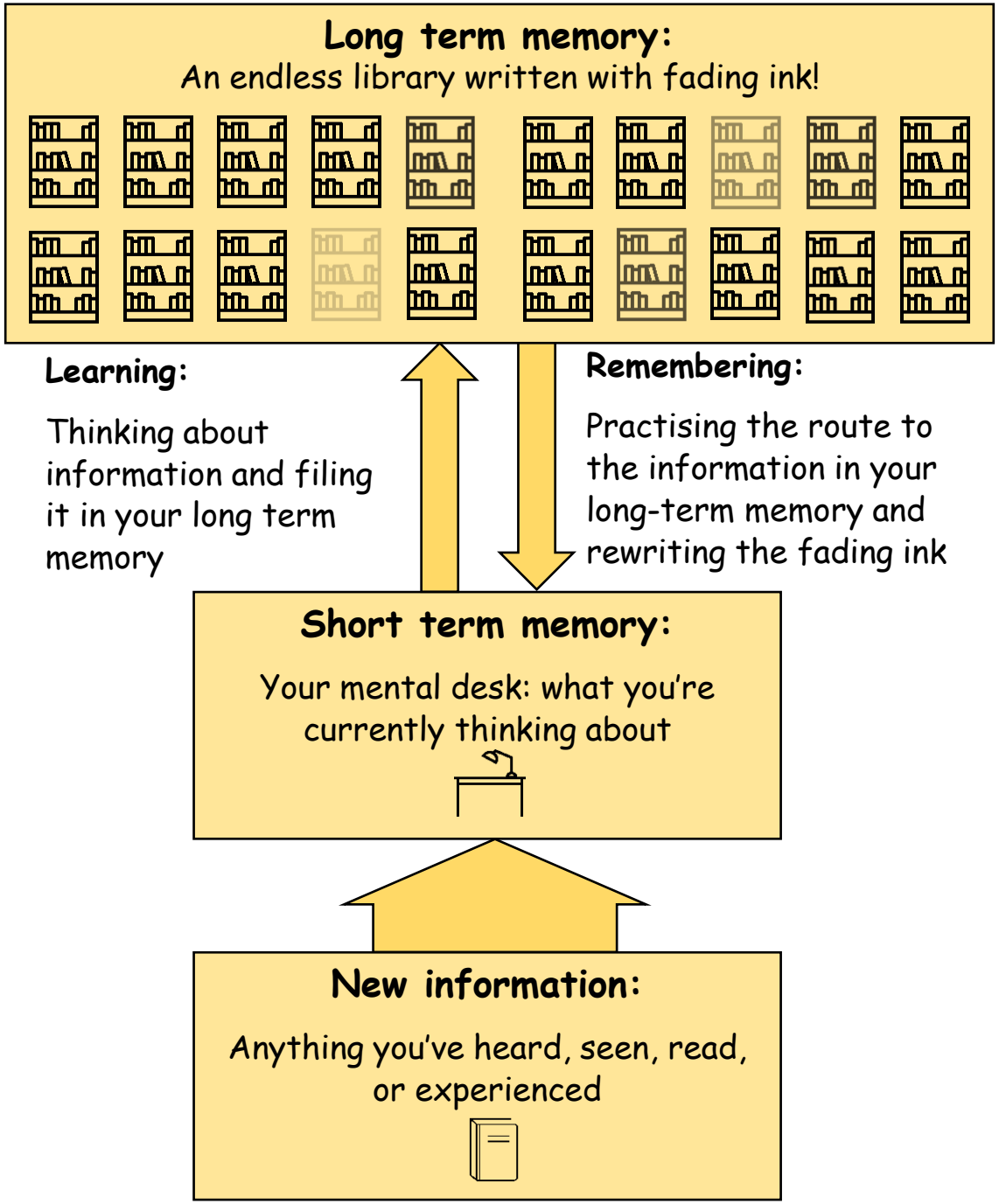
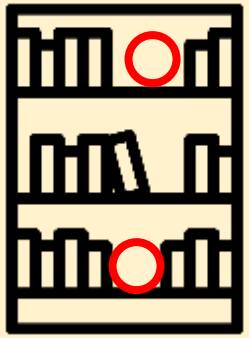
How do I revise?

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

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

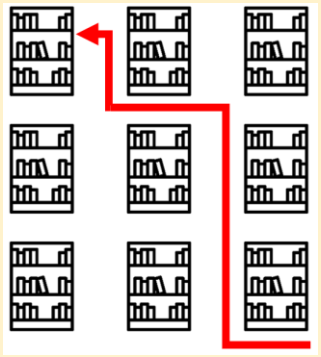


Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.

2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

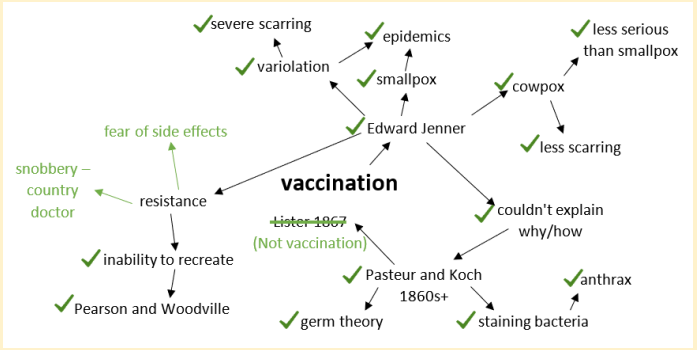
Revision strategies to try:

Use your exercise book to help create these revision resources.

Self-quizzing:

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

Writing a concept map:



Watch videos:

Flashcards:

osmosis

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

Practising exam questions:

Online platforms:

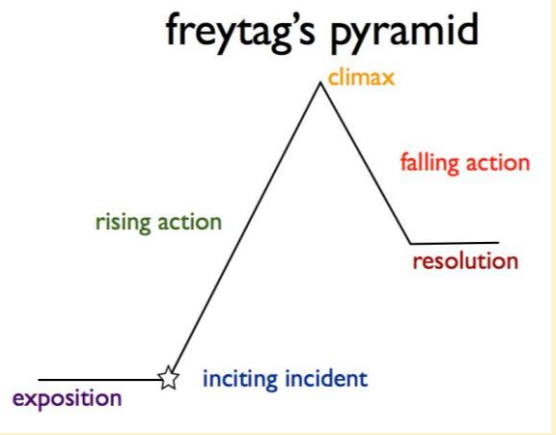
SENECA

MEM RiSE

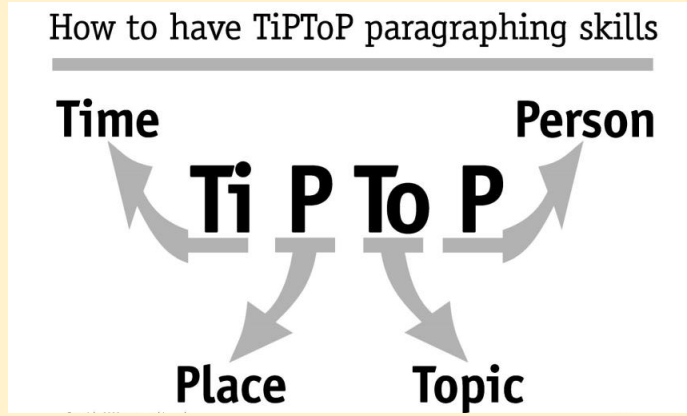
BBC Bitesize

Sparx Maths

English

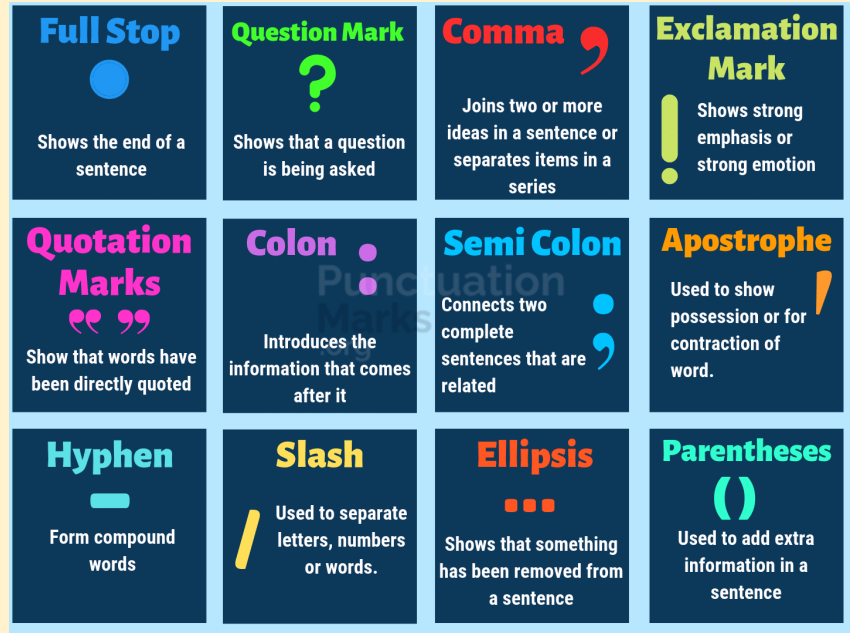


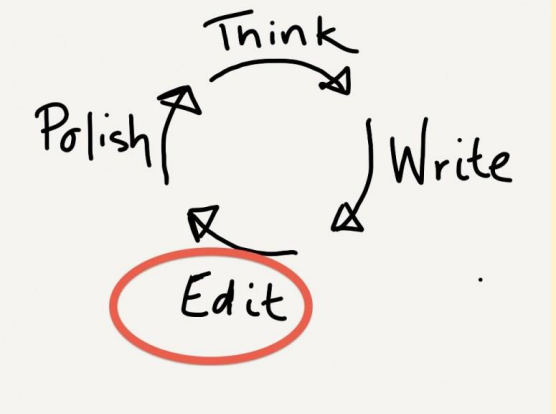
- First 5 – use the first five minutes of your time to mind map or bullet point your ideas.
- If you are writing a **narrative** plot your story using Freytag's Pyramid.
- If you are writing a **description** annotate the image with your ideas.



- Writing – whilst writing think about:

- Your **word** choices.
- How you will **start** your **sentences.**
- The different **types of sentences** you will use.
- The **language** methods you will use (simile, metaphor, personification, repetition etc).
- The **structural** methods you will use (juxtaposition, repetition, recurring motif, same opening and ending sentence, building tension/suspense).

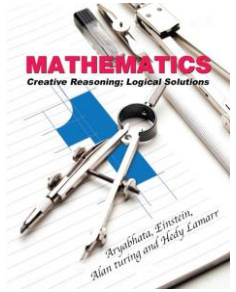




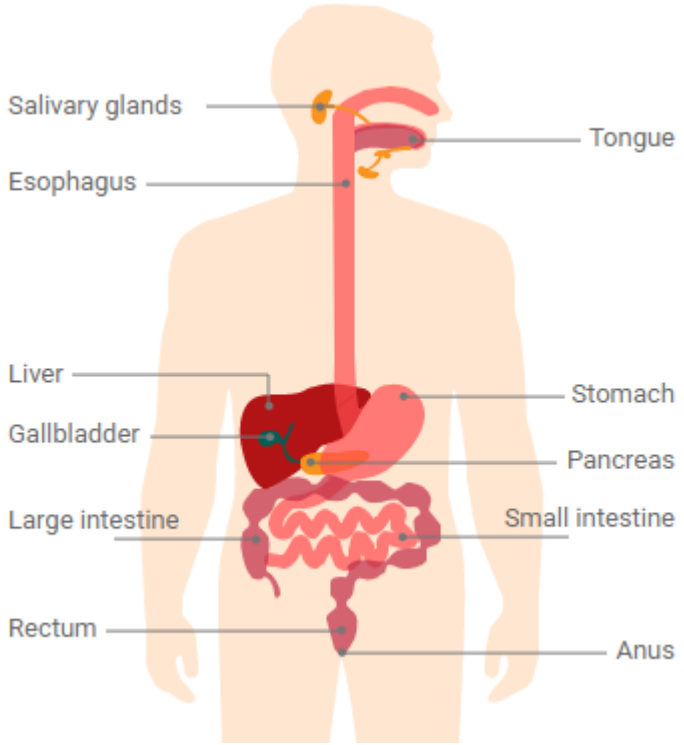
- Final 5 – use the final five minutes of your time to edit your writing to check that you have chosen the best words and that your writing is **accurate**.

Year 8 Mathematics

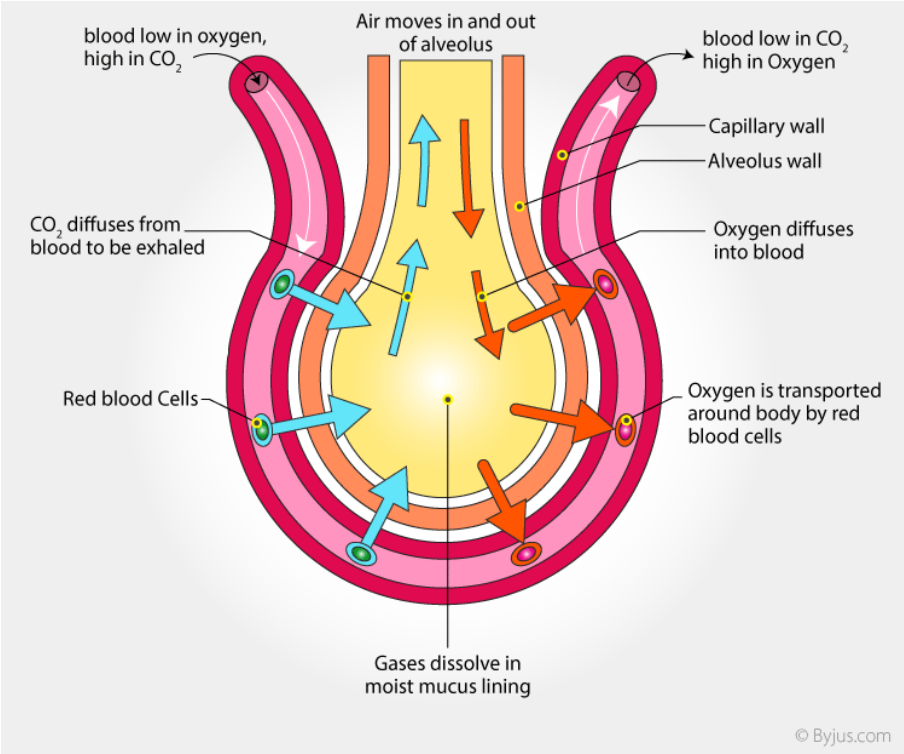
Mathematics		
Year 8 Summer	sparx	MurphysMaths
Topic	**Sparx maths**	**MurphysMaths**
Multiplying and dividing numbers in standard form	U264	
Solving equations with two or more steps	U325	https://www.youtube.com/watch?v=gAK3tFvA4bI&t=3s
Expanding single brackets	U179	https://www.youtube.com/watch?v=FRYIkFLZMf0
Solving single inequalities	U759	https://www.youtube.com/watch?v=EhrgSrvra9Y
Finding fractions of amounts without a calculator	U881	
Writing and simplifying ratios	U687	
Click for Student shared area		



Year 8 – Science revision for KA3

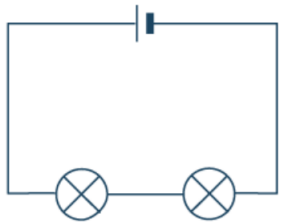


Current – flow of electrons around a circuit
Voltage – the amount of energy (push) in the circuit
Resistance – how difficult it is for energy to flow in a circuit

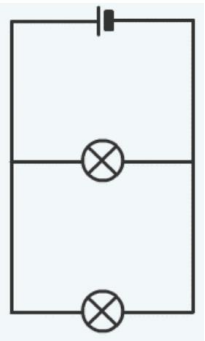


Topics:
Digestive System
Lungs and gas exchange
Electricity
Elements, Compounds and Mixtures
Magnets

Series circuit

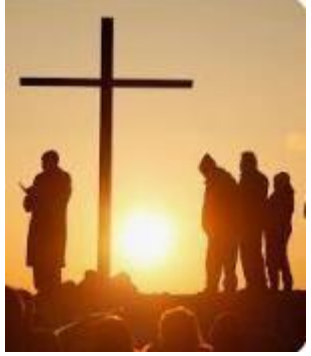


Parallel circuit



Elements – contain the same time of atoms
Mg ✓ MG ×
Compounds – contain different atoms chemically combined together.
Mixtures – different substances, not chemically combined but can be easily separated.

RE Testing Week:



What you will be asked to do:

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

Key Topics:

- Community
- Morality
- Care for the environment
- Agape
- Incarnation
- Stewardship
- Morality
- Guru
- Khalsa

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).

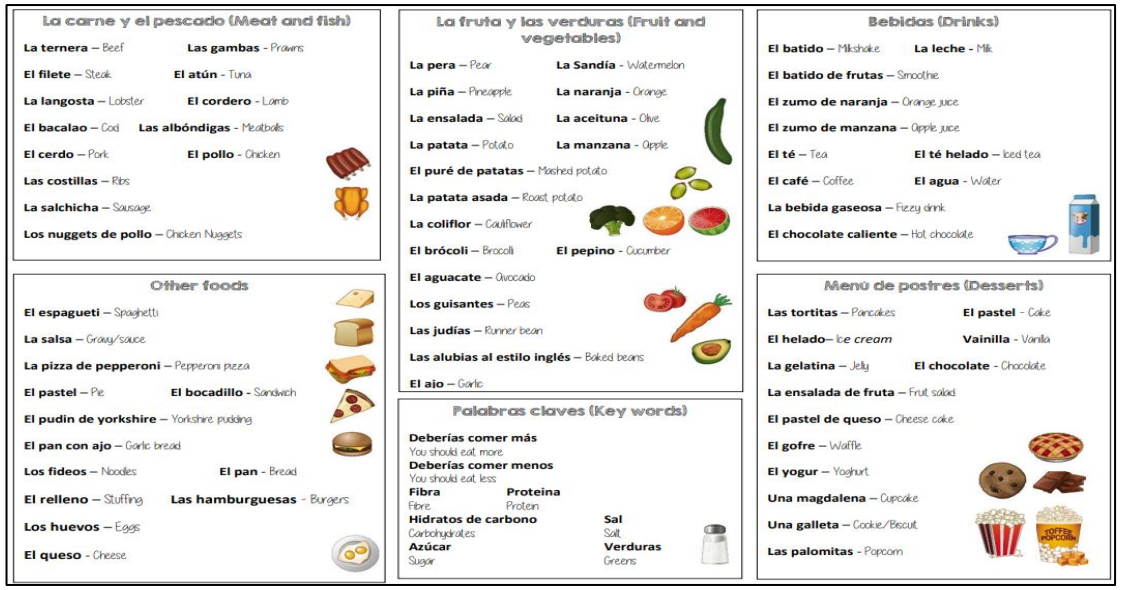
Where to find information:

- Your book- this should contain everything you need
- BBC Bitesize Christianity
- BBC Bitesize Sikhism
- 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

Yr 8

REVISION FOR YEAR 8 KEY ASSESSMENT 3

What you need to know to do well in Key Assessment 3:	AGD
	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 breakfast / lunch / dinner using the correct verb
	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 adjectives (including MUCHO) in the right form and at the right place
	Use a variety of verbs and verb forms (for different persons) + the conditional
	Use a variety of connectives to extend sentences



COMER	TO EAT	BEBER	TO DRINK
Como	I eat	Bebo	I drink
Come	he/she/it eats	Bebe	he/she/it drink
Comemos	we eat	Bebemos	we drink
Comen	they eat	Beben	they drink

What an ARE paragraph looks like:

AGD phrases

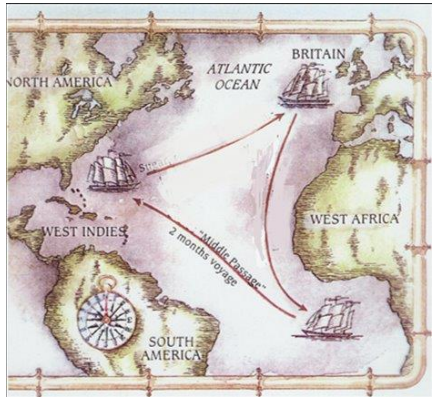
Hola, me llamo Laura y pienso que tengo una dieta sana. Soy vegetariana – como mucha fruta y también me gusta comer una variedad de verduras ya que es muy sano. Sin embargo, odio comer zanahorias dado que creo que son asquerosas. A veces como la comida rápida y como una hamburguesa vegetariana con mucho queso. No es sano pero creo que es delicioso. El problema es que mi madre come muchos caramelos y en mi opinión es muy malsano. En el futuro, me gustaría beber más agua puesto que es importante para la salud.

Tips to revise for your Spanish assessment:

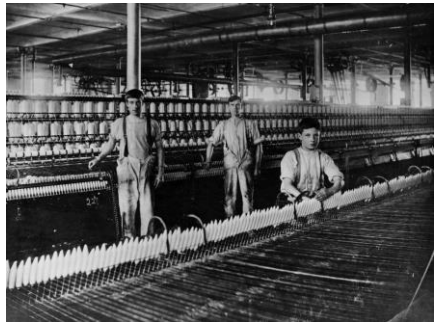
- use the student page to look at the lessons again and revise from the power points.
- log into MEMRISE (password: Park2021) and complete the revision courses available.
- prepare flashcards with the key vocabulary and ask someone at home to test you.
- attend Spanish KS3 club on Monday after school in C10 to revise with a teacher.
- write a paragraph about your diet and send it to your teacher for feedback.

Yr 8

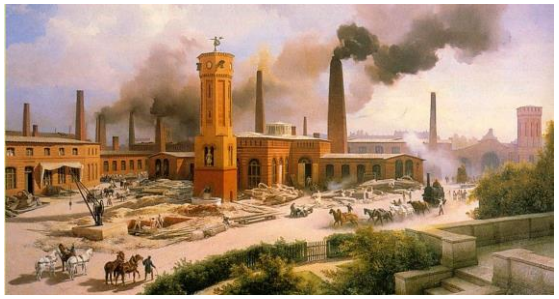
Revision for Year 8 Key Assessment 3



Slavery

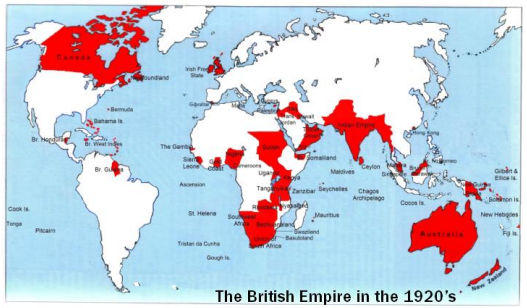


Industrial Revolution



Women' Suffrage

Empire



Key word	Definition
Industrial Revolution	The rapid development of industry between 1750 and 1900.
Suffrage	The right to vote.
Urbanisation	Moving of the population from the countryside to the cities.
Plantation	An estate that crops are grown on.
Empire	When a group of countries is rules over by a single ruler – normally a king or queen.
Colony	A country or area controlled by an Empire.

Geography

Key Questions:

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

Why is piracy an issue in Somalia and Nigeria?

What factors hinder development in Africa?

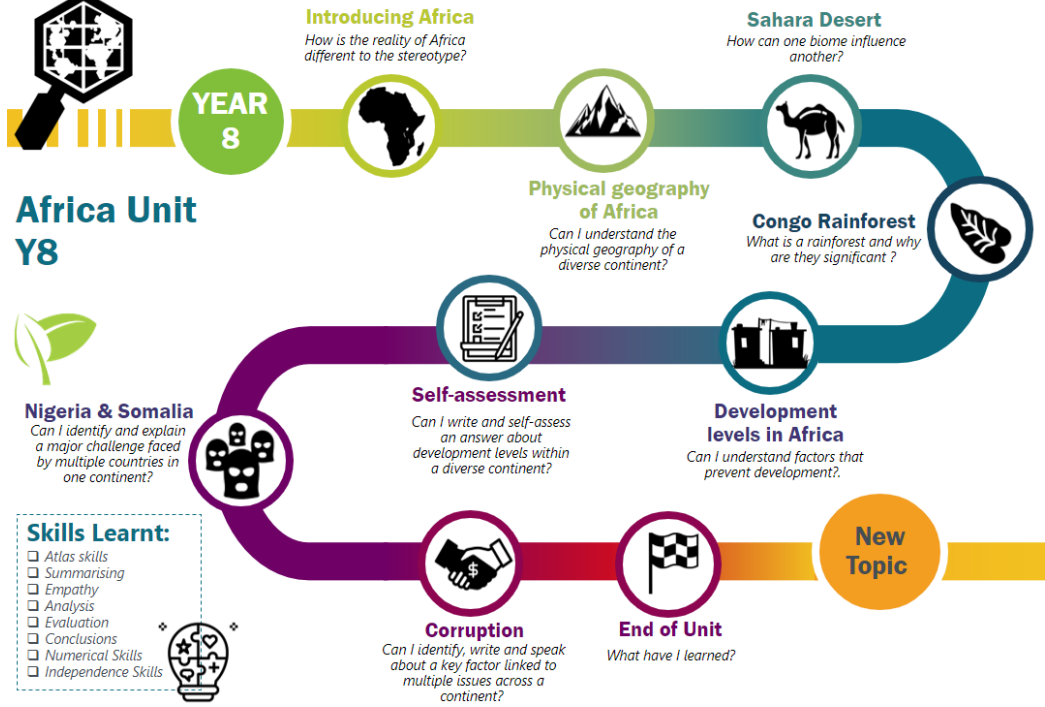
What biomes are found in Africa?

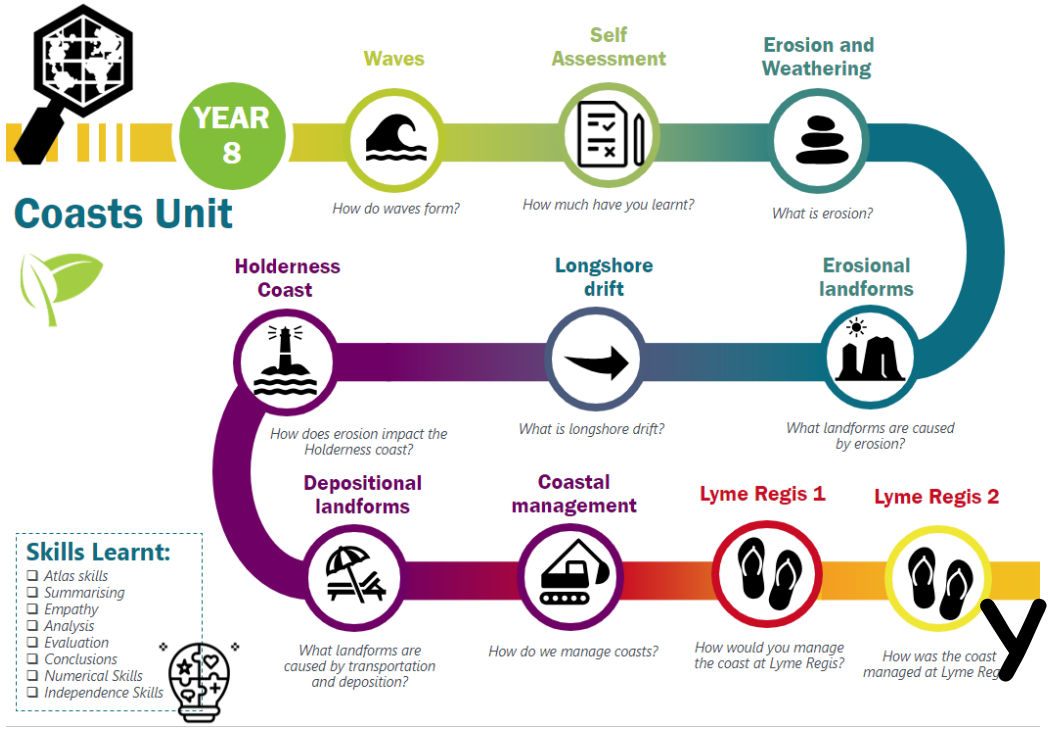
How should we protect our coastlines?

Use the student area to recap and review all our lessons

[Y8 - Africa (sharepoint.com)]

[Y8 - Coasts (sharepoint.com)]





History Revision

Key areas to focus on:

- The British Empire
- The Transatlantic Slave trade including the Middle Passage and conditions on plantations.
- The Suffragette movement.

Yr 8

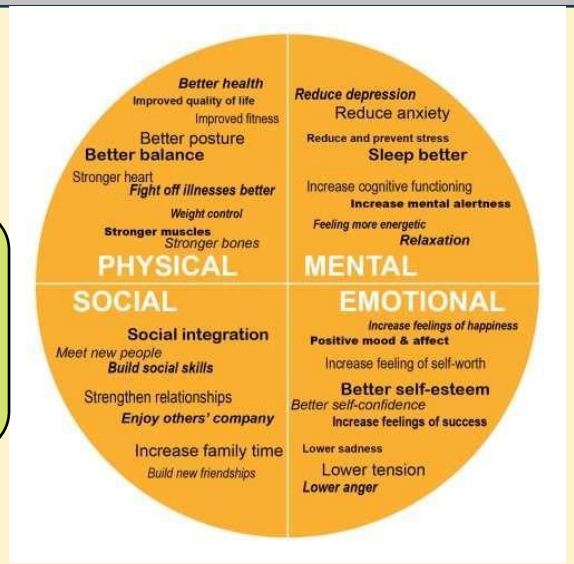
PE End of Term 3 Revision – **Year 8**

1. Read the question carefully
2. Check you selected answer carefully

Key topics –

- BORG Scale
- RPE – HR (rate of perceived exertion to heart rate)
- Principles of training
- Physical, psychological and social benefits of exercise

Borg RPE	Description	Heart Rate	% VO2 max	% HR max	Training Zone	CR-10 Borg
6	*Rest*	60				0
7	*Very, very light*	70				0.5
8		80				
9	*Very Light*	90			Rehabilitation	1
10		100				
11	*Fairly light*	110				2
12		120	40-60	55-70	Aerobic Training	3
13	*Somewhat hard*	130				4
14		140			Lactate Threshold	5
15	*Hard*	150	60-85	70-90		6
16		160				7
17	*Very hard*	170				8
18		180	>85	>90	Anaerobic Training	9
19	*Very, very hard*	190				10
20	*Maximal*	200	100	100		

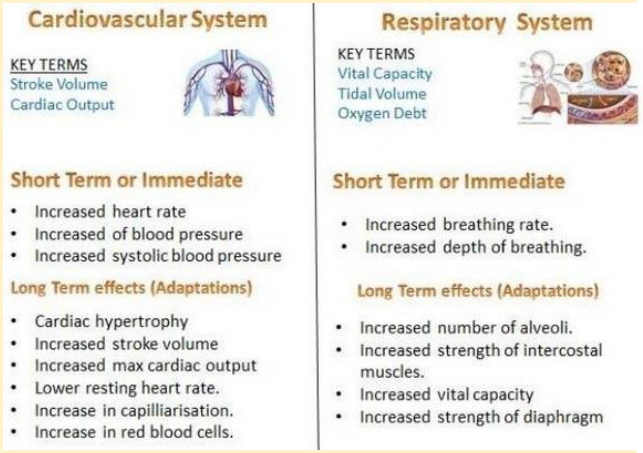


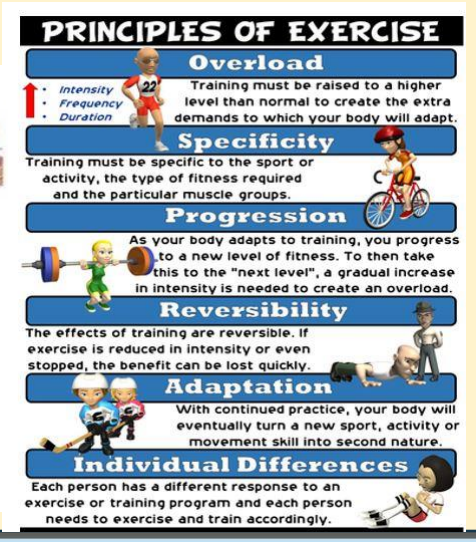
Remember

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

More info at –
BBC Bitesize Home - BBC Bitesize

PE student pages





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

Revision Topics Year 8

Design and Technology

Catering

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

Graphics

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

Product Design

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

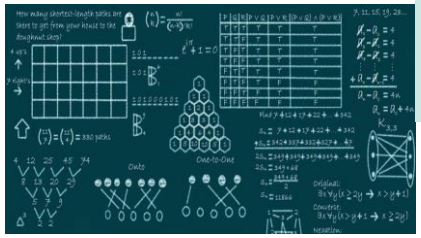
Please refer to the big pictures printed in the front of your book for more in-depth topic information

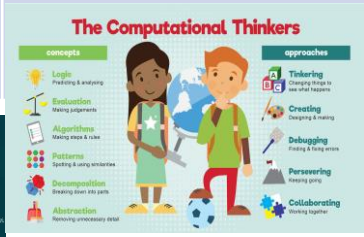
Scan here for extra resources on student portal.

Yr 8

Computer Science – Assessment criteria

E-safety	Computer Systems	Designing for the web	Computer Programming	Vector graphics	Mobile Apps	Computational thinking
You can demonstrate you understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns.	You can understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal] 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	You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability -You can understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting your online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns	You can use two 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 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	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 create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability	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.





Yr 8

Computer Science - Content to revise

Unit title	What you should know	Link
Computer systems	• How computer systems function • How the CPU, RAM and Secondary storage work together • How Boolean logic works • How combinations of logic gates create circuits used in the CPU and RAM • Recognise the difference between machine learning and artificial intelligence	Computer Systems 
Developing for the web	• How to use HTML to construct web pages • How to use a range of TAGS to structure content • How to use CSS to style the appearance of content • How web crawlers and spiders' work • How search engines work and present information	Developing for the web 
Introduction to Python	• How to write simple python programs • How sequence, selection and iteration work • How to use variables and constants • How to use relation operators to form logical expressions • How to use external libraries and modules	Introduction to Python 
Mobile Apps	• How to decompose a complex problem • How to use event driven programming to build an effective app • How to debug code and provide solutions • How to make use of the common constructs (sequence, selection, iteration) to design a solution • How to evaluate the effectiveness of a solution	Mobile apps 

Yr 8

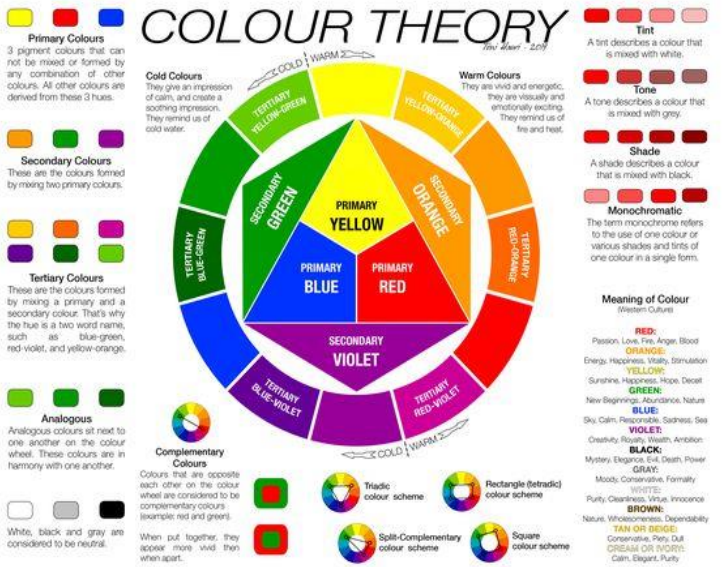
Art

What you need to know to do well…	
1	Re cap of Scarpace unit
2	Who is My Dog Sighs?
3	Street art and the symbols/techniques associated with it
4	Greyson Perry's art
5	Who is Alan Measles? Why is he important?









GREYSON PERRY

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

Yr 8

Performing Arts

For each subject, please revise the listed knowledge:

Drama

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

Music

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

Dance

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

Yr 8