

# Year 8 Revision List

## **English:**

Assessment – An extract from *Animal Farm* and link to the whole novella and newspaper article writing on a topic given on the day.

2 full lessons in class

Revision – quotes from throughout *Animal Farm*; knowledge of plot, character and themes from *Animal Farm*; knowledge of context from *Animal Farm*; knowledge of structures for analysis; knowledge of structures for newspaper article writing; knowledge of success criteria for newspaper article writing (non-fiction writing).

## **Computing:**

Spreadsheets

- Mathematical operators and how they are used in formulae
- How to write formulae
- Functions: Max, Min, Average, SUM
- Absolute cell referencing
- Appropriate charts

Computational Thinking:

- Abstraction
- Decomposition
- Pattern recognition

E-Safety

- Grooming
- Trolling
- Cyber threats
- How to protect against cyber threats
- Why are strong password important

## **Food Technology:**

- Revising Year 7 hygiene rules
- Correct hand-washing steps
- Temperature danger zone
- Safe food storage
- Preventing cross-contamination
- Electrical safety
- Fire safety

### Knife Skills

- Confident claw grip
  - Improved control and accuracy
  - Cutting techniques
  - Choosing the correct knife for a task
  - Developing speed safely
  - Eatwell Guide (developing understanding)
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- Revising the five food groups
  - Understanding balance and variety
  - Linking nutrients to the Eatwell Guide
  - Identifying foods high in sugar, salt and fat
  - Using the Eatwell Guide to analyse and improve recipes

### Macronutrients (recap and development)

- Carbohydrates
- Proteins
- Fats

### Vitamins & Minerals (NEW – Year 8)

- What vitamins and minerals are
- Why the body needs them

### Key Vitamins

- Vitamin C
- Vitamin D

### Key Minerals

- Calcium
- Iron

- Linking vitamins and minerals to the Eatwell Guide
- Identifying vitamin-rich foods in recipes

#### Sensory Analysis:

- Using sensory vocabulary
- Descriptive words
- Comparing dishes
- Giving positive and constructive feedback
- Identifying strengths and areas for improvement

#### Kitchen Equipment Knowledge

- Naming and using equipment
- Safe use of OVEN/HOB
- Cleaning and storing equipment properly

#### Cooking Skills

- Using hob and oven safely
- Healthier cooking methods
- Time management in practical lessons
- Making simple adaptations to recipes

## **Spanish:**

A listening, reading a writing assessment. 1 lesson for the listening and reading and another lesson for the writing.

Class teachers will have put knowledge organisers onto ClassCharts and Google Classrooms to access for revision.

#### Topics:

- Holidays
- Hobbies - Music and TV
- Arranging to go out - town
- Food

## **German:**

A listening, reading a writing assessment. 1 lesson for the listening and reading and another lesson for the writing.

Class teachers will have put knowledge organisers onto ClassCharts and Google Classrooms to access for revision.

Topics:

- My home and local area
- Free time
- Holidays
- Technology

## **History:**

Slavery = 3 passages, capture, Middle Passage, auctions, life on the plantations, resistance

British Empire = reasons for the empire, treatment of natives e.g. Benin, India, Australia

Industrial Revolution = living conditions, changes to transport & technology, jobs e.g. factories, chimney sweep, legger etc., Peterloo Massacre

WWI = causes of WWI, propaganda, conscientious objector

## **Music:**

Music KS3 exams will be on the key vocabulary pupils have covered on the 4 Schemes of work that have been completed. It will last 30 minutes.

1. Chords and Riff1 (12bar blues)
2. Rhythms around the world 2 (Samba)
3. Chords and Riffs 2 (Ukelele)
4. Major / Minor

## Maths:

Q	Emerging	Sparx
1	To be able to simplify ratios with a common ratio	M885
2	To be able to find 10%, 50%, 1%, 5% and 20% of an amount	M437
3	To be able to multiply a binomial by an integer or variable	M237
4	To be able to factorise an expression with a common integer or variable factor	M100
5	To be able to solve a one - step equation with an integer solution	M707
6	To be able to continue a linear sequence	M381
7	To be able to draw a linear scales and axes	
8	To be able to read and plot coordinates in the first quadrant	M618
	<b>Developing</b>	
9	To be able to scale a ratio to a specific value	M801
10	To be able to share an amount in a given ratio	M525
11	To be able to find a percentage of an amount	M437
12	To be able to increase or decrease an amount by a given percentage	U349
13	To be able to multiply a binomial by a variable with a coefficient	U179
14	To be able to multiply a binomial by another binomial and simplifying	U768
15	To be able to factorise a linear expression the HCF and variable	U365
16	To be able to factorise a quadratic expression with positive coefficients	U178
17	To be able to solve one step equations with fractional solutions	U755
18	To be able to solve two step equations	U325
19	To be able to find missing numbers in a linear sequence	
20	To be able to find the nth term of a linear sequence	M991
21	To be able to use the nth term to find terms in a sequence	M991
22	To be able to read and plot coordinates in all four quadrants	M618
23	To be able to draw a set of appropriately scaled axes	
	<b>Securing</b>	
24	To be able to solve familiar ratio problems	U921
25	To be able to find original values before percentage change	M528
26	To be able to find values after repeated percentage change	U332, M533
27	To be able to multiply two binomials involving terms with indices and coefficients	M533
28	To be able to factorise quadratics with negative coefficients	M960, U768
29	To be able to solve two step equations involving brackets	M902
30	To be able to find missing numbers in more complex sequences	M981
31	To be able to find nth terms with negative or fractional common differences	M991
32	To be able to continue algebraic sequences	
	<b>Mastering</b>	
33	To be able to find profit and loss given percentage change	M476
34	To be able to find the interest rate given a time frame and end values	U332
35	To be able to find expressions for the area of a rectangle with binomial lengths	M533
36	To be able to find expressions for lengths of a rectangle given algebraic areas	U235
37	To be able to solve two step equations involving algebraic fractions	U675, U181
38	To be able to find subsequent and missing terms in a quadratic sequence	

## Geography:

Your End of Year Assessment will ask you questions about the topics and places you have learned about in **Year 8 Units 1–5**. Your assessment is **50 minutes** and there will be **45 marks** available. You can use a calculator.

The assessment will have:

- Questions that ask about figures and diagrams.
- Several questions of one, two and three and four marks.
- One longer essay of six marks.

Maximise your revision by focusing on information from the four boxes below.

### 1. Key terms

- atmosphere
- albedo effect
- coal/gas/oil
- food aid
- fossil fuels
- habitat
- manufactured goods
- malnutrition
- Nenets
- nutrients
- permafrost
- reindeer
- renewables
- Russia
- traditional
- solar panels
- settlement
- solar radiation
- soil
- quality of life
- wilderness

### 2. Big ideas

- How **rivers** support life (U1, L6)
- Impacts of the **GERD** dam (U1, L7-8)
- Strategies to improve **food supply** (U2, L8)
- How **fossil fuels** create energy (U3, L3)
- **Energy mix** in the UK (U3, L5)
- The **enhanced greenhouse effect** (U4, L3)
- Strategies that slow down **climate change** (U4, L6–7)
- **Albedo** rates (U5, L3)
- Characteristics of the **tundra** (U5, L4)
- Changes in the **Yamal** region (U5, L6)

### 3. Key topic – UK Human Geography

Revision question to focus on: **What strategies can be used to slow down climate change?**

Key lesson: **Unit 4 Lesson 6–7**

Key terms: fossil fuels, Paris Agreement, international action, greenhouse gas emissions, individual action, local government, solar panels, public transport, manufactured goods, carbon dioxide, photosynthesis.

Key idea: How both international and local actions can help to slow down climate change.

### 4. Skills

- Compass directions (U1, L3)
- Major lines of latitude (U2, L1 and U5 L1)
- Choropleth map (U2, L3)
- Line graphs (U3, L2)
- Pie charts (U3, L5)
- Bar charts (U4, L8)
- Albedo rates (U5, L3)
- Describing distribution (U5, L5)
- Symbols map and key (U5, L5)

You may wish to use some of the following strategies to help you revise:

Revise the glossaries for Units



Create flash cards.



Practice the skills mentioned in box 4.



Discuss strategies to slow down climate change.



## **Science:**

### **Exam Paper Details:**

<b>Paper</b>	<b>Length of Exam</b>
<b>1</b>	<b>50 minutes</b>
<b>2</b>	<b>50 minutes</b>

### **What You Need to Revise:**

#### **Tissues and Organs**

- Describe the functions of the muscular and skeletal systems
- Describe the mechanism of breathing and gas exchange
- Explain diffusion in the lungs and alveoli
- Compare medicinal and recreational drugs

#### **Acids and Alkalis**

- Recall the pH scale
- Describe indicators and colour changes in acids and alkalis
- Explain neutralisation reactions and state the general equation
- Describe how to make salt crystals
- Explain reactions between acids and metals

#### **Movement and Pressure**

- Calculate speed using the equation
- Explain acceleration and its effects on motion
- Construct and interpret distance-time graphs
- Calculate pressure and explain its effects

#### **Respiration and Photosynthesis**

- State the equations for aerobic and anaerobic respiration
- Explain how exercise affects the body
- State the equation for photosynthesis and required conditions
- Compare photosynthesis and respiration
- Describe plant adaptations in different environments

#### **Changing Substances**

- State the law of conservation of mass
- Balance symbol equations
- Explain oxidation and reduction reactions
- Describe the reaction of burning magnesium
- Describe the tests for oxygen, hydrogen and carbon dioxide

#### **Magnetism**

- State the three magnetic metals

- Describe and draw magnetic fields around magnets
- Explain how electromagnets are made and strengthened
- Explain Earth's magnetic field and compass use

### **Life Diversity**

- Explain the difference between populations and communities
- Define fertilisation and identify gametes
- Compare genetic material in gametes and body cells
- Explain variation and inherited features
- Describe evolution and evidence for evolution
- Explain competition between organisms
- Compare extinct and endangered species

### **Resistance**

- Recall circuit symbols and electrical units
- Define current, voltage and resistance
- Compare series and parallel circuits
- Describe fixed resistors, variable resistors, thermistors and LDRs
- Describe investigations into resistance in wires

### **Earth Systems**

- Define weathering and erosion
- Explain how igneous, sedimentary and metamorphic rocks form
- Describe the rock cycle and water cycle

### **Nutrition**

- Describe the functions of organs in the digestive system
- Explain balanced diets and malnutrition
- Describe food tests and positive results
- Explain adaptations of the small intestine
- Describe enzymes and substrates in digestion

### **Light**

- Describe transparent and opaque materials
- Use ray diagrams to show reflection and refractions
- State the law of reflection
- Explain what happens during refraction
- Compare concave and convex lenses
- Describe the structure of the eye
- Explain how white light is split into colours

### **Skills You Will Be Tested On**

- Understanding command words (e.g. State, Describe, Explain, Analyse, Compare)
- Describing the trends from graphs
- Predicting values using graphs

- Choosing appropriate equipment
- Identifying three variables in an experiment (independent, dependent and control)

### **How to Revise Well**

- *Make flashcards*
- *Test yourself using retrieval questions – All core questions available from science team.*
- *Complete past paper questions, Mark them using model answers, Revisit anything you got wrong*
- *Use AI responsibly to test you.*  
*Give a very precise instruction “Test me only on questions that could be found in KS3 Science. Make sure these are very similar in style to real exam questions.” “The topics I need to cover are \_\_\_\_\_ [insert topics on this sheet] \_\_\_\_\_”*  
*Then type your answer in and ask for it to give you feedback. “now mark my answers and give me feedback”*

### **Where to Find Revision Resources**

- *Sparx / Exampro*
- *Past paper questions*
- *‘Free science lessons’ on Youtube.*

### **Help & Support**

- *Speak to your teacher if you need help. We are more than happy to help!*