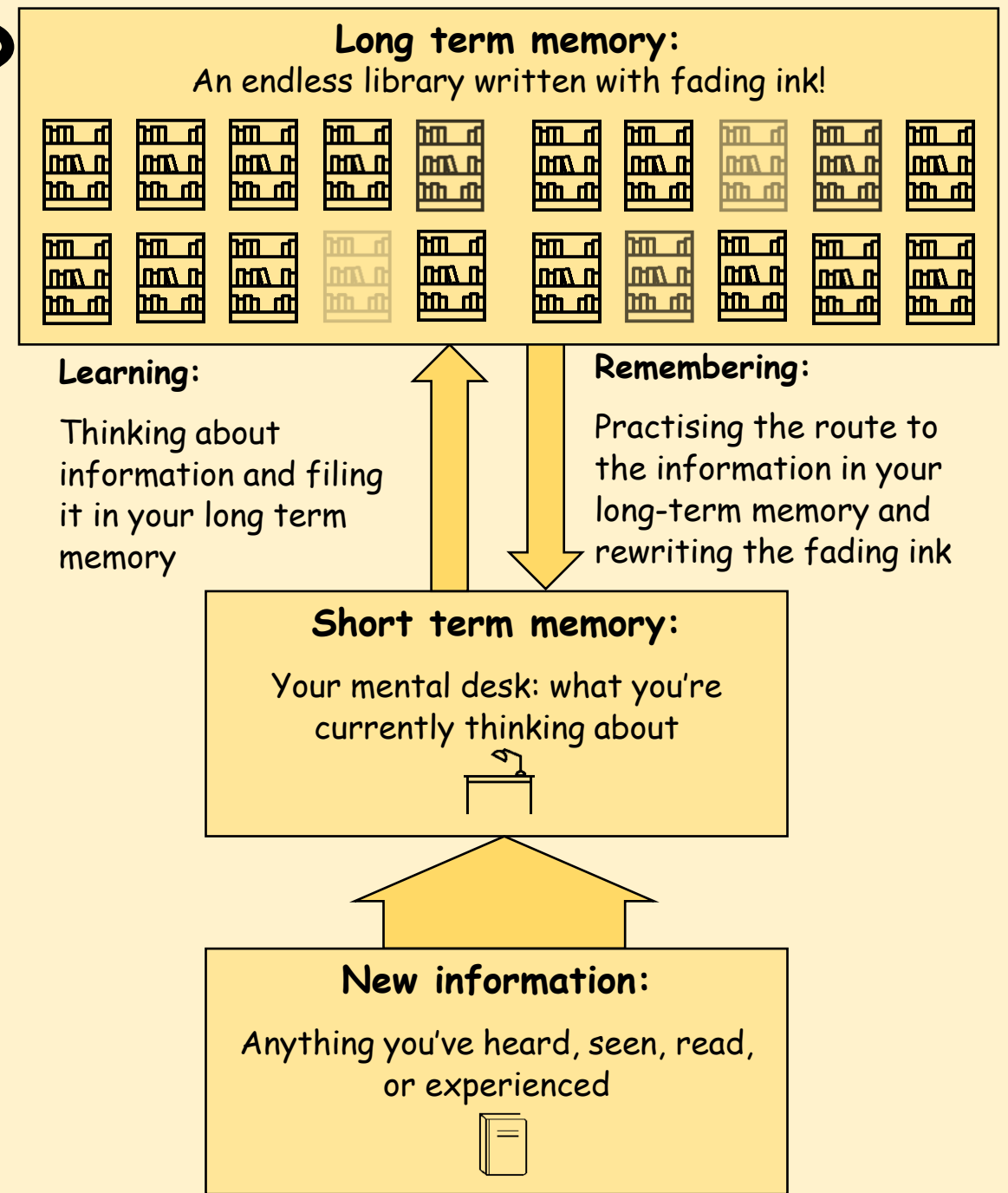


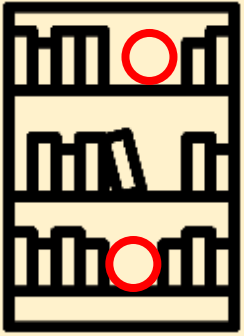
Yr8 - How do I practice?

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.



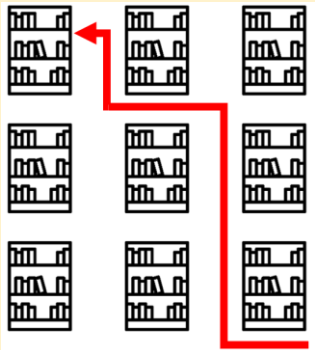
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

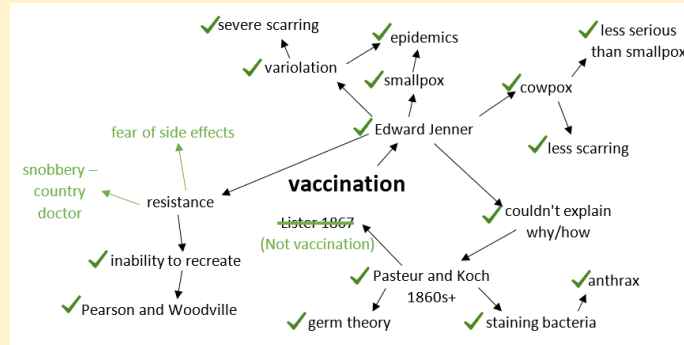
Strategies to try:

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

Writing a concept map:



Watch videos:



Flashcards:

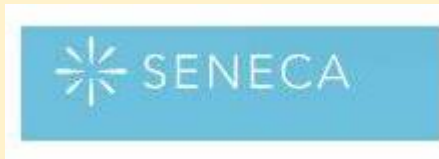
osmosis

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

Practising exam questions:

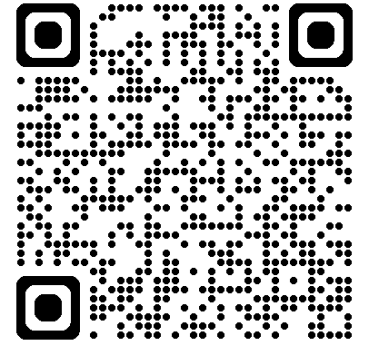


Online platforms:



Year 8 Key Assessment 2

In this Key Assessment, you will evidence your knowledge of **unseen poetry** what makes great **creative writing**. Alongside your evaluation of unseen poetry, you will be tested on your ability to identify and apply grammatical and language features.



Punctuation

Period ● Use a period at the end of a declarative sentence and in abbreviations.	Question Mark ? Use a question mark after an interrogative sentence.	Quotation Marks “ ” Use quotation marks for direct quotations.	Apostrophe ’ Use an apostrophe in contractions and to indicate possession.
Comma , Use a comma to separate items in a series, to set off an appositive, or before the conjunction in a compound sentence.	Hyphen - Use a hyphen to join words serving as a single adjective before a noun, in number words, and to divide words into syllables.	Exclamation Point ! Use an exclamation point to show strong emotion or to give a command.	
Colon : Use a colon to introduce a list and before a final clause that explains something in the sentence.	Parentheses () Use parentheses around extra non-essential information that is too important to omit.	Semicolon ; Use a semicolon to join two independent clauses that are not connected with a coordinate conjunction.	



What to revise:	How to revise:	Key words:
<ul style="list-style-type: none"> Language features Sentence types Word Classes Punctuation and grammar 	<p>Uplevel writing you have completed in lesson to apply these features and structures. Create revision cards for the poetic devices you studied.</p>	<ul style="list-style-type: none"> Sensory language Authorial Intent Connotation Narrative perspective

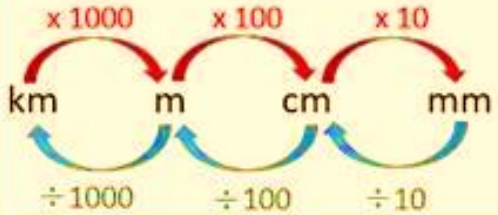
Use the '**Key Links**' tab in the English student portal to access BBC Bitesize and Quizlet revision quizzes.

Use **record cards** to create a definition and example of language features, sentence types and punctuation.

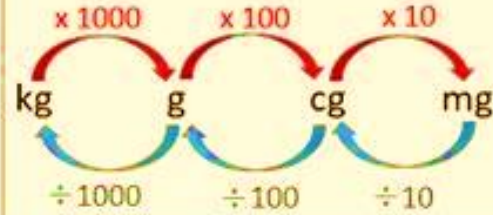
The image shows two screenshots of digital learning resources. The left screenshot is from BBC Bitesize, showing a definition of 'the 5 senses' as 'What you see, feel, hear, taste and smell.' with icons for each sense. Below the definition is a list of terms to choose from: 'the 5 senses', 'setting', and 'horror'. The right screenshot is from Quizlet, showing a 'Denotation' quiz for 'the 5 senses' with a 4.8 rating. It also shows a 'descriptive writing' quiz.

Mathematics Year 8 - Spring

Converting Metric Lengths



Converting Metric Weights



Convert to Standard Form

Move the decimal point until there is one digit to the left of the decimal point.

Exponent goes **up** ← Decimal point moves **left** • Decimal point moves **right** → Exponent goes **down**

Examples:

$$156000. = 1.56 \times 10^5$$

Move decimal point 5 places left, exponent goes up by 5

$$0.0000053 = 5.3 \times 10^{-6}$$

Move decimal point 6 places right, exponent goes down by 6

Some topics to revise (Sparx code)

Solve multi step equations (M509)

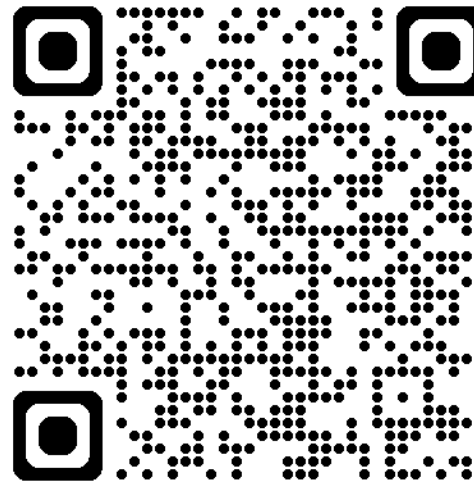
Solve inequalities (M118)

Multiplying fractions (M157)

Standard form (U330 and U534)

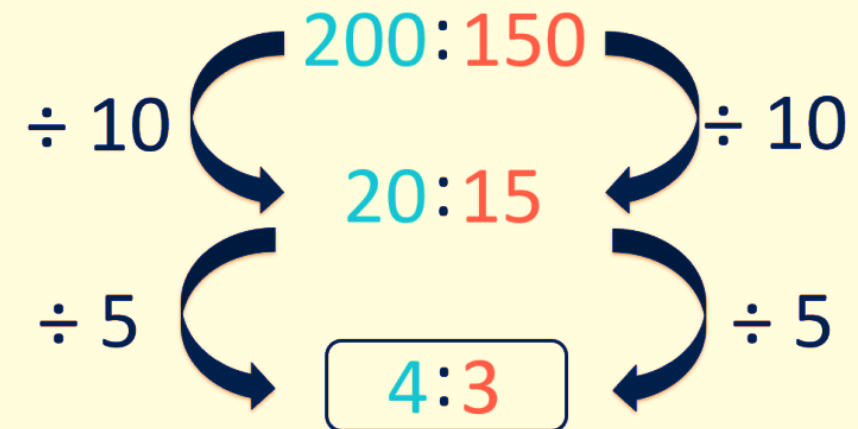
Presentation

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.**



To simplify a ratio, divide all numbers in the ratio by the same amount

You can keep dividing a ratio in stages to simplify it further



Year 8 - Science revision for KA2

Steps	Body Systems	Electricity	Speed
1 - Recall 2 - Understand	To recall parts of the digestive system and their functions	To recall and name different electrical components	To recall the measurements needed to calculate speed
3 - Apply 4 - Analyse	To apply and analyse given data tables	To use your knowledge of series and parallel circuits to predict the effect of changes made to a circuit.	To draw a graph using given scales
5 - Evaluate 6 - Create	To explain the effect on the lungs of smoking referencing cilia	To design a circuit to complete a specific function / puzzle.	To use the graph to find missing values.

Support Videos:

Digestion

Enzymes

Drugs

Circuits Part 1

Circuits Part 2

Circuits Part 3

Speed

Graphs



Geography: Y8 Testing Week

Key Questions:

Step 1 Know and Remember: Do you remember our keywords and definitions related to population and settlement and Asia and urbanisation?

Step 2 Comprehend and Understand: Do you understand how is the world population changing?

Step 3 Application: What is the Demographic Transition Model and why is it useful?

Step 4 Analysis: Can you explain push and pull factors leading to migration and the impact this can have?

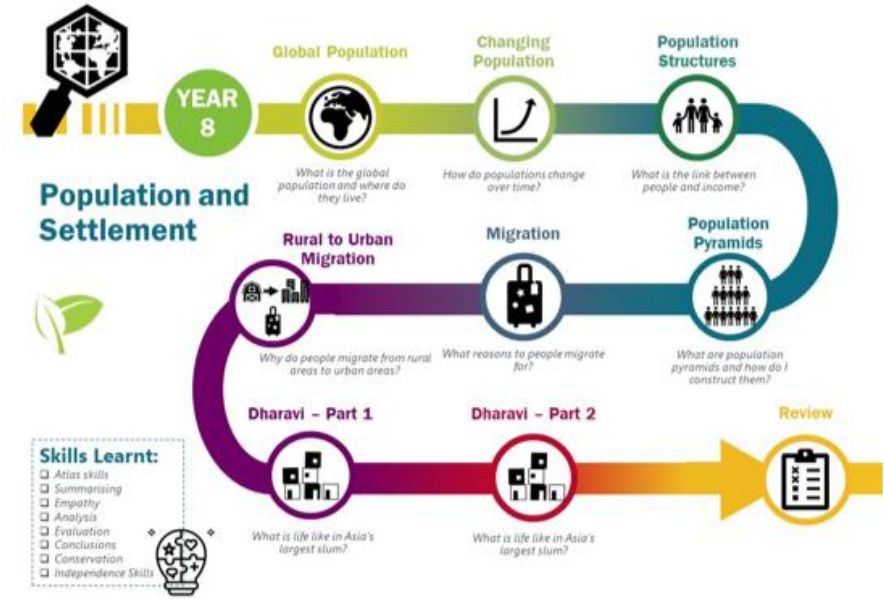
Step 5 Evaluation: Can you produce a balance argument on the physical and human causes of flooding in Asia?

Step 6 Creating: How can informal settlements improve? Using your chains of reason and SEE factors!

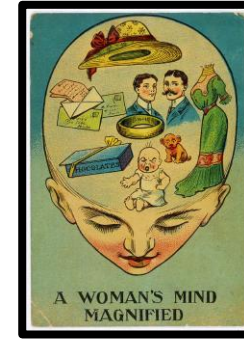
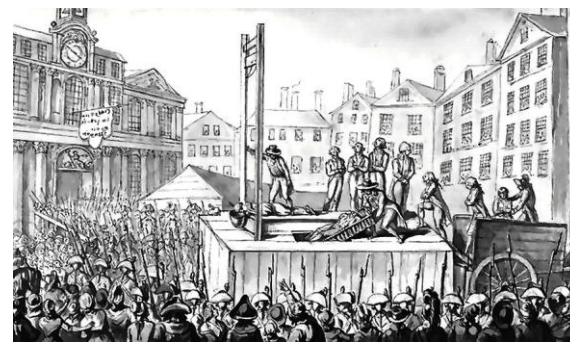
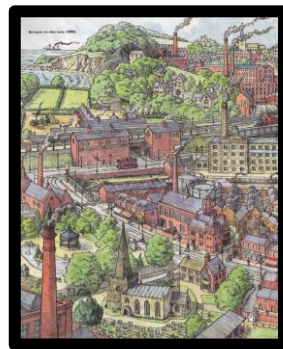
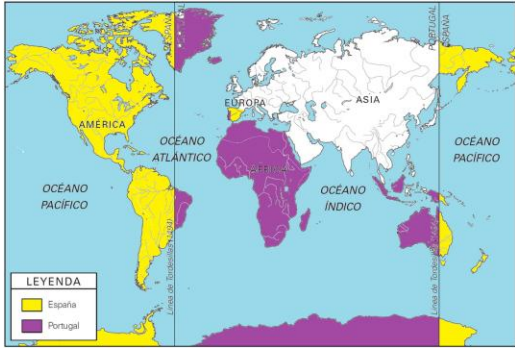
Use the student area to recap and review all our lessons

[Y8 - Population and Settlement \(sharepoint.com\)](#)

[Y8 - Asia and Urbanisation \(sharepoint.com\)](#)



Year 8 History - Key Assessment 2



To achieve Step 1	To achieve Step 2	To achieve Step 3	To achieve Step 4	To achieve Step 5	To achieve Step 6
<ul style="list-style-type: none"> Identify correct time periods (AD/BC) Know what a revolution is Know about the Suffragettes Know about Empires 	<ul style="list-style-type: none"> Summarise the causes and consequences of the Industrial Revolution Summarise what a historical interpretation is 	<ul style="list-style-type: none"> Explain why Europeans began building Empires Explain why life changed for Britons, 1750-1900 Explain why people are significant 	<ul style="list-style-type: none"> Suggest why different sources are useful Quote interpretations to prove a point Link knowledge to interpretations 	<ul style="list-style-type: none"> Evaluate the differences between revolutions Evaluate the usefulness of sources Evaluate the Transatlantic Slave trade 	<ul style="list-style-type: none"> Independently write about a significant change that happened in Britain, 1750-1900.

REVISION FOR YEAR 8 KEY ASSESSMENT 2

What you need to know to do well in Key Assessment 2:	
	Say where they live (types of houses, types of areas).
	Describe their using adjectives + opinion about their house.
	Describe their house saying what rooms are in their houses.
	Describe their ideal home using the conditional.
	Describe their towns saying what there is and isn't + giving opinions.
	Describe their ideal town using the conditional.
	Understand people when they describe where they live and what they think of it.
	Use a range of adjectives to describe their house/town/area + what it was like in the PAST

What an STEP5 paragraph looks like in Year 8 for KA2 – can you translate it?

Hola, soy Jessica y vivo en Winchester en una casa grande y moderna con mi familia.

Me gusta mi casa ya que es confortable. En la planta baja, hay el salón y la cocina con el comedor. En la primera planta, hay dos habitaciones y el baño. En mi casa ideal, habría una piscina y una sala de videojuegos y sería fantástico.

En mi pueblo hay una iglesia y una biblioteca. También, hay un parque. Sin embargo, no hay un estadio de fútbol y no hay un cine. Mi pueblo ideal tendría un cine grande, un castillo histórico y una piscina. Sería bonito y moderno con un parque.

CONDITIONAL VERBS:	<u>habría</u> = there would be
<u>me gustaría</u> = I would like	<u>tendría</u> = it would have
<u>me encantaría</u> = I would love	<u>sería</u> = it would be

Los Lugares

El banco	La biblioteca	El café
El centro	El centro comercial	El cine
La escuela	La estación de los bomberos	La farmacia
El gimnasio	El hospital	La iglesia

OPINION VERBS

- Me gusta(n)
- Me encanta(n)
- Me chifla(n)
- Me mola(n)
- Me interesa(n)
- Me flipa(n)
- Me apasiona(n)
- Prefiero

<p>Vivir (To live)</p> <p>yo vivo ns. vivimos tú vives vs. vivís él/ella vive ellos/ellas viven</p>	<p>Un supermercado Un cine Un museo Un banco Un restaurante Un parque Un estadio de fútbol Un hospital</p>	<p>Una piscina Una tienda Una iglesia Una biblioteca</p>	
			<p>una ciudad = a city un pueblo = a town un bosque = a forest el campo = the countryside la costa = the coast la montaña = the mountains</p>
			<p>una casa = a house un piso = a flat una caravana = a caravan un castillo = a castle un bungalow = a bungalow una villa = a villa una mansion = a mansion</p>

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: Park2023) 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.

Year 8 RE

What you will be asked to do:

- Complete a multiple-choice test across all of these topics
- Complete a selection of short written tasks from across these topics



Key Topics:

From last term...

- Community
- Morality
- Care for the environment

From this term...

- Stewardship
- Agape
- Incarnation
- Historical Jesus

At Communicate	... respond creatively as well as offer more detailed explanations for their own responses to their experiences of the concepts/words introduced.
At Apply	... explain examples of how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	... accurately explain meanings of concepts/words in the traditions encountered and studied (taught at the Inquire step). ... accurately explain the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the Contextualise step). ... appreciate and begin to explain how the concepts/words may interact together to influence the way people think and speak and act in the world.
At Evaluate	... discern value 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 articulating the value of their interconnections. ... discern possible value for 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).

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



Intro to Python

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 above Step 4 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.

Web development

Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, you were able to better understand the processes involved in creating such graphics.

To be working above Step 4 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	Ellipse	Stroke	Flip
Raster	Segment	Select	Z-order
Bitmap	Arc	Move	Group
Paths	Polygon	Resize	Ungroup
Pixels	Star	Rotate	Align
Rectangle	Fill	Duplicate	Distribute
Union	Equidistant	Logo	Algorithms
Illustrations	Icons	Formulae	SVG

Melodrama

Key Word / Drama Skill	Definition
GENRE	A type of performance that can be defined by specific key features and audience response
MELODRAMA	A theatrical genre in popular in the Victorian era. Literal translation
STOCK CHARACTERS	The term given to the stereotypical characters in Melodrama
HEIGHTENED ACTING STYLE	An exaggerated and over the top way of acting
SLAPSTICK	A comedic routine that uses humour and heightened acting to make the audience laugh
MELODRAMA ROUTINE	A stock (typical) narrative (Villain takes advantage of Victim, Hero saves the day!)
LOOP DIALOGUE	Over the top dialogue that accompanies a melodrama routine; repeated 3 times with increased exaggeration

Features and Conventions of Melodrama

- **Melodrama = Music (Melody) + Acting (Drama)**
- **Melodrama is a style of theatre created in the late 1800s (also referred to as Victorian Era)**
- **It was a form of comedy for Victorian audiences**
- **Music used to underscore the acting**
- **Exaggerated Acting and Characterisation**
- **Humour and Comedy**
- **Stock Characters – Clear Villain, Victim and Hero**
- **Stock Routine – Villain takes advantage of a Victim with a scheming plot, the Hero saves the day and rescues the Victim**

Subject Specific Vocabulary Spellings

Theatre
Performer
Performance
Audience
Role
Facial Expressions
Gesture
Dialogue
Theatrical
Genre

Stock Characters



Activ
Go to

Year 8 Revision slide Drama

Motif: A short phrase of movement that can be developed or repeated.

Formation: where a dancer is standing/ dancing in relation to other dancers.

Pathway: the direction of travel

Dynamics: (How) Quality of how you perform the movement.

Unison: all together at the same time.

Choreographic device:

Choreographic devices are **the tools we use to manipulate movement in order to enhance, exaggerate and embody actions.**

For example: Mirroring, canon, action and reaction

Year 8 - Dance

The 5 basic dance actions

- ✓ Jump
- ✓ roll/spin
- ✓ Traveling
- ✓ Stillness
- ✓ Gesture

Performance skills

- ✓ Facial expressions
- ✓ Projection
- ✓ Clear timing
- ✓ Control



The Nutcracker follows Clara's bittersweet journey from a darkly comic Christmas Eve at Dr. Dross' Orphanage, through a shimmering, ice-skating winter wonderland to the scrumptious candy kingdom of Sweetieland,

Choreographer: Matthew Bourne
Premiered: 1992
Music/composer: Tchaikovsky
Dance Company: new adventures
Dance style: classical and contemporary dance styles

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

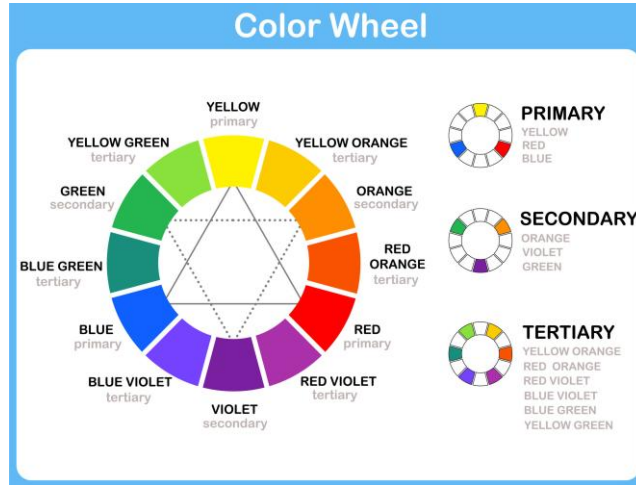
Please refer to your book for more in-depth topic information including Assessment Criteria and Big Pictures

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



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



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

Year 8 Music revision slide

MUSIC Knowledge Organiser

CORE KNOWLEDGE

Britpop is a mid-1990s British-based music and culture movement that emphasised Britishness. It produced brighter, catchier alternative rock

Britpop bands typically feature vocals, guitars, bass guitar, drums and keyboards.

Keywords -

Britpop - The name given to the music and popular culture from the 1990's

Intro - The first section of the song, often featuring the **hook** and the **riff**

Verse - The part of the song that tells the story

Chorus - A section that is repeated, often containing repetitive lyrics that make the song memorable

Solo - Another name for the instrumental section where there is not singing.

Tempo - The speed of the music

Timbre - The sound quality of instruments

Tonality - The mood of the music (Major/Minor)

Suggested Bands or Artists:

Oasis

Blur

The Verve

Suede

Elastica

Supergrass

Unit Name: BRITPOP

FACILITATING KNOWLEDGE

Britpop emerged partly in reaction to the popularity of the darker lyrical themes of the US-led grunge music. The movement brought British alternative rock into the mainstream and formed the backbone of a larger British popular cultural movement, Cool Britannia, which evoked the Swinging Sixties and the British guitar pop of that decade.

Britpop band rivalry was a common part of fan identity, fans siding with either Oasis or Blur.

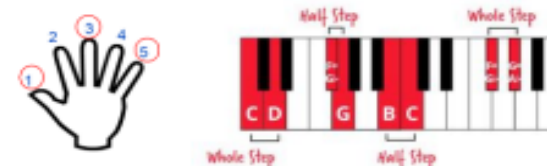
Oasis were often in the media because of their larger than life personas (mostly the two singers, brothers Noel and Liam Gallagher) and their infamous "rock and roll" lifestyle. Oasis often stated that **The Beatles** were a huge influence on their style and song writing.



SKILL

Keyboard / Piano

Using your right hand you should be able to play chords using the correct fingers with correct timing and rhythm.



Drums

You can play a crotchet or quaver beat on the hi-hat cymbal, ensuring your bass drum (foot) pedal is pressed on beats 1 and 3, snare drum hit on beats 2 and 4. Add a fill at the correct points.

Guitar

Copy the shapes on the chord symbols to play the chords in the song in the correct order during the performance.

Ensemble Skills

- Play your part in time with others
- Have a good awareness of the changing sections
- Listen and respond to cues (eg. Count in 1, 2, 3, 4...)

Yr7-9 PE Test – Practice

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



Football – requires high levels of balance when running at speed with the ball.



Football – requires high levels of muscular endurance



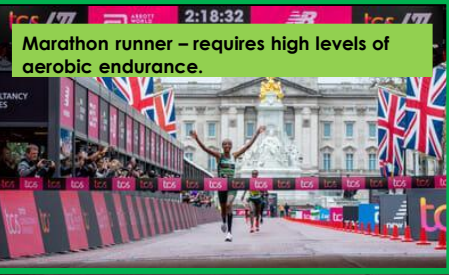
Plyometrics – Power training



Standing Stork – 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

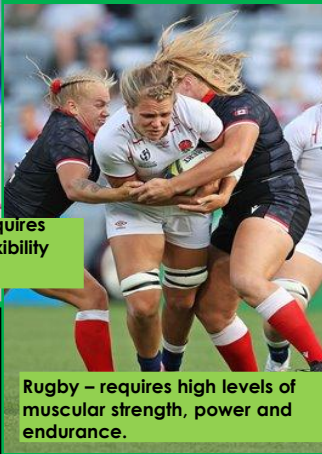
Training Methods						
Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	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 o your own, with apparatus or with a partner. Improves flexibility.
Sports	Sports	Sports	Sports	Sports	Sports	Sports
<ul style="list-style-type: none"> Marathon Running Cycling Swimming 	<ul style="list-style-type: none"> Football Rugby Netball 	<ul style="list-style-type: none"> Can be adapted to suit all sports 	<ul style="list-style-type: none"> Usually for speed. It can be adapted for other sports 	<ul style="list-style-type: none"> Basketball Long jump Hurdles 	<ul style="list-style-type: none"> Weightlifting Tennis (muscular endurance) 	<ul style="list-style-type: none"> Most sports and activities benefit from static stretching



Marathon runner – requires high levels of aerobic endurance.



Gymnastics – requires high levels of flexibility and balance.



Rugby – requires high levels of muscular strength, power and endurance.

- Remember –**
- Read each question twice.
 - What is the instruction, what is the key terms
 - Check your response
 - Leave nothing blank