KS3 Revision Booklet

Lisneal COLLEGE

Year 8

Assessment Week

Wednesday 20th – Friday 29th May, 2026

What will I find in this booklet?

1. Ideas and strategies that will help me prepare for the upcoming examinations.
2. Examples of revision techniques that have proven to be very successful.
3. List of topics to revise from most subjects.
4. Revision Planner.

Name:

Class:

Contents Page

This booklet aims to help you prepare for your summer assessments. We have high expectations at Lisneal College and therefore it is important that you try you hardest to achieve the best grade possible.

We suggest that you begin by creating a revision timetable (we have provided a blank template for you) so that you can make a plan for the coming weeks. Revision should be carried out in blocks of 40 minutes and you should factor in time for a break. When you have it planned, keep it somewhere you will see and use it to help you to keep on top of home study and revision.

Features of a Good Revision Plan:

No matter what the task, all good revision plans have the following 5 features:

1. List each topic in each subject – your teachers should have given you a list already. Use this booklet to tick off topics, add notes and plan to support your revision.

2. Decide upon the area/s that require the most attention, e.g. the topics you find most difficult.

3. Work out how much time you have before the tests begin.

4. Match the topics to the time you have, giving more time to the topics requiring the most attention.

5. Tick off the completed work.

6. Use this revision booklet.

Top Exam Tips!

Get a good night's sleep

It's important to get enough sleep the night before your exam. It will be easier to focus if you are well rested.

Get organised

Make sure you have everything you need by organising your pencil case the night before.

Eat a meal beforehand

Remember to eat breakfast or lunch before the exam to prevent your stomach from rumbling and distracting you.

Arrive early

Give yourself plenty of time to get to the venue; you don't want to be in a rush before the exam.

Drink water

An easy way to improve your concentration is to stay hydrated, so remember to bring a bottle of water to the exam.

Stay calm

If you find yourself getting nervous, take some deep breaths and feel your body relaxing before you move on to the next question.

Read the question

Don't rush through the exam. Make sure you read each question at least twice before writing your answer.

Leave time at the end

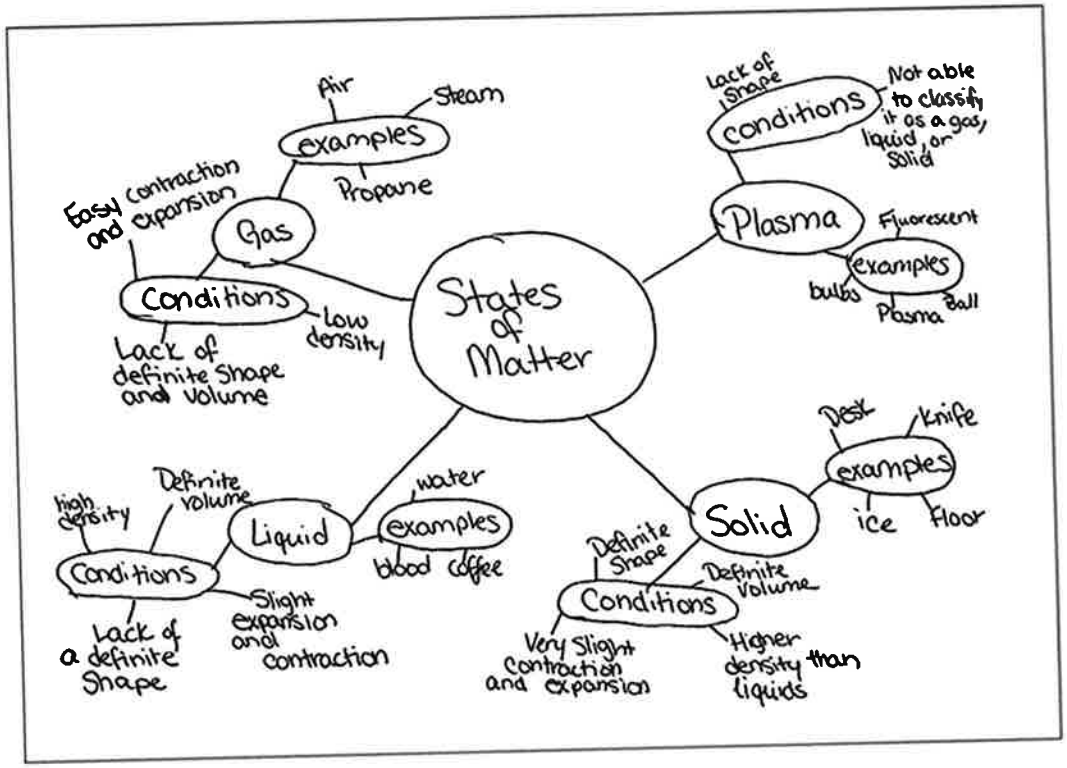
Make sure you leave time at the end of the exam to check your answers.

Revision Techniques

Not sure how to revise? Then use some of these techniques to break your revision into chunks

Mind Maps:

Mind Maps are excellent memory techniques because, by using a mixture of colour, pictures and imaginations with logical and sequential information, they use both sides of your brain. Condense your notes and organise them by theme, main ideas and details. An example is shown below:



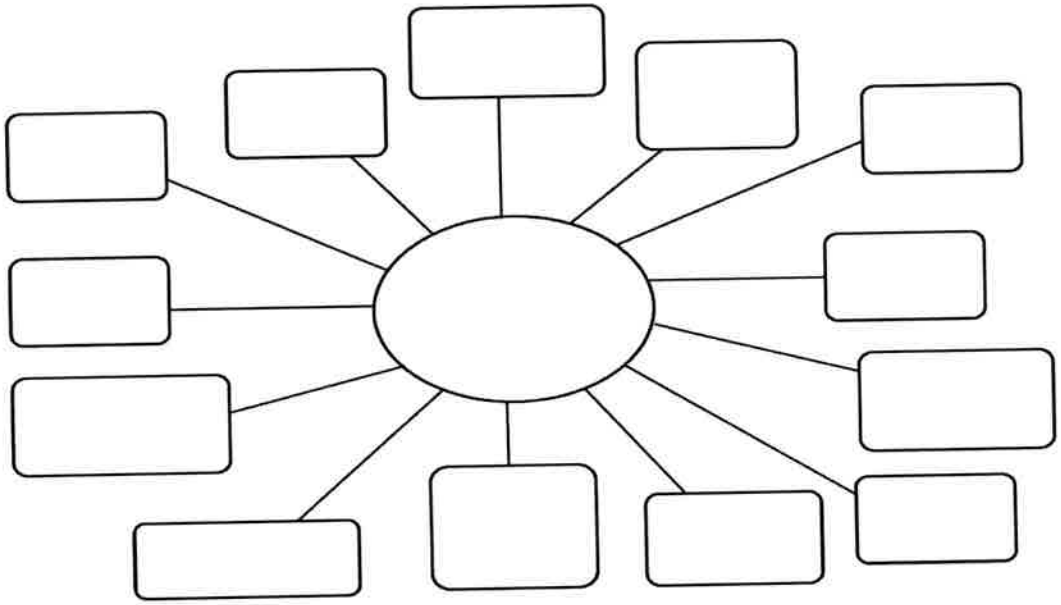
Spider Diagrams: Before you begin revising a topic, you might like to test yourself and see what you know first. This will help to show you how competent you are in a particular area; to see exactly what you need to revise and how much time you should be spending on it.

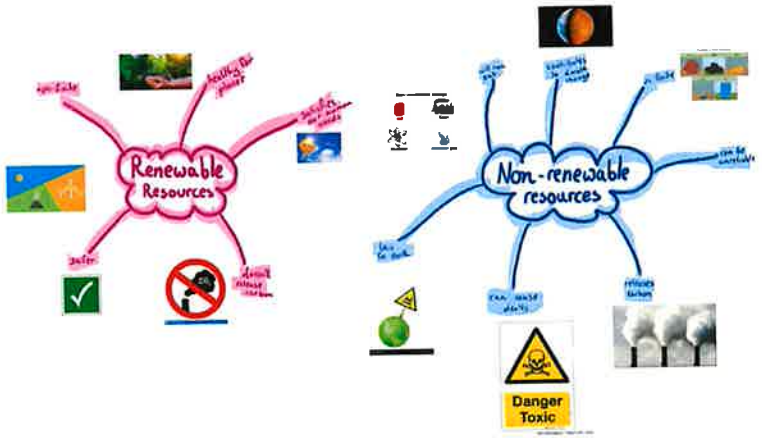
Write the title of the section in the middle of your paper and draw a ring around it. Divide the large section into smaller sub-sections by writing sub-headings around the main word. Use these words as the foundations from which to build your own thoughts around.

Recalling certain facts and arguments will lead you to other connected information and ideas. Once you have written all that you can, take a look at your revision guide, class notes or textbook and try to establish what has been left out.

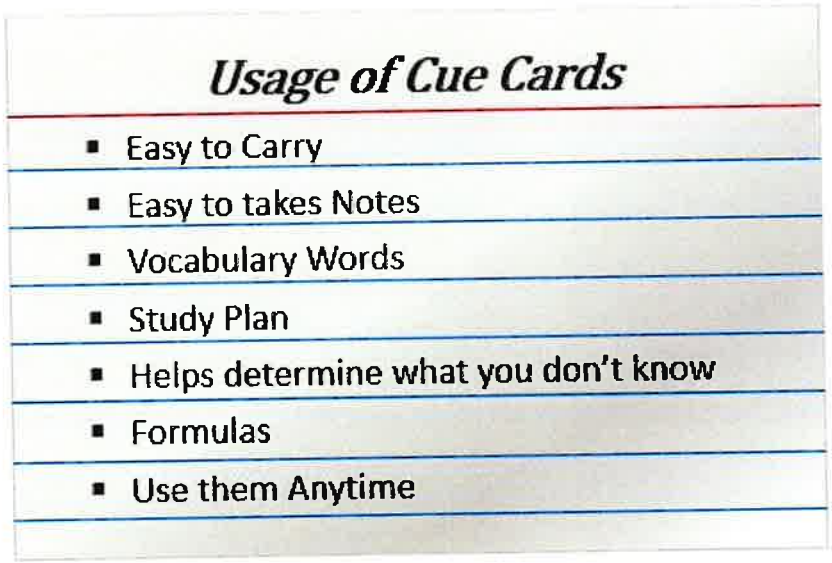
After refreshing your mind on the information, you were already familiar with, your revision session should be centred on filling gaps in your knowledge. Another time of mind map/spider diagram:

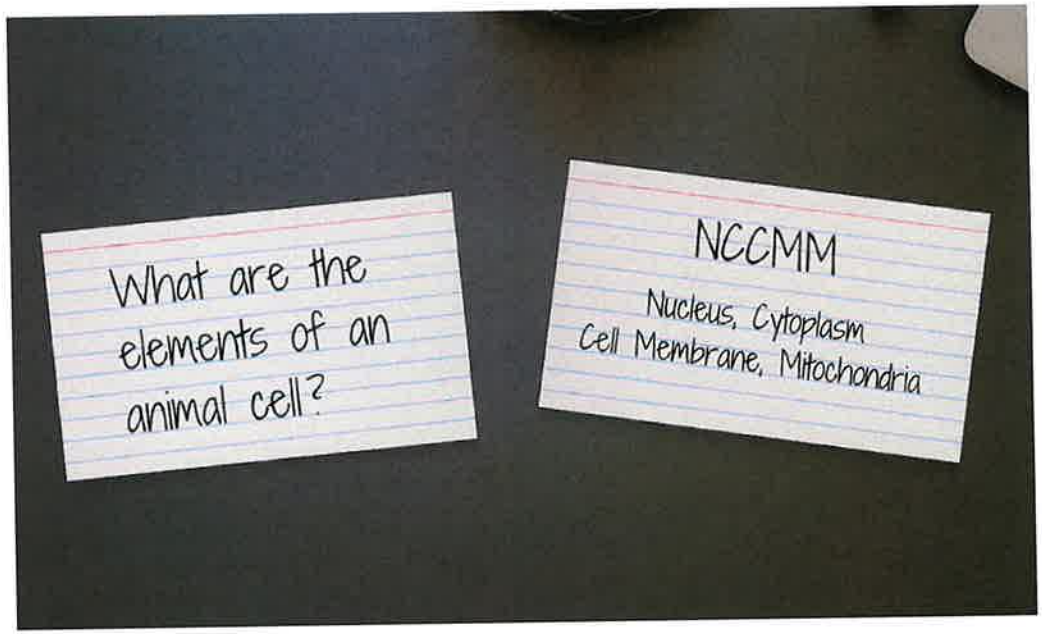
An example from Geography for energy sources



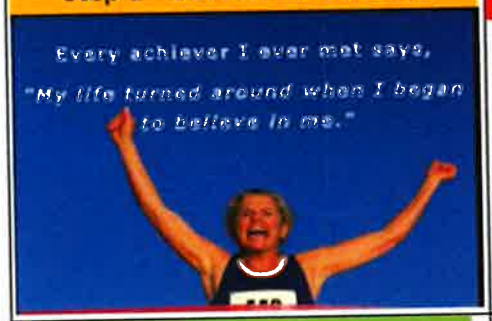


Cue Cards: Note/cue cards are always really handy for when you're out and about. List definitions and rules you need to know or write key words from which you can fill in the gaps to tell the whole story. These are also useful for learning language vocabulary. You do not have to buy them as you can make them yourself by cutting up paper or card. Once filled in, you can use these cards to glance over your revision quickly to see what you can recall. Don't forget to place key words on one side of the cue card and the definition of the word on the other side of the card or write a question on the front of the cue card and then put the answer on the back. You can then get friends or family to test you.





Step 1 – Success Believe it!



Step 3 – Energy – Optimise it!

You need 8 hours everynight!!!

Step 5 – Avail of the support!

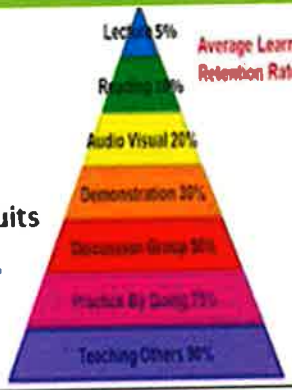
- Revision Lists for each subject ✓
- Retrieval Tasks ✓
- Parental Support ✓
- Teacher Support ✓
- Peer Support – Revise together ✓
- Use tick lists or check lists ✓

Mnemonics/Songs/Poems

My	Mercury
Very	Venus
Educated	Earth
Mother	Mars
Just	Jupiter
Served	Saturn
Us	Uranus
Nine	Neptune
Pizzas	Pluto

Step 2 – Technique –Personalise it!

Choose the learning style that suits you best.....



Step 3 – Energy - Optimise it

Physical and Mental Health are crucial to examination success

Young Person's well being

Generate and harness the energy

Important time

Flash Cards/ Cue Cards

Guide for Cue Cards

- Clearly numbered
- Only write on one side
- One theme / idea per card
- Show timings & pauses
- Have sufficient support & cues
- Use font, color, space to show levels

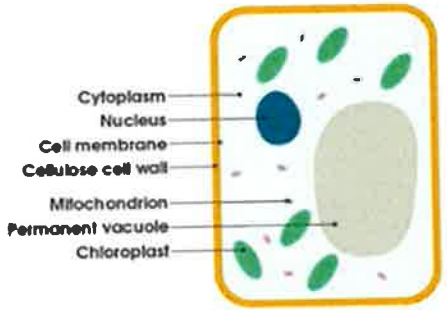
Models, Flow Charts and Graphs

Step 3 – Energy – Optimise it!

Don't burn the midnight oil! Organise yourself, Get up early and get to bed early!!

Step 4 – Plan – Stick to it!

Draw and Label Diagrams



Mind Maps:

Mind Maps are excellent memory techniques because, by using a mixture of colour, pictures and imaginations with logical and sequential information, they use both sides of your brain. Condense your notes and organise them by theme, main ideas and details. An example is shown below:

Online Apps

Corbett Maths

BBC Bitesize

Highlighting Notes

- Do not use one single-colour highlighter
- Instead, try using several different colours
- Assign each colour a specific purpose
- This creates a colour coding system, making your material easier to understand.

Example of a System:

- Pink: titles and headlines
- Blue - terminology and vocab
- Green - definitions and explanations of terminology. (Green explains blue)
- Orange: Examples of the term
- Yellow: Other things

Talk out Loud

Read your revision notes out loud to a particular rhythm – this could be set by music playing in the background or tapping your foot or by walking calmly or steadily. This could be a sort of ***walk and talk***!

Teach Some – Friend/Parents?

Being able to teach a peers about a topic shows good understanding.

Thinking it through is effective revision

Fill in the gaps in your knowledge as you identify them!

Study plan for KS3 Examinations

Revision Plan

Day of the week: W/C	13th April	20th April	27th April	4th May	11th May	18th May
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

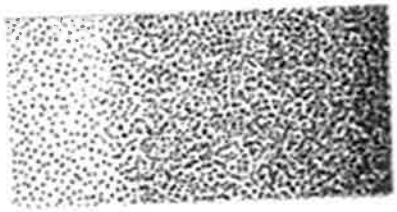
- Plan your revision.
- 3 x ½ hr session per evening
- Speak to your teachers.
- Get all notes up to date.
- Know what exams are on each day.
- Read the support material in this booklet to help you plan.

Examination Timetable – (To be stuck in when you receive it)

Year 8

Task 1

Using the stippling technique recreate a tonal scale using a black biro.



Task 2

Recreate a tonal scale below using pencil.

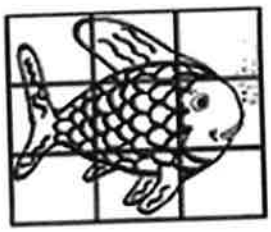
Using two colour pencils create gradients in the rectangles below.

Gradient 1 Red to yellow.

Gradient 2 Blue to green.

When completing your gradients think back to when you were mixing and blending your colours on the colour wheel. Build up the colours gradually.

Use the grid to draw the fish.



Pantomime

List **THREE** stock characters from pantomime:

- ✓ Hero
- ✓ Damsel
- ✓ Villain
- ✓ Dame

List **FIVE** key conventions of pantomime:

- ✓ Colourful/vibrant costumes
- ✓ Direct address
- ✓ Audience interaction
- ✓ Singing and dancing
- ✓ Comedy

Skills - Presenting a character (Listing skills and applying them to a scenario)

1. voice ;
2. body language;
3. facial expression;
4. characterisation.

Year 8 Drama Revision

Costume Design.

Costumes refer to what the actors wear, their make up and what props they have on stage.

1. The **costume should reflect the character** and what they are like.

2. Consider the **colours you choose and what they could represent.**

Example:
If your character is dark and mysterious you might choose blacks and greys to reflect it.

3. You must **label** your costume design, **explaining your choices clearly** and **what they represent about your character.**

Skills – Voice and Movement

There are a number of different vocal elements you should consider:

- **Pitch** – speaking in a high, low or natural voice.
- **Pace** – the speed at which someone speaks, eg the speed of response in an argument.
- **Pause** – a dramatic pause at a crucial moment could merit a comment.
- **Tone** – this suggests your mood and your intention towards the listener, eg happy or sad.
- **Volume** – you might be commenting on audibility but you're more likely to be discussing the effect of a loud, powerful voice or a quiet, nervous or sad voice.
- **Accent** – you may be talking about how someone has achieved a convincing accent or how the choice of accent enhanced their characterisation.
- **Emphasis** – the pressure on individual words that makes them stand out. Emphasis or stress for a particular effect is significant and can change the meaning of a sentence as well as the feeling behind it.
- **Intonation** – the rise and fall of the voice. There's a clear movement up at the end of a sentence when we ask questions for example. Intonation also helps us to say what we mean.

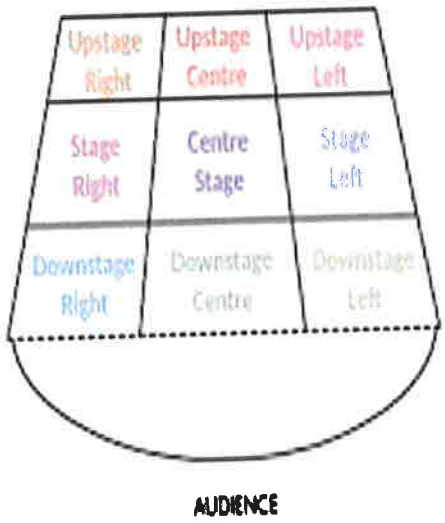
Naturalistic Movement: Movement which helps to portray character

Naturalistic Terms

TERM	WHAT IT MEANS
Body Language	Messages given by the position of the body.
Facial Expression	Look on the face to show emotion.
Eye Contact	Where the eyes are looking to portray emotion.
Gesture	A movement of the hand or arm which communicates a message.
Mannerisms	A common movement used by a character to show personality.
Posture	How the body is held upright.
Positioning	The placement of the actors on stage.
Proxemics	The positioning and distance of characters on stage to give dramatic impact.
Use of Space	The way the character moves around the space.

Stage Areas

Fill in the Stage Directions template!



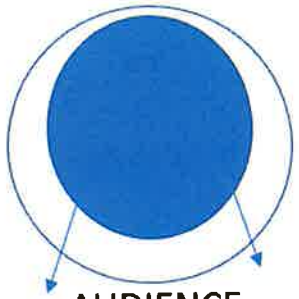
CONVENTIONS

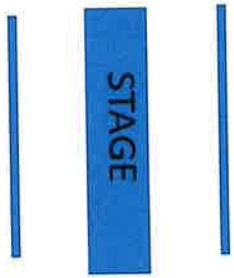
Conventions are theatrical techniques which can add effect and help to enhance a drama.

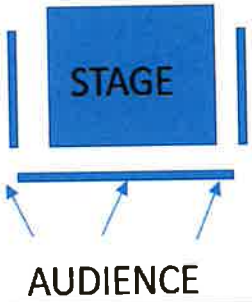
CONVENTION	WHAT IT IS
Flash-Back	The Drama jumps back in time during the performance.
Flash-Forward	The Drama jumps forward into the future.
Tableau	A still image which gives an overview of a whole situation.
Freeze Frame	A still image which represents a moment in the Drama.
Mime	Creates an illusion without speech or props.
Monologue	An character speaks thoughts and emotions out loud. This can be delivered directly to the audience.
Narration	A section of the story is spoken. There may be some action happening at the same time. This is usually spoken directly to the audience.
Voice Over	Pre recorded voice explaining the action, the thoughts of a character or giving the audience guidance.
Soliloquy	One long speech presented by one character alone on stage.
Split Stage	The stage is split into two sections, so two different pieces of action can be seen alongside each other.

Q4. Staging

	Definition	Advantage	Disadvantage
Proscenium Arch	The typical staging you see in most theatres. The audience sit at the end of the stage which has an arch and curtains on it.	Audience all have the same view of the stage – front on. This type of staging allows the actors to use direct address and speak to the audience. Easy to block.	Difficult to immerse the audience in the performance as they can be quite far away from the stage.
In The Round	A circle shaped stage with the audience surrounding it.	Can communicate the idea of begin trapped or an interrogation. The audience feel close to the action.	The audience can see other audience members across the stage so are aware they are watching a play. Actors and designers have to think very carefully about the positioning of the audience to ensure nothing is blocking their view.
TRAVERSE	This type of staging looks like a cat-walk with the audience sat on either side of the cat-walk.	The audience feels close to the action and can hear and see everything clearly.	Minimal set and props will need to be used to ensure the audience have a clear view. The audience can see other audience members at all times so will be aware they are watching a play.
THRUST STAGING	This is where the end of the stage thrusts out into the audience meaning the audience are sat around 3 sides of the stage.	This can create a very immersive, intimate and memorable performance.	Only a small audience will be able to watch the performance. Actors will need strong improvisation skills in order to get the audience to do what they want – not suitable for scripted naturalistic plays.







Personal/Creative Writing - Year 8

Writing to

DESCRIBE

How do I write like this?

VERBS – *Doing words that should be interesting, e.g. 'staggered', not 'walked'.*

ADJECTIVES – *Descriptive words. Vary them, e.g. 'huge' not 'big'.*

METAPHORS – *saying one thing is another thing, e.g. 'My heart was drum.'*

PERSONIFICATION – *Giving a non-living object human qualities. 'The wind battered angrily against my window.'*

ONOMATOPOEIA – *Words that sound like themselves! E.g. 'Splash!'*

SIMILES – *Comparing two things using 'as' or 'like'. E.g. 'I punched like Tyson.'*

SIMPLE SENTENCES – *Use simple, compound, and complex, and mix up the words.*

ALLITERATION – *the same sounds at the beginning of words, e.g. 'slimy snake.'*

What am I trying to do?

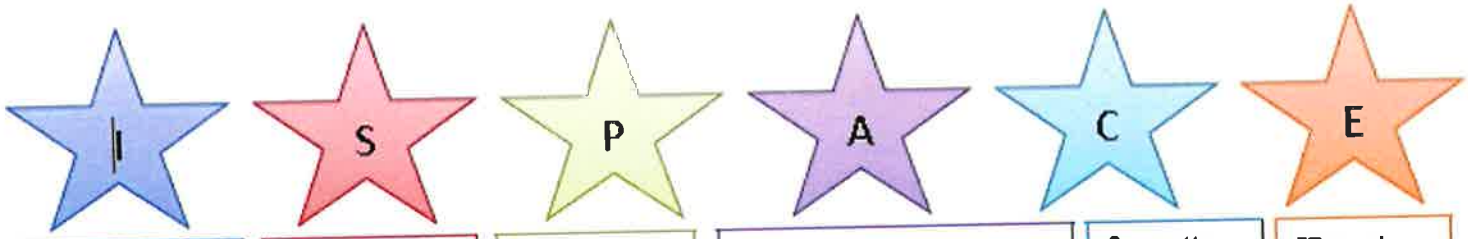
To play with the imagination of the reader, using language effectively to create a clear image in the reader's mind.

Some examples of texts that do this are:

- Stories
- Travel Brochures
- Poems

Example

SCrash! The sound of plates crashing and pots clanging awoke me from my slumber. Peering nervously over my duvet, I could hear the rain battering angrily against the window. Footsteps grew louder from out in the hallway...



ING words	
Dreaming	Seizing
Clutching	Shaking
Taking	Closing
Shouting	Hiding
Yelling	
Growling	
Creeping	
Leaping	
Worrying	
Yelling	
Whispering	
Entering	
Bursting	
Escaping	
Moving	
Skipping	
Grasping	
Shivering	
Screaming	
Grabbing	
Running	
walking	

Similes
As timid as
As quiet as
As scared as
As bright as
As quick as
As noisy as
As slowly as
As angry as
As calmly as
Like a monster
Like a mouse
Like as tree
Like a villain
Like a predator
Think.....
Experience
Animal
Nature

Prepositions
Between
Below
Through
On
By
Inside
To
During
In
Under
Above
About
After
At
Beside
On top of
Across
Underneath
Off
Beneath
Before

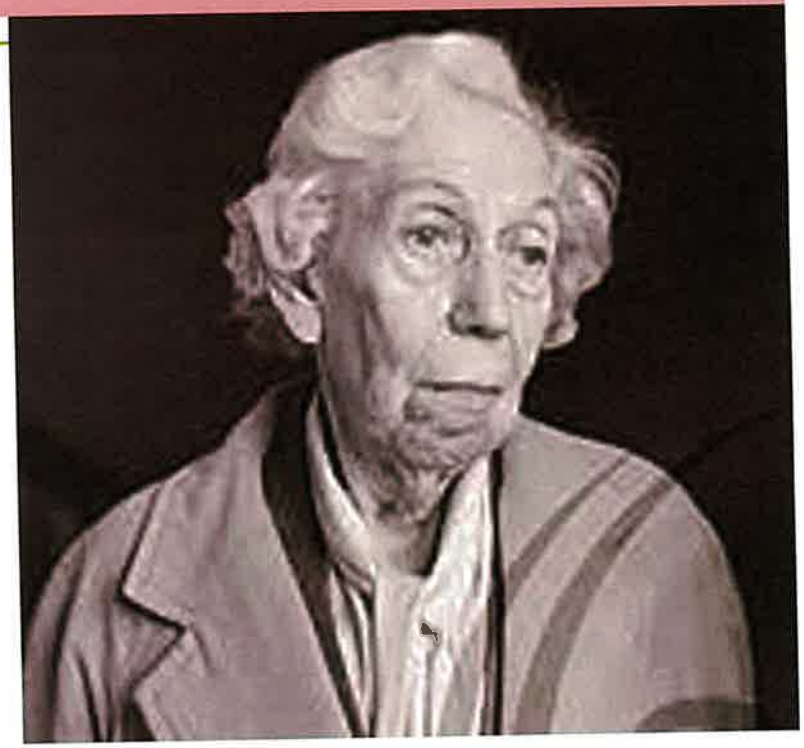
Adverbs	
Readily	Neatly
Moodily	Amazingly
Honestly	Casually
Crazily	
Simply	
Heavily	
Funnily	
Foolishly	
Ominously	
Finally	
Calmly	
Softly	
Intelligently	
Shyly	
Easily	
Loudly	
Spitefully	
Cautiously	
Busily	
Gently	
Slowly	
Angrily	

Connectives
Since
Whereas
As
Finally
Next
Whenever
Although
Eventually
After
Before
But
So
Where
Before
Despite
Until
Suddenly
Later on
Therefore
Anyway
First

ED words
Exhausted
Puzzled
Excited
Surprised
Delighted
Dazed
Pleased
Petrified
Frightened
Astonished
Worried
Amazed
Scared
Horrified

The Old Lady

- Who is this woman?
- How does this woman feel?
- Why does she feel like that?
- What has just happened?
- Where is she?
- When was this taken?



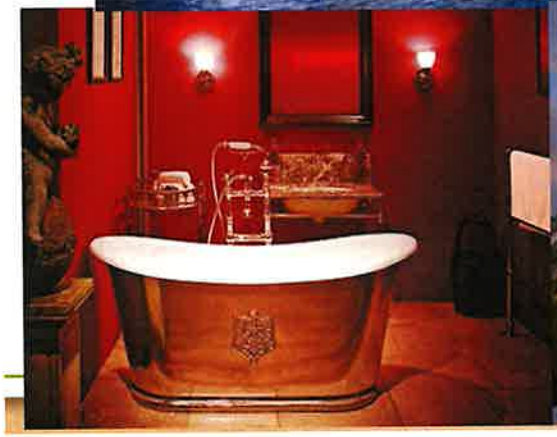
Descriptive Writing

Write a description about this scene. Pay close attention to what VERBS you are using.

Write 5 sentences about the people in these pictures. Include 'ing' verbs.

Pick one picture and write a paragraph about the person / animal in there. Use the verb + ing for the action they are doing.

Describe your ideal house



6 minutes

Who does this bear belong to? Where has it been? What has it seen? Write about the bear or the person who owns it.

Consider:

- The colour
- The condition
- The style
- The age

8 minutes

Consider:

- The colour
- The condition
- The style
- The age

Who does this book belong to? Where has it been? What has it seen? Write about the book or the person who owns it.

Notes:

Year 8 Geography Revision

I will know and understand:-

	CONTENT	REVISED
1 What is geography?	Main categories of geography: • Physical • Human • Environmental	
2 Maps	• Continents and oceans • British Isles • Northern Ireland (counties / physical)	
3 Mapwork	• Plan views • Co-ordinates • Map symbols • Direction • Measuring distance • Grid references	
4 Weather	• Definition of weather and climate • Weather elements • Weather instruments /units of measurement • How it rains • Weather maps	
5 Rocks	• Igneous rocks/ examples • Sedimentary rocks/ examples • Metamorphic rocks/examples • Rock cycle • Northern Ireland rocks	
6 Settlement	• How early sites were chosen • Settlement hierarchy • Settlement patterns	

Year 8 History Revision List

Why study history?

Why history is important.

Jobs/ Careers

Skills

Types of evidence

Chronology

Anachronisms

Usefulness of sources

Native Americans

Geographical areas

Family life

Buffalo

Attitudes to war

Stories of creation

Spiritual beliefs

Totem poles

Dreamcatchers

Decline of the Native Americans

Medicine

Egyptian medicine and mummification

Greek medicine and public health

Roman medicine and public health

Black Death

Key people in medicine

Year 8 Home Economics Revision List

Where our food comes from?

- Why do we eat?
- Food supply chain
- Natural and processed foods
- Different ways foods can be processed – canned, frozen, refined etc
- Convenience foods – what they are? Advantages / Disadvantages

Eat well, feel well, be well

- Dietary goals – eat less fat, sugar, salt, eat more fibre – why are these important?
- Eatwell guide – different food groups
- Why is the Eatwell guide important?

What's on the label?

- What's needed on a label? – mandatory and voluntary information
- Different types of packaging

Who's at home?

- Different types of families

Year 8 ICT Revision list

Year 8 ICT Summer Assessment

Lisneal College are planning a languages trip to Barcelona in Spain from the 13-16th April 2026. The trip is being organised by Mrs Louden and Mr Fryer. The trip will be open to pupils, from Year 8 to 14 and is suitable for students who are learning Spanish.

Task 1: A PowerPoint to advertise the trip, the presentation should include at least 7 slides and include the following information.

Powerpoint features to use
• Clear images
• Slide design
• Transitions
• Animations
• Weblinks
• Video link

Task 2: A poster to provide information about the trip. It should be aimed at parents/guardians of those pupils who are going on the trip.

Word features to use
• Title (Alignment)
• Font Styles
• Use of Colour
• Images
• Cool text generator
• Page border

Task 3: A Spreadsheet to record the names and classes of pupils going on the trip and the details of their payments.

Pupils will complete their summer assessment during ICT lessons

8A Maths Revision

1. Number	• Place Value – Read write and order whole numbers to any size • Use of symbols =, < , >, < and > • Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)

2. Data Handling	• Design data collection sheets, collect data, compile tally charts, and frequency tables
	• Complete grouped frequency tables
	• Construct and interpret
	  ○ Frequency Diagrams
	  ○ Line graph
	  ○ Bar charts
	  ○ Pictograms

3. Number	• Square, Triangle, Cube, Square Roots and Cube Roots • Multiples, Factors & Prime numbers • Index Notation • Order of operations - BIDMAS • Round numbers to the nearest 10, 100 and 1000. • Check that solutions are correct using inverse operation and estimation

4. Data Handling	• Construct and interpret
	  ○ Venn diagrams
	  ○ Two way tables
	  ○ Pie Charts

5. Number	• Read, write and compare decimals up to 3 decimal places • Add, subtract, multiply and divide decimal numbers up to 3 decimal places • Round decimals to 1 and 2 decimal places
6. Number and Algebra	• Calculate with money eg profit/loss, wages, discounts, bank accounts • Use correct decimal notation when working with money • Calculate simple interest
7. Number	• Simplify fractions and find equivalent fractions • Order fractions • Write a simple fraction as a terminating decimal • Convert between mixed numbers and improper fractions • Add, subtract, multiply and divide fractions • Express one number as a fraction of another • Calculate a fraction of a quantity
8. Number	• Express one number as a percentage of another • Calculate a percentage of a quantity • Calculate percentage increase/decrease • Convert between fractions decimals and percentages

9. Shape, Space and Measure	• Congruent Shapes
	• Rotational Symmetry
	• Properties of
	  ○ Triangles (equilateral, isosceles, scalene and right angled)
	  ○ Quadrilaterals (square, rectangle, rhombus, trapezium, kite, parallelogram)
	  ○ Circles (centre, radius, chord, diameter, circumference, tangent, sector & segment)
	• Use conventional terms for
	  ○ labelling the sides and angles of a shape
	  ○ vertices, edges & faces
	  ○ Parallel and perpendicular lines
	• Measure and draw Angles using a protractor
	• Apply properties of angles
	  ○ On a straight line
	  ○ At a point
	  ○ Vertically opposite
	• Angle properties of
	  ○ Triangles
	  (equilateral, isosceles, scalene and right angled triangle)
	  ○ Quadrilaterals
	  (square, rectangle, rhombus, trapezium, kite, parallelogram)

10. Number and Algebra	• Add, subtract, multiply & divide positive and negative numbers

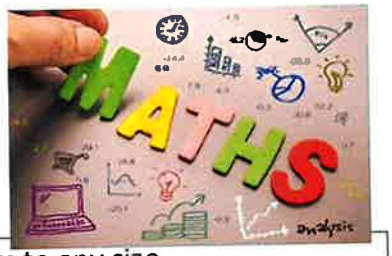
11. Algebra	• Use algebraic notation
	• Distinguish between expressions, equations, formula & inequalities
	• Simplify expressions
	  ○ collect like terms
	  ○ multiply & divide terms
	  ○ expand brackets
	  ○ apply order of operations (BIDMAS)
	• Substitute values into expressions
	• Solve simple linear equations

12. Shape, Space and Measure	• Relationship between minutes and seconds and other units of time • Time calculations - total time / duration between two different times and dates • Read and interpret 12/24 hr timetables
13. Algebra	• Recognise sequences of square, cube & triangular numbers • Generate terms of a sequence using a term-to-term rule • Find possible rules for sequences

14. Data Handling	• Mean, Median, Mode and Range from
	  ○ A list
	  ○ An ungrouped frequency table

15. Data Handling	• Probability scale • Use words to describe probability • Use numbers to give the probability of an event happening or not happening (as a fraction, decimal or %) • Identify mutually exclusive outcomes and know that the sum of all the probabilities is 1 • List possible outcomes for 2 events and calculate probabilities • Use probabilities to calculate expectation

8B Maths Revision



1. Number	• Place Value – Read write and order whole numbers to any size • Use of symbols =, < , >, ≤ and ≥ • Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)

2. Data Handling	• Design data collection sheets, collect data, compile tally charts, and frequency tables
	• Complete grouped frequency tables
	• Construct and interpret
	  ○ Frequency Diagrams
	  ○ Line graph
	  ○ Bar charts
	  ○ Pictograms

3. Number	• Square, Triangle, Cube, Square Roots and Cube Roots • Multiples, Factors & Prime numbers • Index Notation • Order of operations - BIDMAS • Round numbers to the nearest 10, 100 and 1000. • Check that solutions are correct using inverse operation and estimation

4. Data Handling	• Construct and interpret
	  ○ Venn diagrams
	  ○ Two way tables
	  ○ Pie Charts

5. Decimals	• Read, write and compare decimals up to 3 decimal places • Add & subtract numbers up to 3 decimal places • Multiply and divide decimals by whole numbers • Round decimals to 1 and 2 decimal places
6. Money	• Calculate with money eg profit/loss, wages, discounts, bank accounts • Use correct decimal notation when working with money • Calculate simple interest
7. Fractions	• Simplify fractions and find equivalent fractions • Order fractions • Write a simple fraction as a terminating decimal • Add, subtract, multiply and divide fractions • Express one number as a fraction of another • Calculate a fraction of a quantity
8. Percentages	• Express one number as a percentage of another • Calculate a percentage of a quantity • Calculate percentage increase/decrease • Convert between fractions decimals and percentages

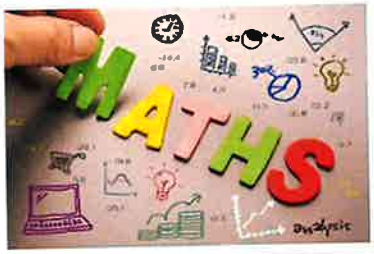
9. Shape	• Congruent Shapes
	• Rotational Symmetry
	• Properties of
	  ○ Triangles (equilateral, isosceles, scalene and right angled)
	  ○ Quadrilaterals (square, rectangle, rhombus, trapezium, kite, parallelogram)
	• Use conventional terms for
	  ○ labelling the sides and angles of a shape
	  ○ vertices, edges & faces
	  ○ Parallel and perpendicular lines
	• Measure and draw Angles using a protractor

10. Negative Numbers	• Add, subtract, multiply & divide positive and negative numbers

11. Algebra	• Use algebraic notation
	• Distinguish between expressions, equations, formula & inequalities
	• Simplify expressions
	  ○ collect like terms
	  ○ multiply & divide terms
	  ○ expand brackets
	  ○ apply order of operations (BIDMAS)
	• Substitute values into expressions
	• Solve simple linear equations

12. Time	• Relationship between minutes and seconds and other units of time • Time calculations - total time / duration between two different times and dates • Read and interpret 12/24 hr timetables
13. Sequences	• Recognise sequences of square, cube & triangular numbers • Generate terms of a sequence using a term-to-term rule • Find possible rules for sequences
14. Averages	• Mean, Median, Mode and Range from ○ A list
15. Probability	• Probability scale • Use words to describe probability • Use numbers to give the probability of an event happening or not happening (as a fraction, decimal or %) • Identify mutually exclusive outcomes and know that the sum of all the probabilities is 1

8C Maths Revision



1. Number	• Place Value – Read write and order whole numbers to any size • Use of symbols =, < , >, < and > • Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)

2. Handling	• Design data collection sheets, collect data, compile tally charts, and frequency tables
	• Complete grouped frequency tables
	• Construct and interpret
	  ○ Frequency Diagrams
	  ○ Line graph
	  ○ Bar charts
	  ○ Pictograms

3. Number	• Square, Triangle, Cube, Square Roots and Cube Roots • Multiples, Factors & Prime numbers • Index Notation • Order of operations - BIDMAS • Round numbers to the nearest 10, 100 and 1000. • Check that solutions are correct using inverse operation and estimation

4. Data Handling	• Construct and interpret
	  ○ Venn diagrams (two circles)
	  ○ Two way tables
	  ○ Pie Charts (halves, quarters, thirds)

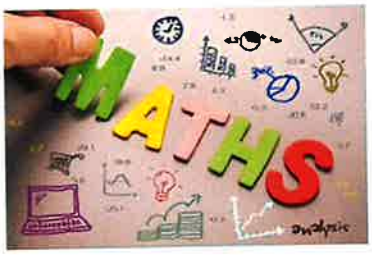
5. Number	• Read, write and compare decimals up to 3 decimal places • Add & subtract numbers up to 3 decimal places • Multiply and divide decimals by whole numbers • Round decimals to 1 and 2 decimal places
6. Number and Algebra	• Calculate with money eg profit/loss, wages, discounts, bank accounts • Use correct decimal notation when working with money
7. Number	• Simplify fractions and find equivalent fractions • Add, subtract (common denominator), multiply and divide fractions (proper fractions) • Express one number as a fraction of another • Calculate simple fractions of quantities
8. Number	• Calculate simple percentages without a calculator • Calculate percentage increase/decrease • Convert between common fractions, decimals and percentages

9. Shape, Space and Measure	• Congruent Shapes
	• Rotational Symmetry
	• Properties of
	  ○ Triangles (equilateral, isosceles, scalene and right angled)
	  ○ Quadrilaterals (square, rectangle, rhombus, trapezium, kite, parallelogram)
	• Use conventional terms for
	  ○ labelling the sides and angles of a shape
	  ○ vertices, edges & faces
	  ○ Parallel and perpendicular lines
	• Measure and draw Angles using a protractor

10. Number and Algebra	• Order, Add, subtract, multiply & divide positive and negative numbers

11. Algebra	• Use algebraic notation
	• Distinguish between expressions, equations, formula & inequalities
	• Simplify expressions
	  ○ collect like terms
	  ○ multiply & divide terms
	• Substitute values into expressions
	• Solve simple linear equations

12. Shape, Space and Measure	• Relationship between minutes and seconds and other units of time • Time calculations - total time / duration between two different times and dates • Read and interpret 12/24 hr timetables
13. Algebra	• Recognise sequences of square, cube & triangular numbers • Generate terms of a sequence using a term-to-term rule • Find possible rules for sequences
14. Data Handling	• Mean, Median, Mode and Range from ○ A list
15. Data Handling	• Probability scale • Use words to describe probability • Use numbers to give the probability of an event happening or not happening (as a fraction, decimal or %) • Identify mutually exclusive outcomes and know that the sum of all the probabilities is 1



8D Maths Revision

1. Number	• Place Value – Read write and order whole numbers to any size • Use of symbols =, < , >, < and > • Add, subtract, multiply and dived whole numbers

2. Data Handling	• Design data collection sheets, collect data, compile tally charts, and frequency tables
	• Complete grouped frequency tables
	• Construct and interpret
	  ○ Frequency Diagrams
	  ○ Line graph
	  ○ Bar charts
	  ○ Pictograms

3. Number	• Square, Triangle, Cube, Square Roots and Cube Roots • Multiples, Factors & Prime numbers • Index Notation

4. Shape, Space and Measure	• Congruent Shapes
	• Rotational Symmetry
	• Properties of
	  ○ Triangles (equilateral, isosceles, scalene and right angled)
	  ○ Quadrilaterals (square, rectangle, rhombus, trapezium, kite, parallelogram)

5. Number	• Order of operations - BIDMAS • Round numbers to the nearest 10, 100 and 1000. • Check that solutions are correct using inverse operation and estimation

6. Data Handling	• Construct and interpret
	  ○ Two way tables
	  ○ Pictograms

7. Shape, Space and Measure	• Calculate the
	  ○ Perimeter of shapes (regular & irregular)
	  ○ Are of squares, rectangles, triangles and composite shapes
	  ○ Volume & surface area of cubes and cuboids

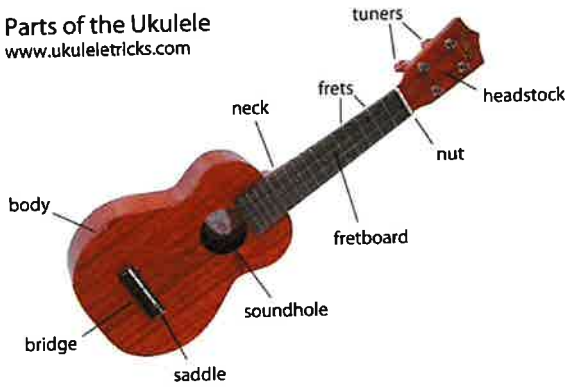
8. Number	• Read, write and compare decimals up to 3 decimal places • Add & subtract numbers up to 3 decimal places • Multiply and divide decimals by whole numbers • Round decimals to 1 and 2 decimal places

9. Number and Algebra	• Calculate with money eg profit/loss, wages, discounts, bank accounts • Use correct decimal notation when working with money
10. Shape, Space and Measure	• Relationship between minutes and seconds and other units of time • Time calculations - total time / duration between two different times and dates • Read and interpret 12/24 hr timetables
11. Algebra	• Recognise sequences of square, cube & triangular numbers • Generate terms of a sequence using a term-to-term rule • Find possible rules for sequences
12. Data Handling	• Mean, Median, Mode and Range from ○ A list
13. Number	• Simplify fractions and find equivalent fractions • Add, subtract (common denominator), multiply and divide fractions (proper fractions) • Express one number as a fraction of another • Calculate simple fractions of quantities
14. Number	• Calculate simple percentages without a calculator • Calculate percentage increase/decrease • Convert between common fractions, decimals and percentages
15. Data Handling	• Probability scale • Use words to describe probability • Use numbers to give the probability of an event happening or not happening (as a fraction, decimal or %) • Identify mutually exclusive outcomes and know that the sum of all the probabilities is 1

Unit 1: Band Musicianship

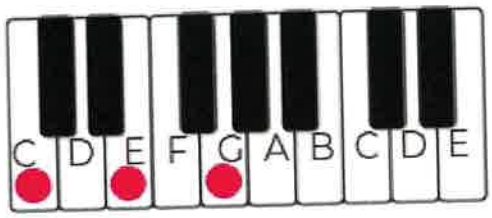
This information will be assessed through practical performance over the 4 weeks before the exams during class time & will be assessed on a written paper during exam week:

1. Labelling the Ukulele



2. Learn the following definitions:

Chord: Chords are the building blocks of any song. A chord is 2 or more notes played at the same time. The chords can repeat throughout the song and can also be called '**Triads**' as they often have 3 notes. To work out chords on the keyboard, use this rule: **Press one, Miss one, Press one**



EXAMPLE: C Major Chord (CEG) – Press C, Miss D, Press E, Miss F, Play G

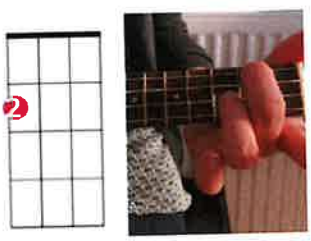
Major: When played as a chord or scale, it will sound happy

Minor: When played as a chord or scale, it will sound sad

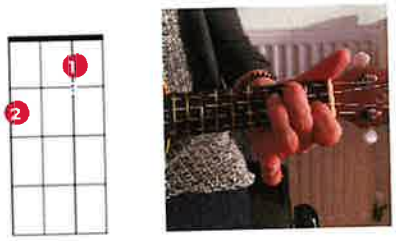
3. **Chord Charts** – Learn the chord charts and finger position for Ukulele.

C major

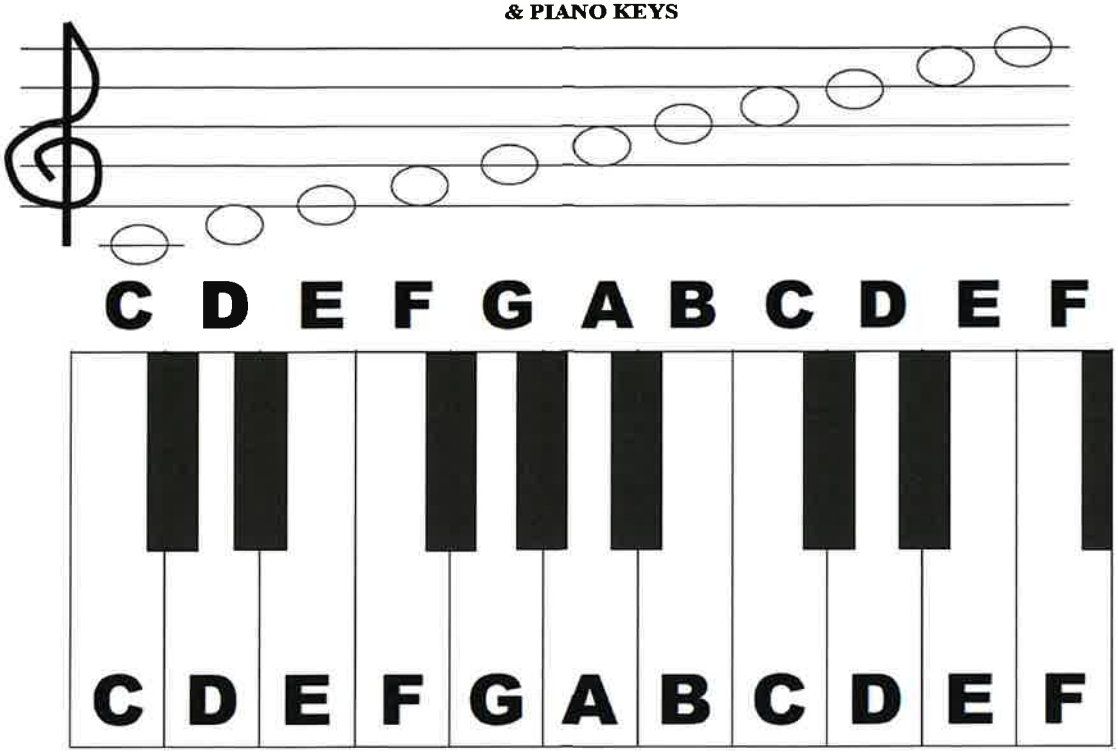
A minor



F major

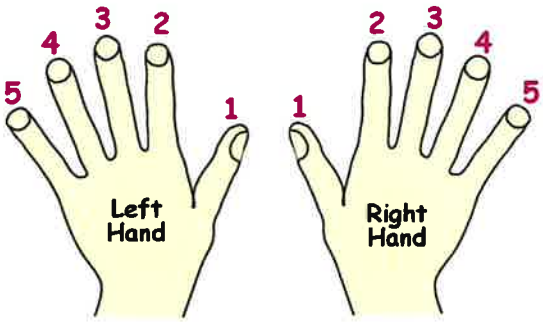


TREBLE CLEF LINES AND SPACES
& PIANO KEYS



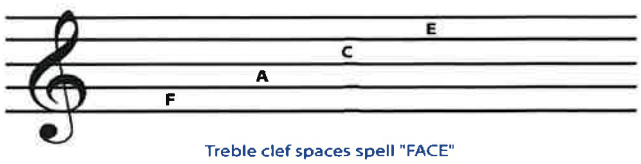
- Your piano or keyboard is made up of white and black keys.
- The black keys are grouped together in twos and threes.
- Each of these keys is named after the first seven letters of the alphabet (A-G). •

Remember: C is the white key to the left of the two black keys.



Notes of the Treble Clef: Lines and Spaces

Treble clef lines:
"Every Good Boy Does Fine"
or
"Every Good Boy Deserves Fudge"



Treble clef spaces spell "FACE"

Performance techniques

Posture	Stand or sit up straight to allow us to optimum position for performance
Projection	To sing loudly, without shouting
Open your mouth wide	Allows us to sing clearly without mumbling
Diction	How we pronounce words clearly
Dynamics	To use volume to get louder or quieter at different parts of the music
Expression	To portray the meaning of the song (sing with emotion)
Confidence	To look and sound comfortable while performing

Elements of Music

The elements of music are different ways we can describe music:

- **Tempo** is how fast or slow a piece of music is.
- **Pitch** is how high or low a note is.
- **Dynamics** are how loud or quiet a piece of music is.
- **Structure** is how different sections in a piece of music are organised.
- **Texture** describes how the different layers of music interact. **Polyrhythmic Texture** is when many different rhythms played at the same time overlap to create a 'busy' sound:

Elements of Music

Instrumentation	What instruments are playing?
Tempo	Speed of the music (fast/slow)
Pitch	Are the sounds high or low?
Dynamics	Volume of the music (loud/soft)
Mood	What mood is the composer trying to create?
Acapella Singing	A form of unaccompanied singing with no instruments in the background, perhaps just a percussive beat
Lyrics	The words to a song
Phrase	A musical sentence in a piece of music
Stacccato	Detached notes in a song/piece of music, giving a crisp/ jumpy effect
Legato	When a piece of music is played in a flowing manner with no breaks in between the notes

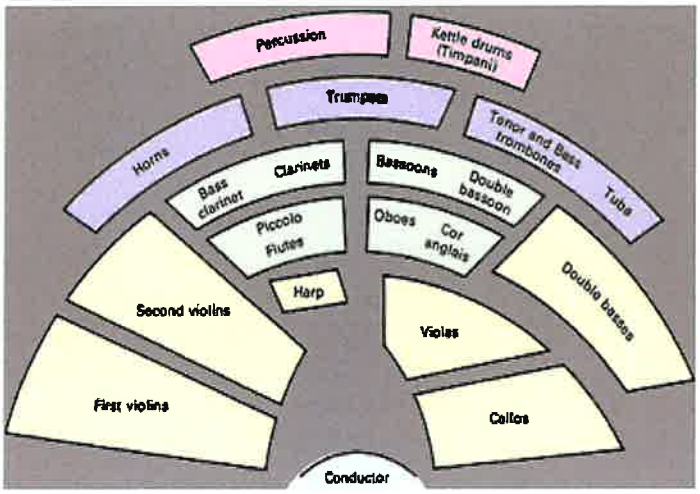
Note Values

Symbol	Name of note	Value of note
	Semibreve	4 beats
	Minim	2 beats
	Dotted minim	3 beats
	Crotchet	1 beat
	Dotted Crotchet	1 ½ beats
	Quaver	½ beat

Instruments of the Orchestra

The following information will be assessed on a written paper during exam week:

Layout of the Orchestra



An orchestra is a group of musicians who play together. The instruments are divided up into four main sections or families:

Strings • Woodwind • Brass • Percussion

The size of an orchestra can vary enormously from a small chamber orchestra which has between 15 and 40 players and a full symphony orchestra which can have as many as 100 people.

Instrument Families

THE PERCUSSION FAMILY

Listen to each instrument at this link:https://www.youtube.com/watch?v=YvJDEHlisGM

THE BRASS FAMILY

Trumpet

French Horn

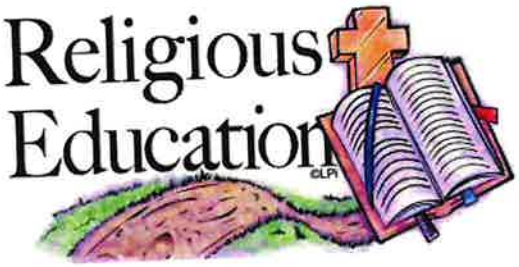
Trombone

Tuba

String Family

Violin Viola Cello Double Bass

Year 8 – RE Revision List



You must look over the ALL UNITS OF WORK you have covered with your RE teacher since September.

Year 8

Revision list ... Google Classroom code is h7myhlm2

- My self-worth; the meanings of the terms self-image, self-esteem, empathy, unique and faith
- Advent- meaning of Advent (waiting), themes of Advent (peace, hope, joy and love)
- The Christmas story (Christian) Jesus' birth. The angel Gabriel appeared to Mary... Shepherds and Wise men visited Mary, Joseph and the baby Jesus
- Judaism; Star of David, when and where Jewish religion began, beliefs about God, Scripture, Afterlife, Messiah, Family Life The life of Abraham and The life of Moses

- Jewish practices - Seder Meal, Passover & Jewish religious festivals (Rosh Hashanah, Yom Kippur or Hanukkah, Bar/Bat Mitzvah, the mezuzah and famous Jewish people (at least two you have researched)
- 10 Plagues, Modern day plagues and features of the Synagogue
- Similarities between Christians and Jews
- Fats and beliefs about Jesus. What are facts and beliefs
- Lent- why important for Christians, what are Christians encouraged to do during this time, what does it recollect in the life of Jesus, the three temptations and his reactions to each temptation

- The Easter story from Palm Sunday to Resurrection and events on each day leading up to his death and Resurrection (Christian)
- How do Christians today follow Jesus' examples
- Famous Christian people you have researched (at least two)

There will be knowledge questions worth 1 mark each, multiple choice questions and some longer comprehension questions which will require full sentences and detail to gain top marks.

Year 8 Science Revision

Google classroom code - va7nppe

Students should be able to;

- state laboratory safety rules
- identify laboratory hazards
- identify hazard symbols & explain their meaning
- identify laboratory apparatus and explain their uses
- identify the apparatus used to measure length, volume, time, mass & temperature
- state the units of length, volume, time, mass & temperature
- measure length, volume, time, mass & temperature
- read measuring scales for length, volume, time, mass & temperature
- explain that oxygen, fuel & heat are required for fire
- explain how fire extinguishers work
- recall that substances are solids liquids or gases & explain their composition
- explain how electricity is produced
- identify risks associated with electricity and explain precautions
- identify electrical conductors & insulators
- explain applications of conductors & insulators
- identify & draw symbols of electrical components
- draw circuit diagrams
- identify series & parallel circuits
- define current & explain how it can be measured
- define a mixture
- list the different separating techniques & identify appropriate techniques for separating different mixtures
- identify the different states of matter
- explain the processes of melting, freezing, evaporation & condensation
- describe the water cycle
- state the characteristics of living organisms
- state the major groups of living organisms

- define invertebrates and list examples
- define vertebrates and list examples
- state the characteristics of the vertebrate groups
- identify and explain how different organisms are adapted to their environment
- use a key to identify living organisms

Year 8 - Technology and Design Revision List

- Health and safety in the workshop
- Health and safety signs
- Graphics isometric drawing
- Wood groups
- Hand tools
- Marking out tools
- Workshop machines
- Thermoplastics and thermosetting plastics
- Finishing methods
- Soldering safety rules
- Electronic components
- Resistors- colours codes
- Measuring in mm
- Design task

Year 8 French topics to revise:

- **Greetings**
- **Numbers up to 30**
- **Classroom objects**
- **Days and months**
- **Colours**
- **Countries and Nationalities**
- **Brothers and sisters**
- **Pets**
- **Hair and eyes and Description**

Les Numéros	**Numbers**
Un	1
Deux	2
Trois	3
Quatre	4
Cinq	5
Six	6
Sept	7
Huit	8
Neuf	9
Dix	10
Onze	11
Douze	12
Treize	13
Quatorze	14
Quinze	15
Seize	16
Dix-sept	17
Dix-huit	18
Dix-neuf	19
Vingt	20
Vingt-et-un	21
Vingt-deux	22
Vingt-trois	23
Vingt-quatre	24
Vingt-cinq	25
Vingt-six	26
Vingt-sept	27

• Vingt-huit	28
• Vingt-neuf	29
• Trente	30
• Trente-et-un	31

Bonjour	**Hello**
• Salut	Hi
• Bonsoir	Good evening
• Ça va?	How are you?
• Ça va bien	I am well
• Ça va très bien	I am very well
• Ça va mal	I am not well
• Comme çi comme ça	So-so / OK
• Merci	Thank you
• Au revoir	Good bye
• A bientôt	See you later
• A demain	See you tomorrow
• Comment t'appelles-tu?	What is your name?
• Je m'appelle	My name is

Les Jours	**Days**
• Lundi	Monday
• Mardi	Tuesday
• Mercredi	Wednesday
• Jeudi	Thursday
• Vendredi	Friday
• Samedi	Saturday
• Dimanche	Sunday

Les Mois	**Months**
• janvier	January
• février	February
• mars	March
• avril	April
• mai	May
• juin	June
• juillet	July
• août	August

• septembre	September
• octobre	October
• novembre	November
• décembre	December

Mes Affaires	**My things**
• un stylo	a pen
• un crayon	a pencil
• un feutre	a felt-tip
• une gomme	a rubber
• une règle	a ruler
• un livre	a book
• un cahier	an exercise book
• un taille-crayon	a sharpener
• une trousse	a pencil case
• un dictionnaire	a dictionary
• un sac	a bag
• des crayons de couleur	colouring pencils
•	
• As-tu un/une ... ?	Have you got a ... ?
• J'ai un/une ...	I have a ...
• Je n'ai pas de ...	I haven't got any ...

Les Couleurs	**Colours**
• Bleu/ bleue	blue
• Rouge	red
• Vert/ verte	green
• Gris/ grise	grey
• Noir/noire	black
• Blanc/ blanche	white
• Violet/violette	purple
• Jaune	yellow
• Rose	pink
• Marron	brown
• Orange	orange

Les Pays	**Countries**
• L'Irlande	Ireland

• L'Irlande du Nord	Northern Ireland
• L'Écosse	Scotland
• L'Angleterre	England
• Le pays de Galles	Wales
• La Grande Bretagne	Great Britain
• L'Italie	Italy
• La Belgique	Belgium
• L'Allemagne	Germany
• L'Espagne	Spain
• La France	France
• La Suisse	Switzerland
• L'Autriche	Austria

Les Nationalités **Nationalities**

Masculine	**Feminine**	**English**
• Britannique	Britannique	British
• Irlandais	Irlandaise	Irish
• Ecossais	Ecossaise	Scottish
• Anglais	Anglaise	English
• Gallois	Galloise	Welsh
• Français	Française	French
• Espagnol	Espagnole	Spanish
• Belge	Belge	Belgian
• Allemand	Allemande	German
• Suisse	Suisse	Swiss
• Italien	Italienne	Italian
• Autrichien	Autrichienne	Austrian

Ma Famille	**My Family**
• J'ai un frère	I have a brother
• J'ai une sœur	I have a sister
• J'ai deux sœurs	I have 2 sisters
• J'ai trois frères	I have 3 brothers
• J'ai un demi-frère	I have a step brother
• J'ai une demi-sœur	I have a step sister
• Je n'ai pas de frères et sœurs	I have no brothers and sisters
• Je suis enfant unique	I am an only child

Les animaux	Pets
• un chien	a dog
• un chat	a cat
• un lapin	a rabbit
• un oiseau	a bird
• un poisson	a fish
• un poisson rouge	a goldfish
• un cheval	a horse
• un hamster	a hamster
• un cochon d'Inde	a Guinea pig
• une souris	a mouse
• un serpent	a snake
• une araignée	a spider

Les Questions	Questions
• **Bonjour.**	
• Bonjour madame / Bonjour monsieur.	
• **Ça va ?**	
• Ça va bien, merci.	
• **Comment t'appelles-tu ?**	
• Je m'appelle	
• **Comment ça s'écrit ?**	
• Ça s'écrit	
• **Quel âge as-tu ?**	
• J'ai ..... ans.	
• **Quelle est la date de ton anniversaire ?**	
• Mon anniversaire est le	
• Quelle est la date aujourd'hui ?	
• C'est	
• **Quelle est ta couleur préférée ?**	
• Ma couleur préférée est le	

- **Où habites-tu ?**
- J'habite à ..... En Irlande du Nord.

- **Quelle est ta nationalité ?**
- Je suis .....

- **As-tu des frères et sœurs ?**
- Oui j'ai .....
- Non je n'ai pas de frères et sœurs.

Spanish vocabulary to learn:

Greetings

Spanish	English
¡Hola!	Hello!
Buenos días	Good morning
Buenas tardes	Good afternoon
Buenas noches	Goodnight
Adiós	Bye
Hasta luego	See you
¿Cómo te llamas?	What's your name?
Me llamo (Mark)	My name is Mark
¿Qué tal?	How are things?
Fenomenal, gracias. ¿Y tú?	Great, thanks. And you?
Muy bien	Very good
Bien	Fine
Regular	So-so
Mal	Bad
Fatal	Terrible
¿Cómo estás?	How are you (familiar)?
Estoy fenomenal, gracias.	I'm great, thanks.
¿Y tú?	And you?

Numbers 0-30

Number	English	Spanish
0	Zero	Cero
1	One	Uno

2	Two	Dos
3	Three	Tres
4	Four	Cuatro
5	Five	Cinco
6	Six	Seis
7	Seven	Siete
8	Eight	Ocho
9	Nine	Nueve
10	Ten	Diez
11	Eleven	Once
12	Twelve	Doce
13	Thirteen	Trece
14	Fourteen	Catorce
15	Fifteen	Quince
16	Sixteen	Dieciséis
17	Seventeen	Diecisiete
18	Eighteen	Dieciocho
19	Nineteen	Diecinueve
20	Twenty	Veinte
21	Twenty-one	Veintiuno
22	Twenty-two	Veintidós
23	Twenty-three	Veintitrés
24	Twenty-four	Veinticuatro
25	Twenty-five	Veinticinco
26	Twenty-six	Veintiséis

27	Twenty-seven	Veintisiete
28	Twenty-eight	Veintiocho
29	Twenty-nine	Veintinueve
30	Thirty	Treinta

	English	Spanish
31	Thirty-one	Treinta y uno
40	Forty	Cuarenta
50	Fifty	Cincuenta
60	Sixty	Sesenta
70	Seventy	Setenta
80	Eighty	Ochenta
90	Ninety	Noventa
93	Ninety-three	Noventa y tres
100	One hundred	Cien

School Equipment

Spanish	English
¿Tienes un bolígrafo?	Have you got a pen?
una mochila	a rucksack
un cuaderno	an exercise book
un libro	a book
un libro de texto	a textbook
un bolígrafo	a pen
un lápiz	a pencil

un sacapuntas	a sharpener
una goma	a rubber
una pluma	a fountain pen
una regla	a ruler
un diccionario	a dictionary
un estuche	a pencil case
una agenda	a diary
una carpeta	a file

Days of the Week

Spanish	English
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

Months

Spanish	English
Enero	January
Febrero	February
Marzo	March
Abril	April
Mayo	May
Junio	June
Julio	July
Agosto	August

Septiembre	September
Octubre	October
Noviembre	November
Diciembre	December
¿Que fecha es hoy?	What date is it today?
Hoy es el tres de noviembre	Today is the third of November
¿Cuando es tu cumpleanos?	When iyour birthday?
Mi cumpleanos es el tres de noviembre	My birthday is on the third of November

Personal Details

Spanish	English
Tengo un hermano	I have 1 brother
Tengo una hermana	I have 1 sister
Tengo tres hermanos	I have 3 brothers
No tengo hermanas	I don't have any sisters
No tengo hermanos	I don't have any brothers
Soy hijo único	I am an only child (male)
Soy hija única	I am an only child (female)
Tengo un hermano gemelo	I have a twin brother
Tengo una hermana gemela	I have a twin sister
¿Cómo se llama?	What is he/she called?
Se llama...	He/she is called...
¿Cómo se llaman?	What are they called?

Colores (Colours)

Español	English
Azul	blue
Rojo	red
Verde	green

Gris	grey
Negro	black
Blanco	white
Violeta	purple
Amarillo	yellow
Rosa	pink
Marrón	brown

Países (Countries)

Español	English
Alemania	Germany
Inglaterra	England
Escocia	Scotland
España	Spain
Francia	France
Italia	Italy
Irlanda	Ireland
Gales	Wales
Suiza	Switzerland

Nacionalidades (Nationalities)

Masculino	Femenino	English
Irlandés	Irlandesa	Irish
Galés	Galesa	Welsh
Escocés	Escocesa	Scottish
Inglés	Inglesa	English
Británico	Británica	British
Francés	Francesa	French