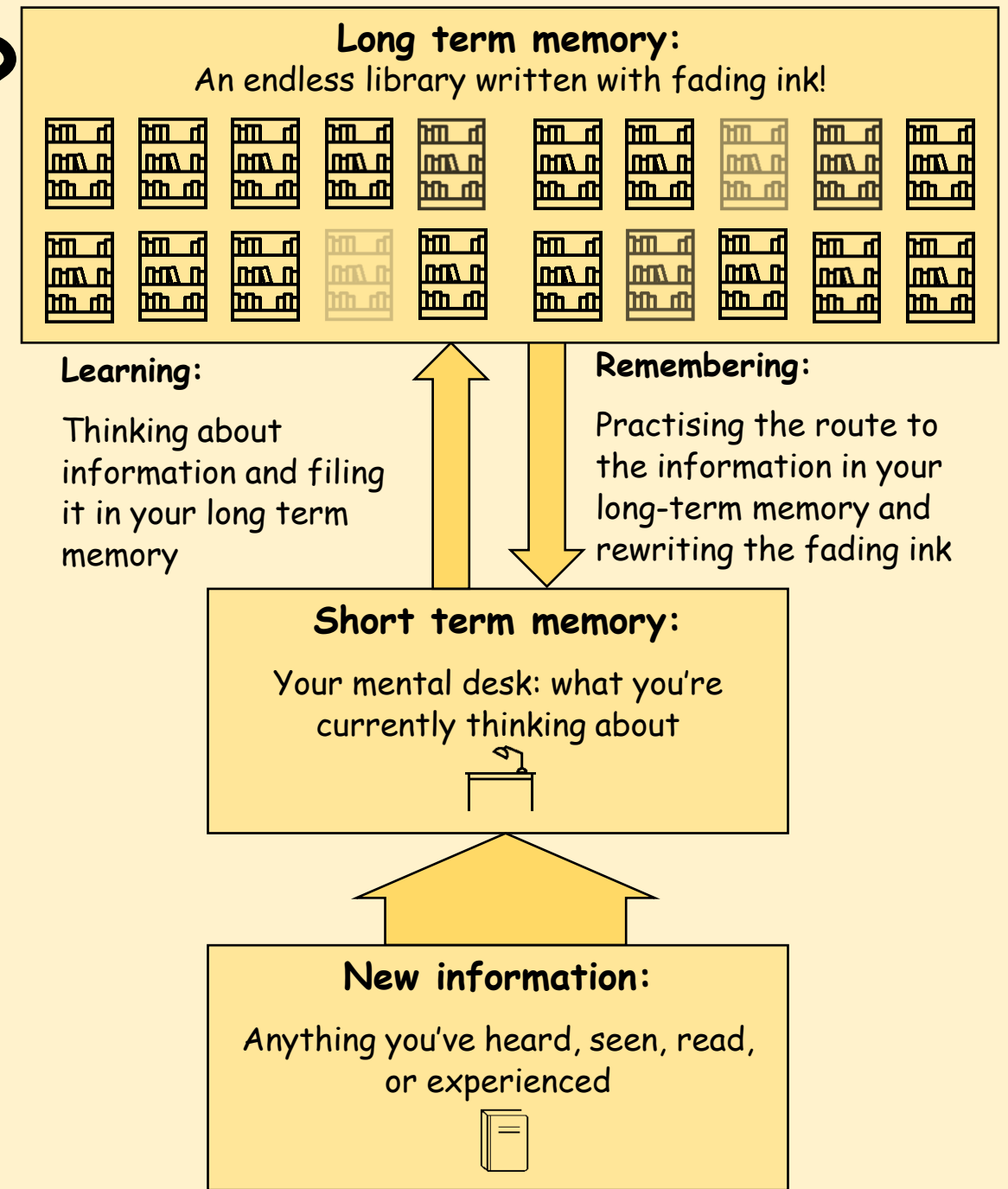


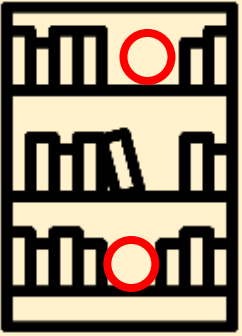
# Yr8 - How do I practice?

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.



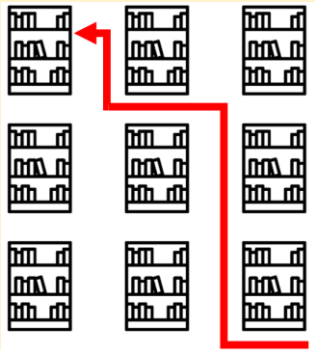
# Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

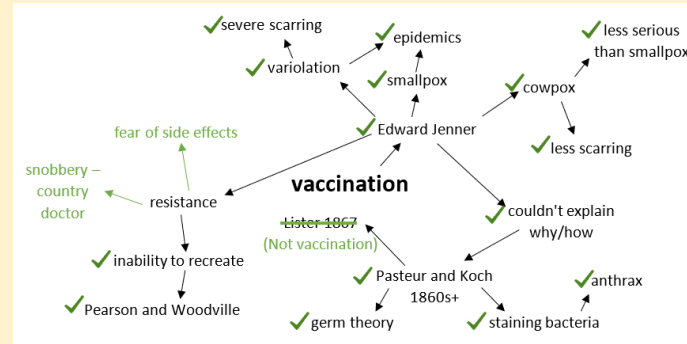
# Strategies to try:

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:

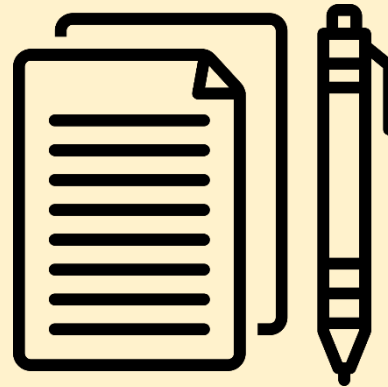


## Flashcards:

osmosis

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

## Practising exam questions:



## Online platforms:



# ENGLISH Year 8 Key Assessment 1

In this Key Assessment, you will evidence your knowledge of what makes great creative writing. Each of the questions, will test 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"><li>Language features</li><li>Sentence types</li><li>Word Classes</li><li>Punctuation and grammar</li></ul>	<b>Uplevel</b> writing you have completed in lesson to apply these features and structures.	<ul style="list-style-type: none"><li>Sensory language</li><li>Subordinate Clause</li><li>Synonyms</li><li>Narrative perspective</li></ul>

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.

Definition

What you see, feel, hear, taste and smell.

Select the correct term

**KS3 Bitesize**

Learn more →

3 setting

2 the 5 senses

4 horror

Denotation

Quizlet - English terminology

4.0 (1 review)

Definition

What you see, feel, hear, taste and smell.

Quizlet - descriptive writing

the 5 senses

# Mathematics Year 8

Add/subtract 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.

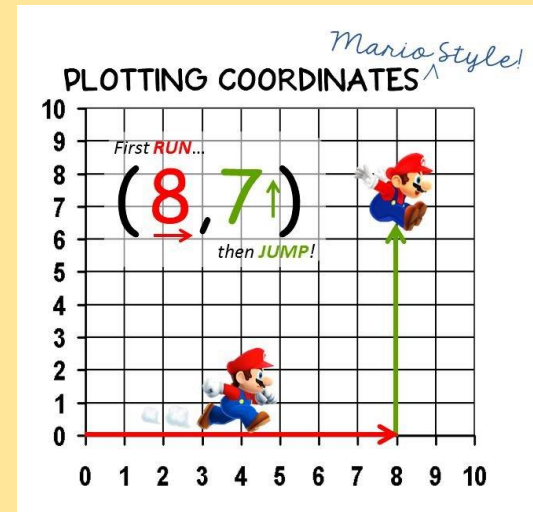
## Some topics to revise (Sparx code)

Simplify ratio (M885)

Sharing in a ratio (M525)

Multiplying fractions with whole numbers (Q912)

Writing probabilities as fractions (M941)



## 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!

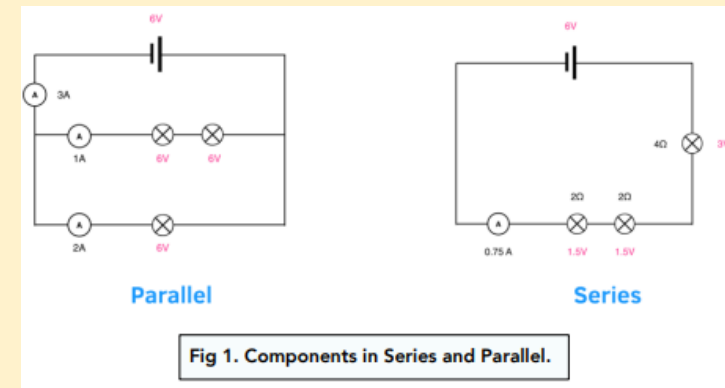
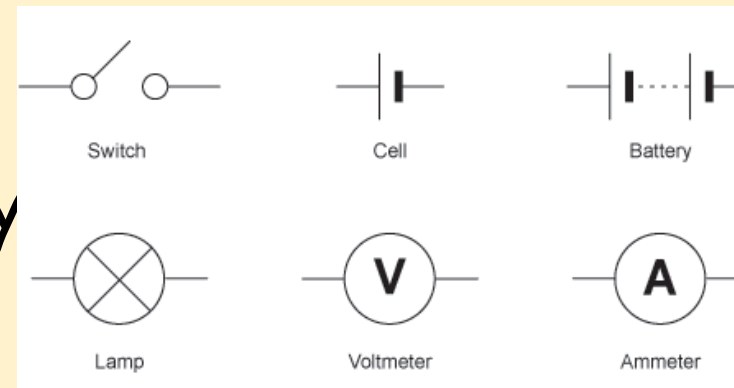
## Presentation

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.**



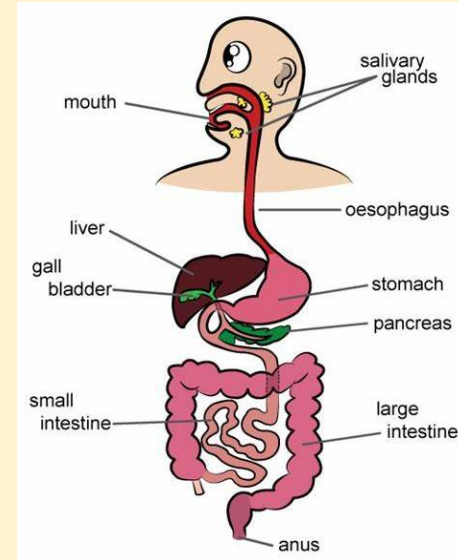
# Year 8 - Science

1. Read the question carefully
2. Annotate the question



## Key topics:

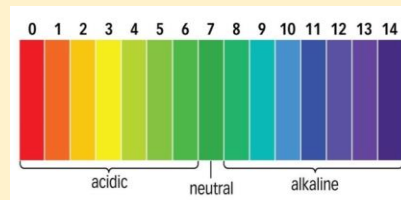
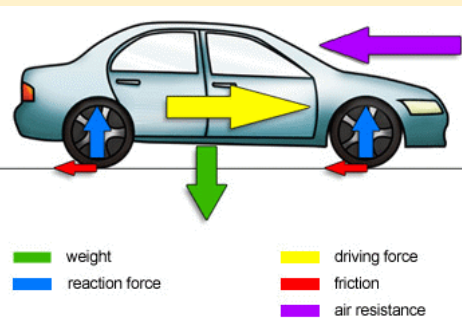
- Scientific equipment
- Food components and digestion
- Electrical Symbols
- Series and Parallel Circuits
- Topic Questions from year 7:
- Forces
- Acids and Alkalis



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	

Student Area:





# RE



## Key Topics:

- Community
- Morality
- Care for the environment

From last term

- Islam
- Ummah
- Five Pillars

## 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



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

## 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

# 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 History - Key Assessment 1

Topics we have studied in Year 7 that will come up on the test:

- Norman Conquest and Battle of Hastings
- Henry VIII and the Reformation
- Licoricia and Medieval Anti-Semitism

Topics we have studied in Year 8 that will come up on the test:

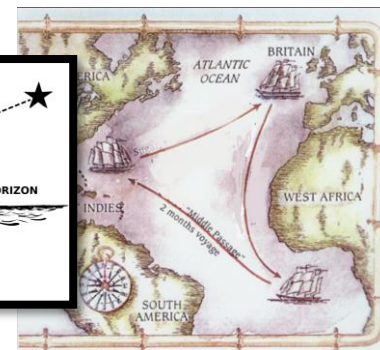
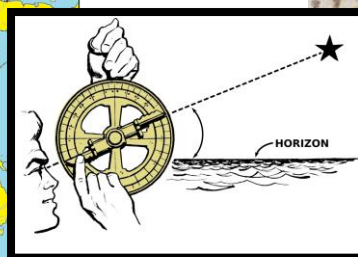
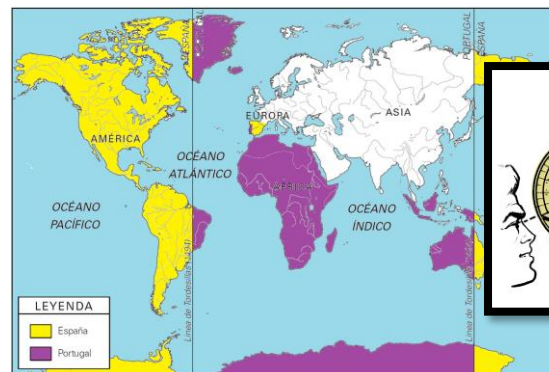
- European Empires
- The Transatlantic Slave Trade
- Industrial Revolution

Student Page for History



Tips for success:

- Revise the 'big stories', what is the theme in each of the topics?
- Remember some specific historical facts for each topic.
- History is not just about learning dates!



## Key Revision Questions

1. How did King William I change England?
2. Why did Henry VIII set up the Church of England?
3. What is anti-Semitism and persecution?
4. Why did European nations begin building Empires?
5. How did the British Empire exploit India?
6. What was the Transatlantic Slave Trade?

# 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) + el/la/al.

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 **including a contrast**.

## What I should be able to write and understand:

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

**3** **ver**

**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  
 Ya que  
 Puesto que  
 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: 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.

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

Conectores  
 Porque  
 Ya que  
 Puesto que  
 Dado que  
 = because

**es**

**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

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

**b**  
 Los patinetes  
 Un refresco  
 Los gafes 3D  
 Los billetes  
 Un perro callejero  
 Las sillas

**c**  
 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

**d**  
 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

# Year 8 - Computer Science

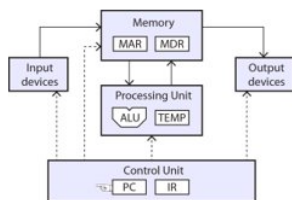
## Computer Systems

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]



wiseGEEK

### 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

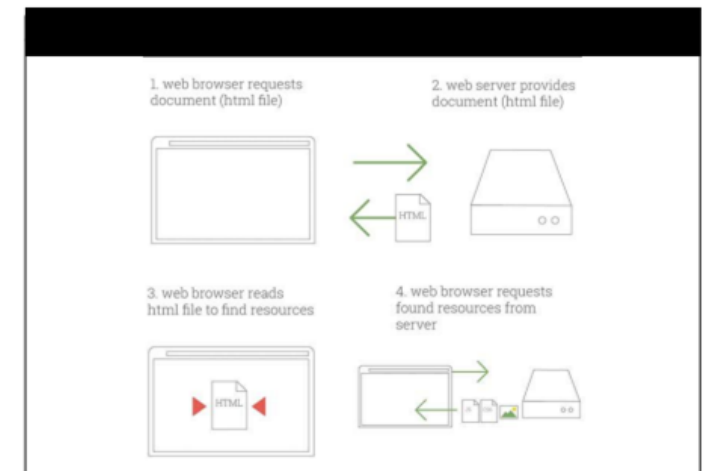
In this unit, you will have explored the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, you will have investigated how websites are catalogued and organised for effective retrieval using search engines.

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
.WMV	A video file which can be embedded within a webpage.

```
<!DOCTYPE html>
<html>
<head>
<title>My First Webpage</title>
</head>
<body>
<h1>My First Heading</h1>
<p>My first paragraph.</p>
</body>
</html>
```





# 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.





# Year 8 Drama

## 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



**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



# Year 8 Music

## MUSIC Knowledge Organiser

## Unit Name: BRITPOP

### 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

### 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...)

# PE End of Term 1 Revision Topics - Yr8



## Warming up

- Stages
- Purpose
- Benefits



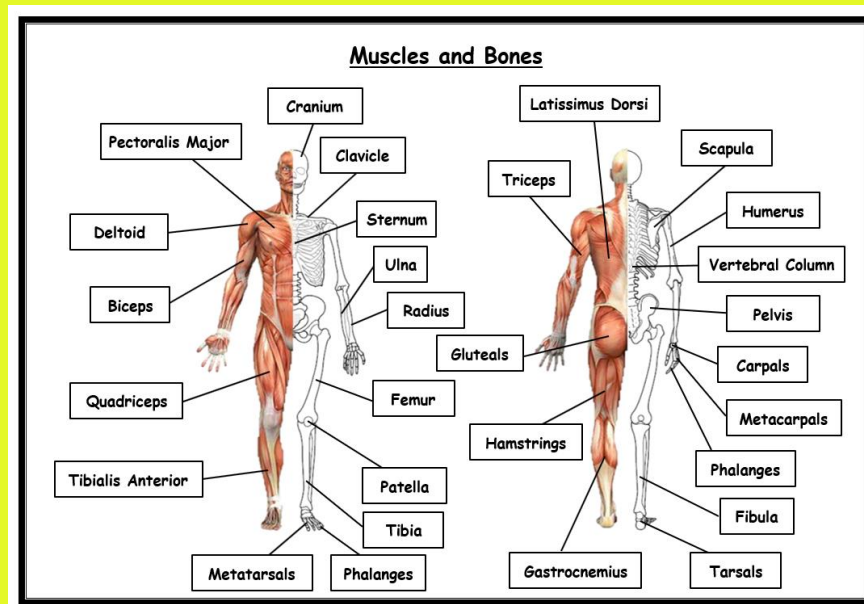
## Short term effects of exercise

- 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](#)

PE student pages



Step 1 = 0-15%  
Step 2 = 15-30%  
Step 3 = 31-49%  
Step 4 = 50-69%  
Step 5 = 70-100%