary Must cAre For Bill Smith

Components of Physical Fitness

## P-CRAB

-Components of Skill related fitness



## Remember

- Read each question carefully
- Select the correct number of responses

More info at – [BBC Bitesize Home - BBC Bitesize](#)

WTa = 0-30%  
 WTb = 31-49%  
 ARE = 50-69%  
 AGD = 70-100%



PE student pages

# Year 8 - Computer Science

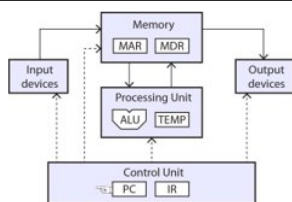
## Computer Systems

In this unit we explored the different layers of computing systems: from programs and the operating system to the physical components that store and execute these programs.

In the assessment you will need to answer questions about operating systems, software and hardware which includes the CPU, RAM, Secondary Storage and Logic Gates.

### Systems architecture

- **The purpose of the CPU**
- **Von Neumann architecture**
  - Memory Address Register [MAR]
  - Memory Data Register [MDR]
  - Program counter
  - Accumulator
- **Common CPU components and their function**
  - Arithmetic Logic Counter [ALU]
  - Control unit [CU]
  - Cache
- **Function of the CPU as fetch / execute instructions stored in memory**
- **How common characteristics of CPUs affect their performance:**
  - Clock speed
  - Cache size
  - Number of cores
- **Embedded systems:**
  - Purpose
  - Examples of embedded systems.



### Memory

- **Random Access Memory [RAM]**
  - Purpose of RAM in a computer system.
- **Read Only Memory [ROM]**
  - Purpose of ROM in a computer system.
- **The difference between RAM and ROM.**
- **Virtual Memory**
  - How it works
  - The need for VM
  - How to prevent the need for VM
- **Flash memory**
  - How it is constructed
  - Appropriate use

### Wired & Wireless networks

- **Types of network**
  - Local Area Network [LAN]
  - Wide Area Network [WAN]



### Storage

- **Secondary Storage**
  - The need for secondary storage
  - Data capacity / calculation of data capacity requirements.
- **Common types of storage**
  - Optical
    - Different examples of optical storage
  - Magnetic
  - Solid State
- **Suitable storage devices / media for a given application**
  - Advantages / Disadvantages using the following characteristics:
    - Capacity
    - Speed
    - Portability
    - Durability
    - Reliability
    - Cost



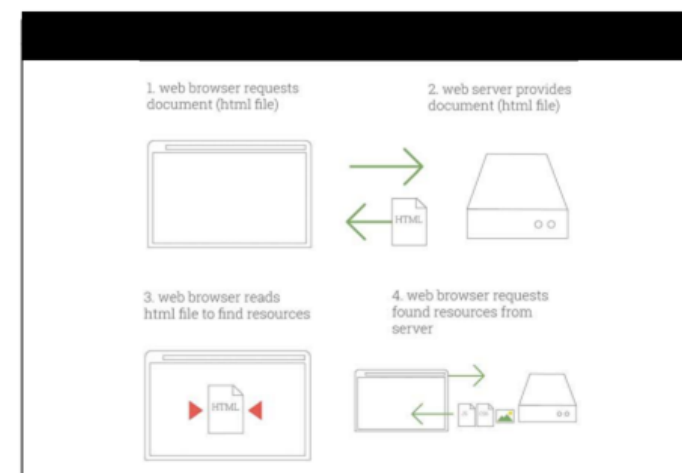
## Web development

In this unit, you will have explored the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, you will have investigated how websites are catalogued and organised for effective retrieval using search engines.

In the assessment you need to be able to recognise HTML and CSS tags, and know what HTML is.

| HTML Tags        |                                       |
|------------------|---------------------------------------|
| <html>           | Root of a HTML document               |
| <body>           | Contents of the page                  |
| <head>           | Information about a page              |
| <title>          | Tab title / defines title             |
| <h1>, <h2>, <h3> | Headings                              |
| <p>              | Paragraph                             |
| <img>            | Image                                 |
| <a>              | Anchor (used in hyperlinks with href) |

| File Types |  |
|------------|--|
| .HTML      | A single page in a website   |
| .CSS       | Used for defining styles and formatting  |
| .DWT       | A template used for building HTML pages from which are consistent.   |
| .JPG       | The main file type used for images on the World Wide Web - uses lossy compression.                           |
| .PNG       | Another type of image file used on the World Wide Web - supports transparency and uses lossless compression. |
| .GIF       | An image file which uses lossy compression. GIFs can have a transparent background.                          |
| .WMV       | A video file which can be embedded within a webpage.   |



# Revision Topics Year 8

## Catering

1. Health and Hygiene in the kitchen
2. Bacteria Growth
3. Food Poisoning
4. High Risk Foods
5. Nutrition

## Graphics

1. Typography
2. Drawing techniques
3. Rendering techniques
4. Industry standards
5. Visual Elements definitions

## Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process



Please refer to the big pictures printed in the front of your book for more in-depth topic information

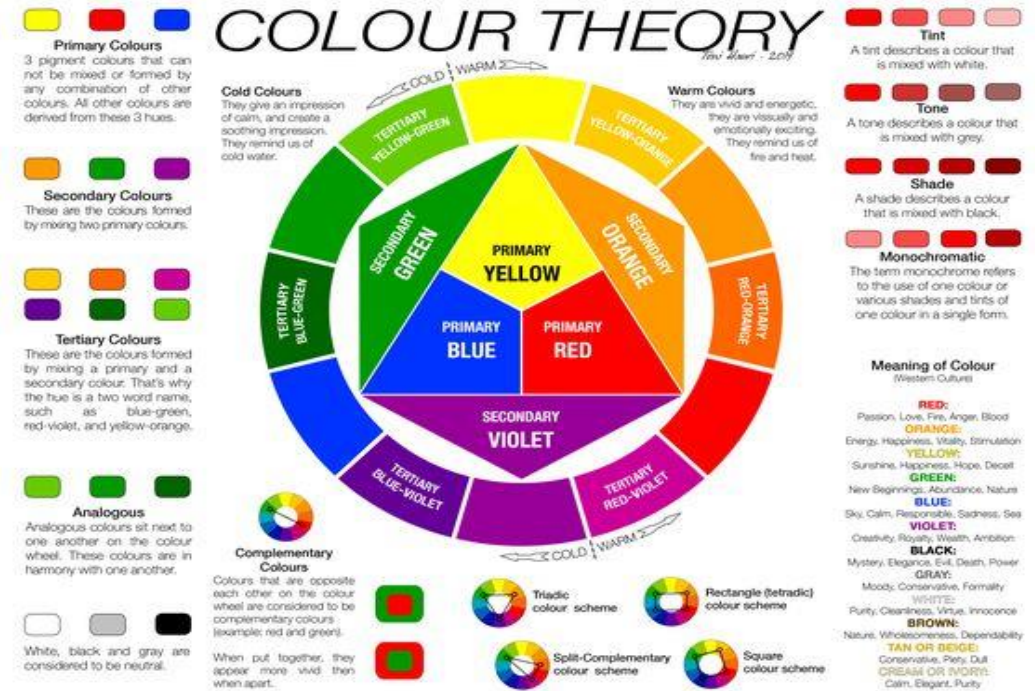
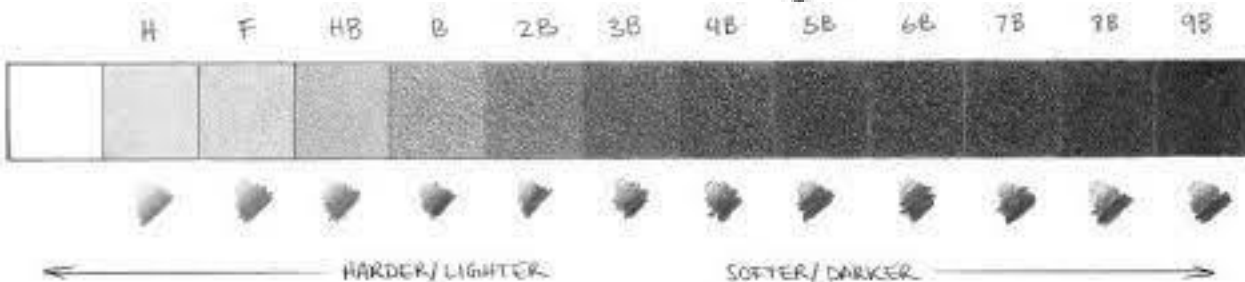
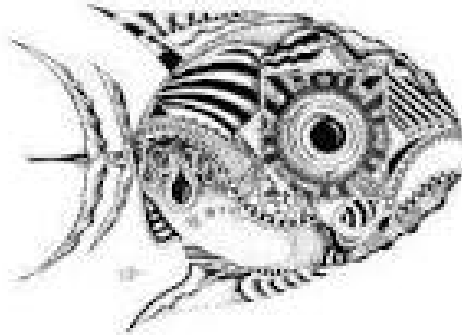
Scan here for extra resources on student portal.



# Art

What you need to know to do well...

|   |                          |
|---|--------------------------|
| 1 | Who is Scarpace          |
| 2 | Colour theory and mixing |
| 3 | How to use oil pastels   |
| 4 | Lifelike drawing of fish |
| 5 | Using tone               |



## Tips to revise for your Art assessment:

- Practice colour mixing with colours to create different tones i.e. blue + red + white or black
- Research Scarpace and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: [Elements of Art - GCSE Art and Design Revision - BBC Bitesize](#)
- Attend an after school drop in if you are struggling with anything

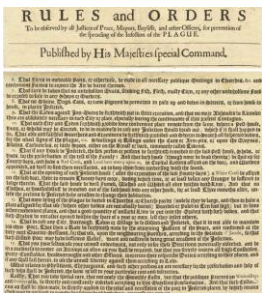
# Year 8 History Revision



Witchcraft in the Early Modern Period



English Civil War and King Charles I



The Great Plague and Charles II



| Keywords/ events/ people | Definition  |
|--------------------------|---|
| Charles I                | King of England who fought parliament in the English Civil War  |
| Civil War                | War within one country.   |
| Divine Right of Kings    | God-given right to rule a country.                              |
| Industrial Revolution    | Changing of goods made by hand to machines and mass production. |
| Revolution               | A radical change that transformed the way people lived.         |



Piracy in the Early Modern period





# Geography

## Key Questions:

What are primary and secondary industries?

How does a trend change over time and can I use data to support my observations?

Can I explain what happens at plate boundaries?

How do earthquakes happen?

Are LICs more or less effected than HICs and why?



**Use the student area  
to recap and review  
all our lessons**

[Y8 - Tectonics  
\(sharepoint.com\)](#)



[Y8 - Almighty Dollar  
\(sharepoint.com\)](#)



# Year 8 Performing Arts

For each subject, please revise the listed knowledge:

## Drama

Devising (Creating) Drama  
Characterisation  
Stage Craft  
Physical Skills (Gait, Gesture)  
Vocal Skills (Pitch, Tone)  
Stage Directions (Implicit & Explicit)  
Conventions of comedy  
Slapstick, Melodrama

## Phoenix productions

|             |                   |
|-------------|-------------------|
| Brands      | Product placement |
| Advertising | Companies         |
| Job roles   | Brief             |
| Logos       | Qualifications    |
| Slogan      | Structures        |

## Music

Tonality (major/minor)  
Timbre (sound quality)  
Tempo (speed/pace)  
Structure (verse-chorus)  
Minor triads (1,b3,5)  
Performance steps  
Critically analysing/ listening to assessment songs

## Dance

Choreographic devices  
Key definitions  
Basic/complex dance actions  
Expressive skills  
Stimulus  
Motif and development  
Skills and techniques  
Warm up/cool down

