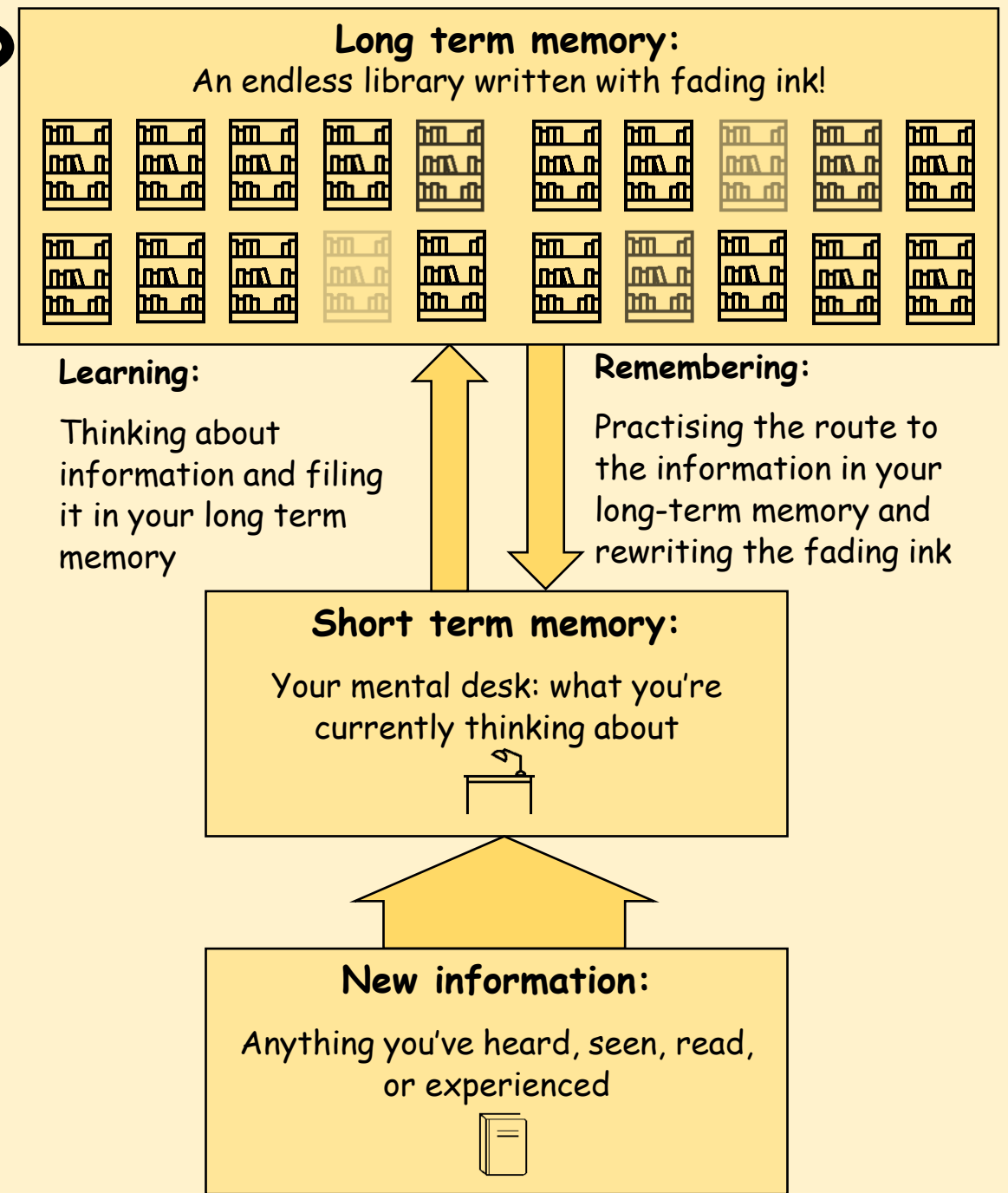


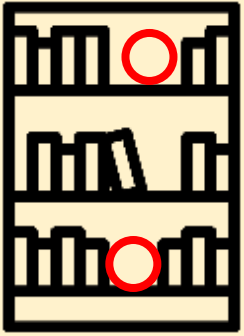
Yr8 - How do I practice?

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.



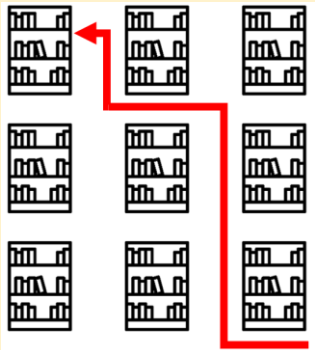
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



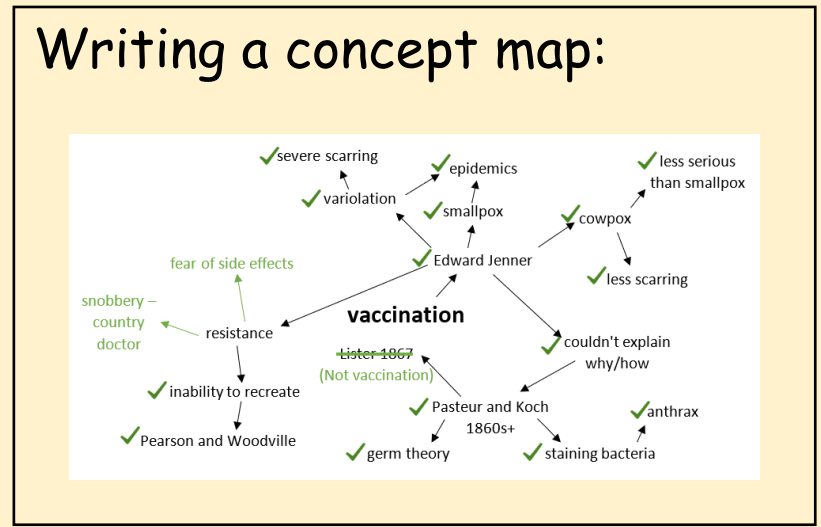
3. Practising recalling knowledge quickly.

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



Watch videos:

Flashcards:

osmosis

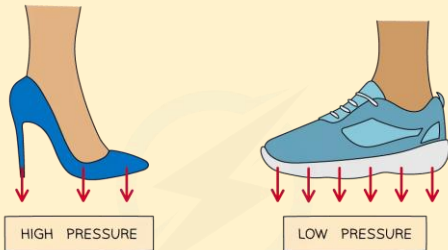
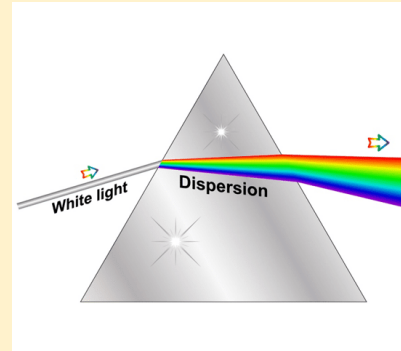
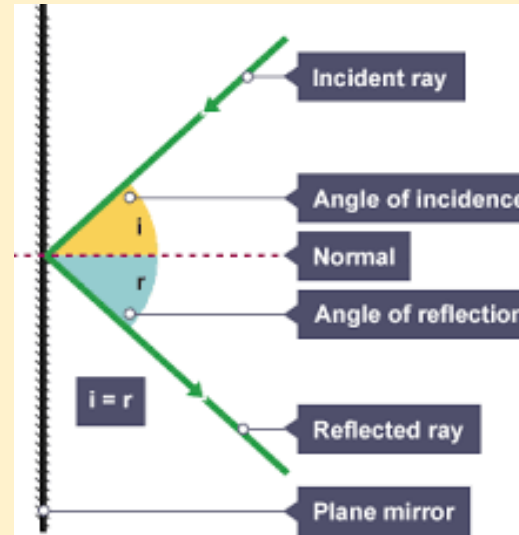
Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:

Online platforms:

Year 8 - Science revision for KA3

Topics: Light and Sound Speed and Pressure

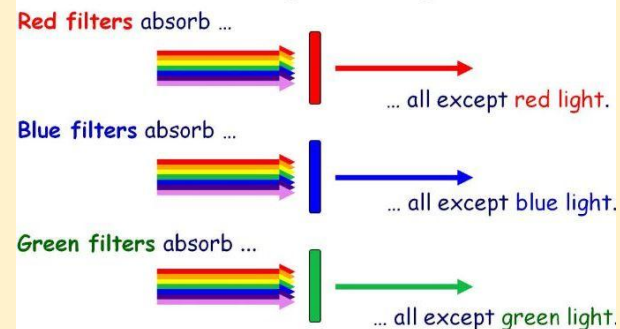


WEIGHT FROM HEELED SHOES IS SPREAD OVER A SMALLER AREA
THIS EXERTS A HIGHER PRESSURE ON THE GROUND

WEIGHT FROM FLAT SHOES IS SPREAD OVER A LARGER AREA
THIS EXERTS A LOWER PRESSURE ON THE GROUND

Using filters of primary colours

Filters absorb certain colours from white light and transmit others, creating coloured light.



Types of Variables

Independent

The one thing you change.
Limit to only one in an experiment.

Example:
The liquid used to water each plant.

Dependent

The change that happens because of the independent variable.

Example:
The height or health of the plant.

Controlled

Everything you want to remain constant and unchanging.

Example:
Type of plant used, pot size, amount of liquid, soil type, etc.

Independent Variable



Dependent Variable



Controlled Variables



To find pressure	To find force	To find area
$P = \frac{F}{A}$	$F = P \times A$	$A = \frac{F}{P}$

YEAR 8 – TERM 3 – Learning Log

What you need to know to do well in Key Assessment 3:

STEP4 **STEP5** **STEP6**

Know a range of foods and drinks and **recognise their gender/number**

Say what food you like **and why** / Say what food you dislike **and why**

Say what you have for each meal using the correct verb in the **present**

Describe your diet and **say what you would like change to lead a healthier life**

Give opinions about food and say if the foods are healthy or not

Use a variety of adjectives & because in the right form and at the right place

Use a variety of verbs and verb forms (for different persons)

Say what you ate / did in the past and if it was healthy

Tips to revise for your Spanish assessment:

- use the student page to revise from the online lessons
- log into MEMRISE (password: Park2024) 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 in C10 to revise with a teacher.
- write a paragraph about your diet and send it to your teacher for feedback.

COMER	TO EAT
como	I eat
come	he/she eats
comemos	we eat
comen	they eat

BEBER	TO DRINK
bebo	I drink
bebe	he/she drinks
bebemos	we drink
beben	they drink

PRESENT

voy a comer	I am going to eat	voy a beber	I am going to drink
va a comer	he/she is going to eat	va a beber	he/she is going to drink
vamos a comer	we are going to eat	vamos a beber	we are going to drink
Van a comer	they are going to eat	van a beber	they are going to drink

FUTURE

comí	I ate	bebí	I drank
comió	he/she/it ate	bebió	he/she drank
comimos	we ate	bebimos	we drank
comieron	they ate	bebieron	they drank

PAST

STEP 1

Introduce yourself – include your name, your age & who you live with

STEP 2

Say if you think you have a healthy diet/lifestyle and explain why using the present tense.

STEP 3

Now say what you like / don't like to eat and drink and also what you like / dislike to do in your spare time to lead a healthy life.

STEP 4

Add a reason for each opinions expressed in STEP 3 – make sure to use a variety of adjectives and connectives.

STEP 5

Where are you going to go, and what are you going to eat in the future? - don't forget reasons!

STEP 6

Say what you ate recently using the preterit tense. Don't forget your opinions! Conclude with what you used to like when you were younger.

Hola, me llamo Laura y tengo doce años. Vivo con mi familia en una casa grande y moderna.

En mi opinión, tengo una dieta sana ya que como mucha fruta y verduras y también nunca bebo refrescos, siempre bebo agua. Además, practico muchos deportes dado que es bueno para la salud.

Desde mi punto de vista, me gusta comer carne y pescado con arroz porque es delicioso y sano, Sin embargo, odio comer huevos dado que son asquerosos. Mi comida favorita es la pizza puesto que es sabrosa pero mi madre dice que no es buena para la salud. En el futuro, me gustaría probar la comida típica española dado que sería interesante especialmente los churros con chocolate.

El fin de semana próximo, voy a ir al restaurante con mis amigos para celebrar mi cumpleaños. Vamos a comer hamburguesa con patatas fritas y será delicioso.

La semana pasada, comí pescado con pasta y no me gustó ya que fue horrible. Cuando era pequeño, me gustaba comer caramelos pero ahora no me gustan los caramelos y prefiero la fruta.

La carne y el pescado (Meat and fish)

La ternera – Beef	Las gambas – Prawns
El filete – Steak	El atún - Tuna
La langosta – Lobster	El cordero - Lamb
El bacalao – Cod	Las albóndigas – Meatballs
El cerdo – Pork	El pollo - Chicken
Las costillas – Ribs	
La salchicha – Sausage	
Los nuggets de pollo – Chicken Nuggets	

La fruta y las verduras (Fruit and vegetables)

La pera – Pear	La Sandía - Watermelon
La piña – Pineapple	La naranja - Orange
La ensalada – Salad	La aceituna - Olive
La patata – Potato	La manzana - Apple
El puré de patatas – Mashed potato	
La patata asada – Roast potato	
La coliflor – Cauliflower	
El brócoli – Broccoli	El pepino - Cucumber
El aguacate – Avocado	
Los guisantes – Peas	
Las judías – Runner bean	
Las alubias al estilo inglés – Baked beans	
El ajo – Garlic	

Bebidas (Drinks)

El batido – Milkshake	La leche - Milk
El batido de frutas – Smoothie	
El zumo de naranja – Orange juice	
El zumo de manzana – Apple juice	
El té – Tea	El té helado – Iced tea
El café – Coffee	El agua - Water
La bebida gaseosa – Fizzy drink	
El chocolate caliente – Hot chocolate	

Menú de postres (Desserts)

Las tortitas – Pancakes	El pastel – Cake
El helado – Ice cream	Vainilla - Vanilla
La gelatina – Jelly	El chocolate – Chocolate
La ensalada de fruta – Fruit salad	
El pastel de queso – Cheese cake	
El gofre – Waffle	
El yogur – Yoghurt	
Una magdalena – Cupcake	
Una galleta – Cookie/Biscuit	
Las palomitas – Popcorn	

Other foods

El espagueti – Spaghetti	
La salsa – Gravy/sauce	
La pizza de pepperoni – Pepperoni pizza	
El pastel – Pie	El bocadillo – Sandwich
El pudín de yorkshire – Yorkshire pudding	
El pan con ajo – Garlic bread	
Los fideos – Noodles	El pan - Bread
El relleno – Stuffing	Las hamburguesas – Burgers
Los huevos – Eggs	
El queso – Cheese	

Palabras claves (Key words)

Deberías comer más You should eat more	Deberías comer menos You should eat less
Fibra Fibre	Proteína Protein
Hidratos de carbono Carbohydrates	Sal Salt
Azúcar Sugar	Verduras Greens

Year 8 History Revision: Suffragettes

You need to know:

- What was the difference between Suffragettes and Suffragists?
- What methods were used by the Suffragettes to campaign?
- Why did these methods help women achieve suffrage (the right to vote)?
- How did the First World War help women win suffrage?



Where to find revision information?

- Your book
- Student area on website
- BBC Bitesize Suffragettes

BBC
BITESIZE



How to remember it?

- Create flash cards with your answers to the above questions to help you remember!
- Get someone to test you. ✓

Geography

Key Questions:

How do waves shape the land? Do I remember my OS map skills?

What biomes are found in Africa?

What factors hinder development in Africa?

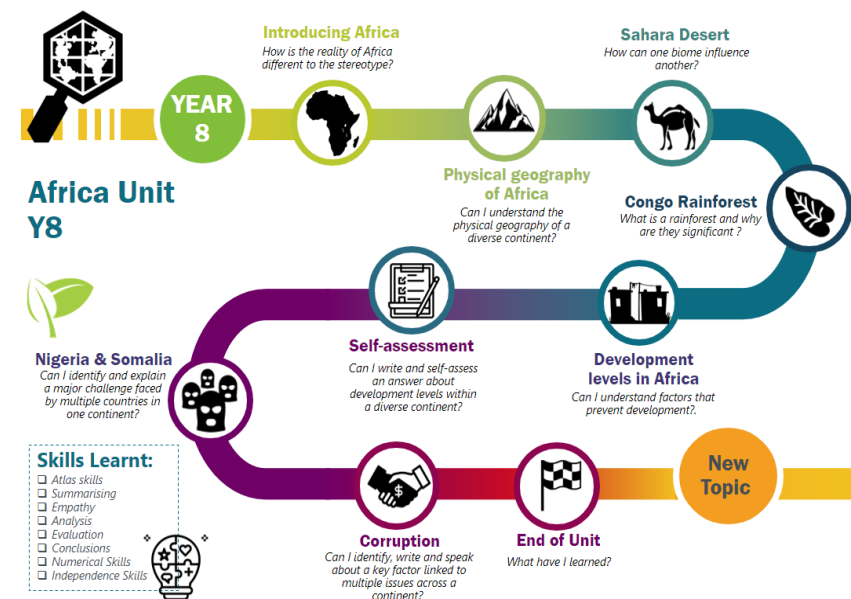
Why is piracy an issue in Somalia and Nigeria?

Which is the most suitable aid for development and why?



Use the student area to
recap and review all our
lessons

[Y8 - Africa
\(sharepoint.com\)](https://sharepoint.com)





RE - Year 8 Testing Week:



What you will be asked to do:

- Complete a selection of short written tasks from across these topics
- Apply your learning to a new topic not covered in lessons

Key Topics:

Sikhi Faith

- Five K's
- The Guru's
- Langar
- Khalsa
- Sewa

Christianity

- Agape
- Historical Jesus
- Stewardship
- Parable of the Good Samaritan
- Christianity, peace and violence

Know and remember
You can remember keywords and definitions
Comprehend and Understand
You understood religious ideas and their impact
Analysis
You can explain parables and their significance
Evaluation
you evaluated both sides of the argument and supported it with religious references
Creating
you used both religious beliefs to create a detailed and balanced evaluation



Where to find information:

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

Year 8 - Computer Science KA3

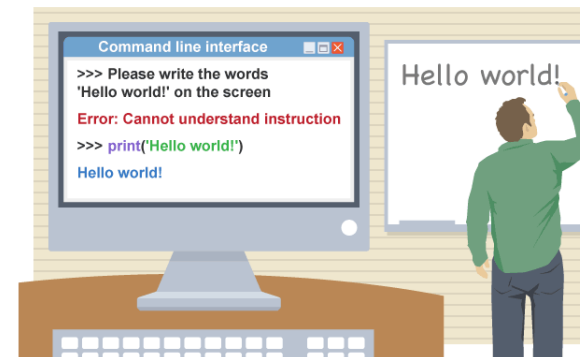
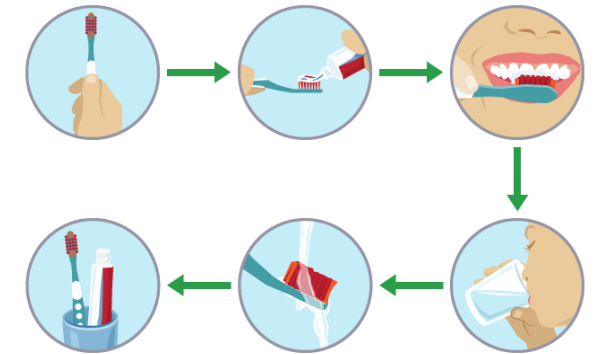
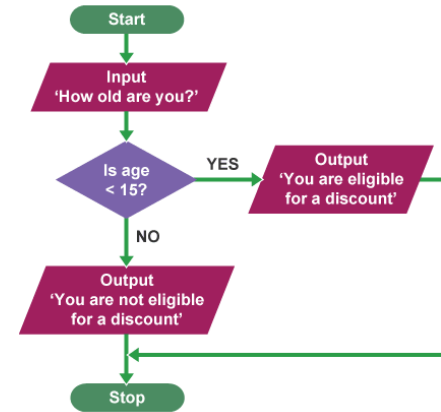
Algorithms

This unit introduced you to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution.

To be working at Age Related Expectations (ARE) in this unit you need to show:

- You can design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- You can use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- You can understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

Algorithm Diagrams



Statement	Purpose
print	Output a message on the screen
input	Get data from the user
if...else	A decision
while	A loop controlled by a decision
for	A loop controlled by a counter
def	Create a procedure or function

Year 8 - Computer Science KA3

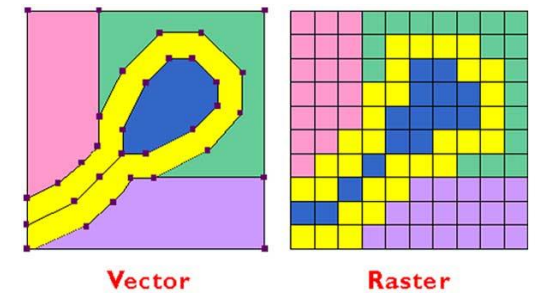
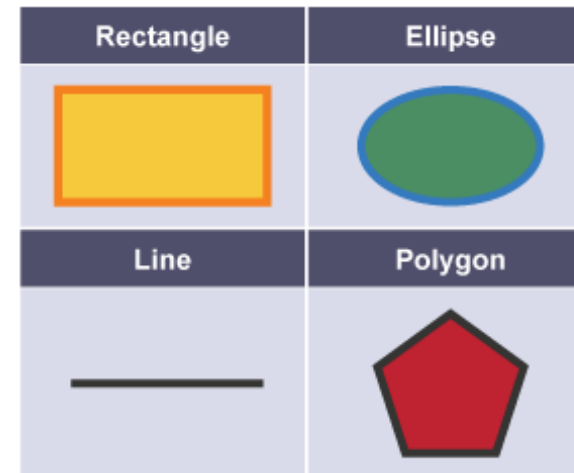
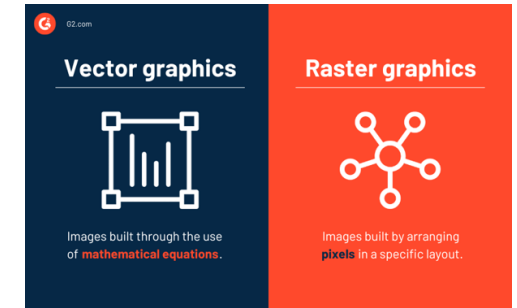
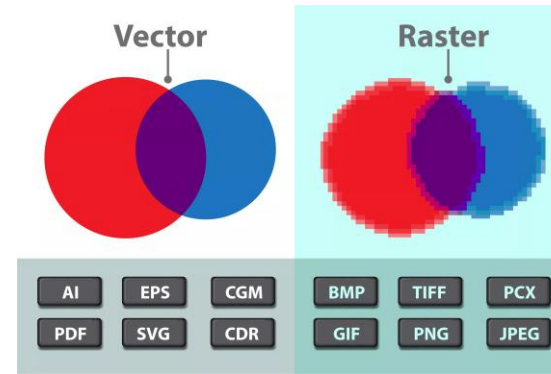
Vector Graphics

Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. One of the most interesting and challenging aspects of creating vector graphics is their unlikely link to computational thinking. Creating a complex design is a multi-step process that starts with elementary shapes and involves combining them into more intricate ones using operations such as union, difference, and intersection. There are usually multiple paths to achieving the goal and the process involves decomposition, evaluation, and plenty of inventiveness.

To be working at Age Related Expectations (ARE) in this unit you need to show:

- You can undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users
- You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Vector Graphic Diagrams



Year 8 PE Test 3 - Revision

Components of skill related fitness

P-Crab

Power	Coordination	Reaction Time	Agility	Balance
"The product of speed and strength to allow for explosive movements"	"The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique"	"The time taken to respond to a stimulus"	"The ability to change direction quickly to allow performers to out manoeuvre an opponent"	"The ability to maintain centre of mass over a base of support"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness Test
<ul style="list-style-type: none"> Vertical standing jump test Standing long jump Margarita-Kalamen power test 	<ul style="list-style-type: none"> Alternate-Hand wall-Toss test Stick flip coordination test 	<ul style="list-style-type: none"> Ruler drop test Online reaction test (reaction timer test) 	<ul style="list-style-type: none"> Illinois agility run test T Test 	<ul style="list-style-type: none"> Stork stand test Y balance test

Components of Physical related fitness

Mary Must cAre For Bill Smith

Muscular Strength	Muscular Endurance	Aerobic Endurance	Flexibility	Body composition	Speed
"the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity"	"The ability of a muscle group to undergo repeated contractions avoiding fatigue"	"The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"	"The range of motion possible at a joint to allow improvements in technique"	"The relative ratio of fat mass to fat-free mass in the body"	"Distance divided by time to reduce time taken to move the body or body part in a game or event"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness test	Fitness Test
<ul style="list-style-type: none"> Grip dynameter 1 Rep Max 	<ul style="list-style-type: none"> One-minute press up test One-minute sit-up test Timed plank test 	<ul style="list-style-type: none"> Multi-stage fitness test (bleep test) Harvard step test 12-minute Cooper run Yo-Yo test 	<ul style="list-style-type: none"> Sit and reach test Calf muscle flexibility test Shoulder flexibility test 	<ul style="list-style-type: none"> Body Mass Index (BMI) Bioelectrical Impedance Analysis (BIA) Waist to hip ratio 	<ul style="list-style-type: none"> 30 metre sprint test 30 metre flying sprint

Training Methods

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance	Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness.	High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance.	Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength)	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance.	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done on your own, with apparatus or with a partner. Improves flexibility.



When participating in or coaching a sport you need to make sure that it is safe in order to prevent injury, you need to consider the following; equipment, playing surface, weather, previous injuries, use of protective equipment and following the rules and regulations



Athletics events



Throwing events - Shotput, Discus, Javelin



Running events - 100/80m, 200m, Relay

Rounders

Batter

The role of the batter is to hit the ball into the rounders pitch and score a rounder by running around all four posts, before the fielders can return the ball.



Fielder

The role of a fielder is to prevent a batter from scoring a rounder, by catching or stumping the batter out on a post.



Bowler

The role of a bowler is to bowl the rounders ball to the batters for the opposing team.

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. Photoshop skills

3D Product Design

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

Top Tips

1. Always read the question twice
2. Always with your first gut reaction
3. Use the images to help you make your choices
4. Don't forget look back through your book before the test
5. Some questions will be linked to your homework

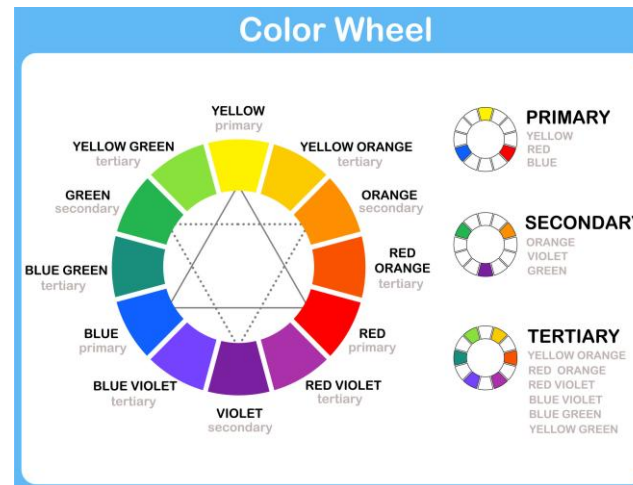
Please refer to your book for more in-depth topic information including Assessment Criteria and Big Pictures

Scan here for extra resources on student portal.



REVISION FOR YEAR 8 ART – Street Art

What you need to know to do well...	
1	Who is My Dog Sighs?
2	Street art and the symbols/techniques associated with it
3	Artist study – My Dog Sighs
4	Colour theory and art movements



Step 3	Step 4
Application / Applying	Analysis / Analysing
<ul style="list-style-type: none"> *Use 2 of the sources provided *Carefully select your research *Give well explained opinions *Clearly consider your layout *Explain using some technical vocabulary 	<ul style="list-style-type: none"> *Use all of the sources provided *Present carefully selected and relevant research *Justify your opinions *Clearly consider your layout *Analyse using some technical vocabulary
<ul style="list-style-type: none"> *Clearly attempt to refine skill/s in context *Focus on improving precise elements of your outcome *Understand what and how you need to improve 	<ul style="list-style-type: none"> *Experiment with the materials *Refine your outcome with some independence *Record the stages of your experimentation with annotation *Be able to self-assess areas for improvement
<ul style="list-style-type: none"> *Create a mostly consistent body of work *Take pride in the presentation of your work *Evaluate your own work and skilfully identify how it can be improved or adapted 	<ul style="list-style-type: none"> *Create a consistent body of work with some degree of independence *Take pride in the presentation and development of your work *Carefully record each stage of the process you are undertaking
<ul style="list-style-type: none"> *Create an outcome/s which shows precise understanding of the link artist and or processes used *Use understanding to in some way personalise your work 	<ul style="list-style-type: none"> *Create an outcome/s which shows clear understanding of the link artist and or process used *Use understanding to personalise your work to create something new

Tips to revise for your Art assessment:

- Practice colour mixing with colours to create different tones i.e. blue + red + white or black
- Research My Dog Sighs 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](#)
- Visit Hilsea Lido to see the latest My Dog work
- Attend an after school drop in if you are struggling with anything



🎧 Year 8 Music – Hooks & Beats

🎯 Big Question

How do music producers create catchy tracks using chords, hooks and beats?

🧠 KEY VOCABULARY	Definition
Hook	A short catchy melody
Melody	A tune made from notes
Chord	Notes played together
Chord Progression	A sequence of chords
Loop	A repeated section
Ostinato	A repeated musical pattern
Beat	A regular drum groove
Bassline	Low notes supporting harmony

Chords
Provide the
foundation of the
track.

🎹 The Four Chord Progression We Used:

C – G – Am – F

Why Producers Use It:

- ✓ Familiar sound
- ✓ Easy to repeat
- ✓ Works with many melodies
- ✓ Creates structure

Hooks
Make music
memorable.

🎵 HOOKS

A Good Hook Is:

- ✓ Short
- ✓ Repeated
- ✓ Easy to remember
- ✓ Uses simple rhythms
- ✓ Uses a small number of notes

Notes used
(C Major Pentatonic)

C – D – E – G – A

Beats
Create groove and
energy.

🔄 Ostinato

Definition

A repeated musical pattern.

Example

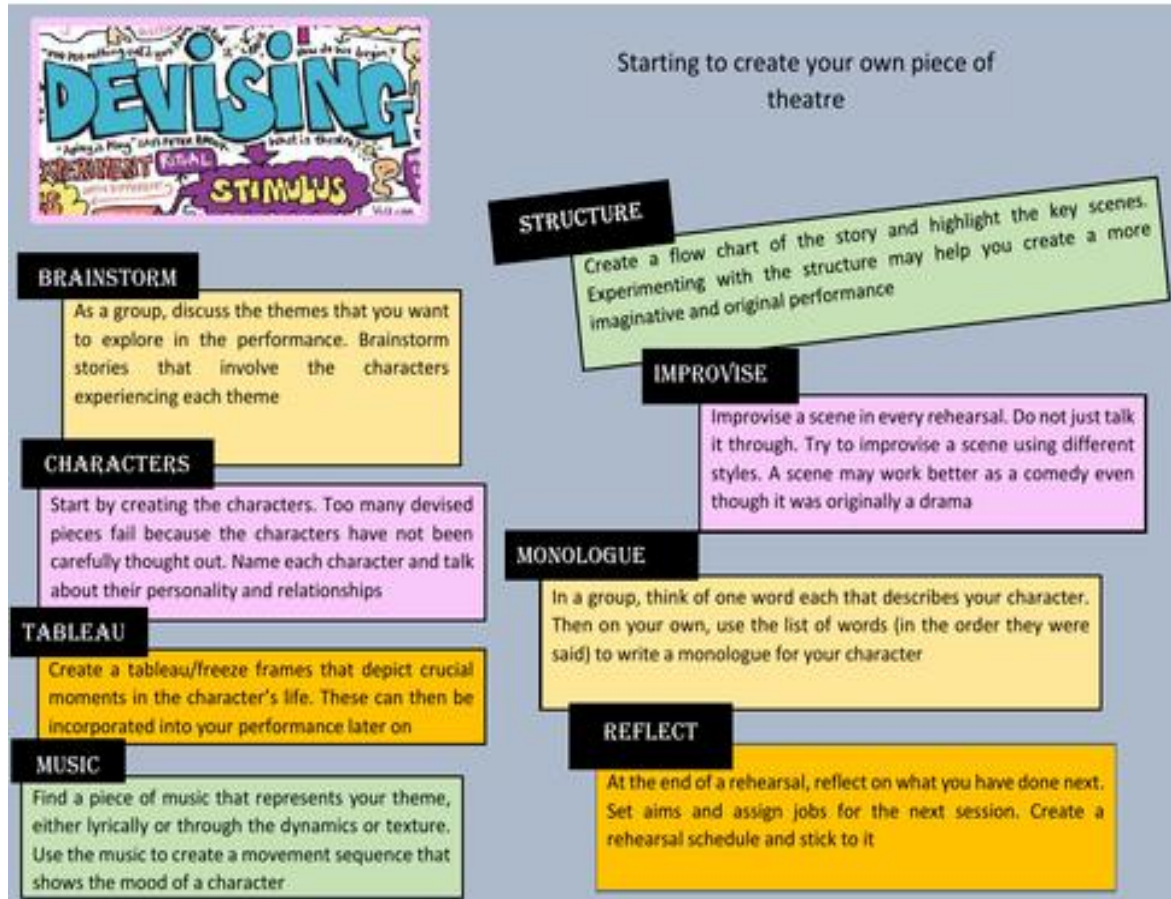
C D E G | C D E G

Why Use It?

- ✓ Memorable
- ✓ Creates structure
- ✓ Supports the beat

Layering
Combining parts
creates a fuller
texture.

KS3 Project-Drama



KS3 Drama Assessment Grid

Blooms	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Know & Remember	Comprehend & understand	Apply	Analysis	Evaluation	Synthesis & creating
Create Devise in relation to a theme/stimulus	Can select character from scripts given and link them together to create simple characterisation. Begin to explore and develop through improvisation.	Can select character ideas from choices given and link them together to create improvisation. Begin to explore and develop characterisation by using improvisation.	Select appropriate acting and link them together in response to a given stimulus, using actions, stagecraft, spatial elements and relationships.	Use creativity through the application of actions, movement, spatial elements and relationships. Select a range of dramatic principles appropriate for the style and genre of the production.	Select, adapt and structure movement using creativity through the application of actions, movement, spatial elements and relationships. Be able to improvise on occasion.	Select, adapt and structure dramatic performances demonstrating understanding of direction, purpose, intentions and stage direction. Show creativity through character interpretation, vocal and physical skills, stagecraft, and relationships.
Perform Apply skills and techniques to performance	Pupil has a limited ability to perform on a given instrument correctly and has limited accuracy and fluency. The pupil may also lack confidence.	Pupil has a basic ability to perform on a given instrument with some accuracy and fluency. Pupil will have a growing sense of confidence.	Perform acting with some accuracy, competence, projection, some expression and modify and refine their work to improve their performance.	Perform acting with some technical skills, stylistic accuracy and some clarity of focus, commitment; both mentally and physically and communicate the dramatic intention in monologues, duologues and theatre group work.	Perform drama with technical skills, stylistic accuracy and clarity of focus, commitment; both mentally and physically and understand stagecraft and the intention in their work.	Pupil has a highly developed ability to perform using a range of technical skill, stylistic accuracy and clarity of focus, sensitivity to stagecraft, and other performers, and communicate the intention.

★ Characterisation- Physical Skills ★

Facial expression	Eyes: Wide, glaring, squinting Eyebrows: Raised, furrowed Mouth: Clenched, jaw-dropped
Body language	Folded arms, throw hands shiver, shake/tremble, look down/up,
Posture	Upright, slouched, cowered, stooped
Hand gestures	Clenched fists, pointed, throw hands in air, open handed, fiddling with fingers
Proxemics	Move away/towards, huddled together, scatter

★ Characterisation- Vocal Skills ★

Accent	Liverpudlian, Upper Class British
Tone	Harsh, whiny, aggressive, cheeky
Pitch	High, squeaky, deep
Volume	Whisper, gentle, loud, shout
Pace	Fast, slow, hesitant, controlled, stuttering, pause

