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Dear Parent/Carer,

Year 8 Winter Assessment Week

I am writing to inform you that the Year 8 Winter Assessment Week will take place from Monday 30 November to Friday 4 December 2026. To help pupils prepare effectively, all Year 8 pupils are participating in a Study Skills Workshop today, Tuesday 3 November. This session is designed to introduce pupils to a range of study and revision techniques and to help them plan their preparation.

Year 8 pupils will also have at-home study days on:

- Monday 16 November 2026
- Tuesday 1 December 2026
- Thursday 3 December 2026

Pupils should not attend school on these dates. This time should be used purposefully to revise, organise their materials and prepare for their upcoming assessments. Pupils have been provided with:

- Subject revision lists
- A copy of the assessment timetable
- Guidance on effective study and revision strategies

Copies of these materials have been attached for your information. Assessments will take place in an assigned classroom with their form class on Monday 30 November, Wednesday 2 December and Friday 4 December. We would appreciate your support in encouraging your child to use the study days effectively and to establish a manageable revision routine.

If you require any further information or are unsure about any aspect of these arrangements, please do not hesitate to contact the school.

Kind regards,

R. Mullan

Mrs R Mullan
Principal

HAPPY RESPECTFUL LEARNING

YEAR

8

LISNEAL COLLEGE

Revision Checklist

WINTER ASSESSMENTS



Revise smart. Stay calm. Believe in yourself.

Use your subject checklists to tick off each topic as you revise it.

Contents

Everything you need to prepare for your Winter Assessments is in this booklet.

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1 Choose how to revise

Pick techniques from the Revision Techniques and What Works Best pages.

2 Plan it

Fill in your Revision Planner for the five weeks before your assessments.

3 Track it

Use your subject checklists to tick red, amber or green for each topic.

Revision Techniques

Different techniques work for different topics and different people. Try a few of these and find the ones that work best for you.



Flashcards

Key information and facts on cards you can carry with you, so you can test yourself anywhere.

Use them to remind and test yourself on: spelling lists and sequences of simple events.



Online quizzes or revision guide questions

Answer the questions and note down your score. Revise the topic some more, then have another go later. Did you improve?

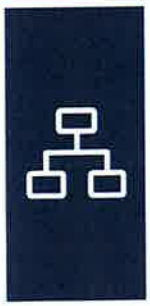
Use them to test yourself on: facts and processes.



Key word cards

Put the key word on the front and the definition on the back. Test yourself on the definitions, sort the cards into categories or put them into a sequence.

Use them to learn: the key vocabulary for each topic.



Graphic organisers

Decide if you are describing, analysing parts, comparing, analysing cause and effect, predicting or evaluating, then lay out your ideas in a graphic organiser.

Use them to: look at topics in more detail.



Past exam questions and analysis

Complete some past exam questions, mark your answers and fill in any you missed. Go through the paper and colour code each topic (see the traffic-light key).

Use it to test your ability to: recall what you have revised and answer the question asked – not just write down everything you know. Follow the command words in the exam.



Read – Cover – Recall – Check

Read the information you want to remember. Cover it up and write out what you can remember. Check to see how much you forgot.

Use it to test yourself on: spelling lists and sequences of simple events.



Make a card sort

Make a set of cards that you can cut out, mix up and match.

Use them when: you need to remember pieces of information that go together.



Explain it to someone

Describe or explain a process or scenario to someone who does not know it, or to a classmate. They can ask questions to fill in any gaps you missed, and if they are also revising it may help them understand the work better.

Use it when: you are explaining a series of events or a process with lots of detail.



Mind maps

Start with a central theme and organise the information from it, grouped into subtopics. Label the branches with the relationships. Only put in the key words – everything else should come to mind when you read them.

Use them to: summarise a whole topic after revising it in detail.

Traffic-light your checklist

Tick off each topic as you revise it, then colour code it:

RED I need to revise this.

AMBER I need to go over a few bits again.

GREEN I've got it!

What Works Best

Some revision methods are far more effective than others. Choose methods that make your brain work hard. If it feels easy, it is probably not helping much.

DO MORE OF THIS

Test yourself

Close the book and try to recall what you know. Pulling information out of your memory makes it stronger than reading it again. Flashcards, Read – Cover – Recall – Check, quizzes and past papers all do this.

Space it out

Several short sessions spread over days and weeks beat one long cram. Come back to each topic after a day, a week and a fortnight.

Mix it up

Switch between topics or question types in one session instead of doing one topic for hours. It feels harder, but it helps you pick the right method in an assessment.

Explain and ask why

Ask "why?" and "how?" as you revise, link new facts to things you already know, and explain ideas out loud in your own words.

DO LESS OF THIS

Re-reading your notes

It feels familiar, so it feels like learning. But recognising something is not the same as being able to recall it.

Highlighting and underlining

It looks like hard work but asks very little of your memory. Use it to pick out key words, then test yourself.

Copying out notes

Copying word for word keeps your brain on autopilot. Reshape the information instead: mind maps, card sorts, your own questions.

Cramming the night before

Information crammed in at the last minute fades fast. Little and often is far more effective.

Try this: a spacing plan

Day 1
Revise the topic using one of your techniques.

→

The next day
Quick test: what can you recall without looking?

→

A week later
Test yourself again. Fix any gaps.

→

Two weeks later
Final check before the assessment.

Quick tips

Red topics first. Start with the topics you have traffic-lighted red on your checklist.

Short bursts. Work for around 25–30 minutes, then take a 5-minute break.

Phone away. Keep it out of sight and out of reach while you revise.

Sleep well. Your brain stores what you have learned while you rest.

Command Words

Command words tell you what to do in a question. Answering a different question to the one asked is an easy way to lose marks.

Command word	What it means	How to answer
REMEMBER IT Short, accurate answers		
Name / State / Identify / List	Give a short answer from memory.	A word or short phrase is enough. No explanation needed.
Define	Give the exact meaning of a word or term.	Write one clear sentence using the key words from your key word cards.
SHOW YOU UNDERSTAND Say what it is, and why		
Describe	Say what something is like, or what happens.	Include detail and key words. Do not give reasons unless you are asked to.
Outline	Give the main points briefly.	Keep it short and clear: the key steps or ideas without lots of detail.
Explain	Give reasons: say how or why something happens.	Use "because", "this means that" and "therefore". Make a point, then develop it.
Suggest	Use what you know to put forward a sensible idea.	Apply your knowledge to the new situation and give a reason for your idea.
APPLY AND ANALYSE Look closely and make links		
Compare	Say how things are similar and how they are different.	Write about both throughout. Use "whereas", "similarly" and "on the other hand".
Contrast	Say how things are different.	Write only about the differences between them.
Analyse	Break something into parts and examine each one.	Look at each part in turn, and how the parts link to or affect each other.
Calculate	Work out an answer using numbers.	Show your working, write down any formula you use and include the units.
JUDGE IT Weigh it up and reach a conclusion		
Discuss	Look at different sides of an issue.	Give arguments for and against, then finish with a conclusion.
Assess	Decide how important, effective or significant something is.	Weigh up the evidence, then make a judgement about how much it matters.
Justify	Give reasons or evidence to support a decision or opinion.	Say what you think, then back it up with evidence. Think "because...".
Evaluate	Weigh up strengths and weaknesses to reach a judgement.	Give positives and negatives, then a final judgement. This also covers "To what extent...?" questions.

Top tip: underline the command word in every question, then check that your answer does exactly what it asks. Some subjects use these words in slightly different ways, so ask your teacher if you are not sure.

Looking After Yourself

You will revise better when you feel well. Looking after your body and mind is part of your revision, not time off from it.

Sleep well

Most young people need around 8 to 10 hours of sleep. Sleep is when your brain stores what you have learned, so late-night cramming works against you. Put screens away before bed.

Move your body

Even a short walk, a kickabout or a dance in your bedroom helps you feel calmer and think more clearly. Try to get some fresh air every day.

Talk to someone

Everyone feels worried sometimes. Talking to a parent or carer, a friend or a teacher you trust can make a big difference. You do not have to cope on your own.

Eat and drink well

Eat regular meals, especially breakfast, and drink plenty of water. Your brain needs fuel to concentrate. Energy drinks and sugary snacks might give a quick boost, but it wears off fast.

Take breaks and switch off

Build breaks into your revision and make time for things you enjoy: friends, music, hobbies, sport. Rest is not wasted time. It helps you stay focused when you revise.

Be kind to yourself

Feeling nervous before assessments is normal. Do your best and be proud of the effort you put in. One assessment does not define you. Talk to yourself the way you would talk to a friend.

Feeling nervous?
Try this.

Breathe in slowly through your nose for a count of 4, then breathe out slowly through your mouth for a count of 6. Repeat five times. Slow, steady breathing helps your body to settle and calm down.

Need to talk? Help is always available

People I can talk to

In school:

_____

At home:

_____

Free helplines

Childline 0800 1111
Free, 24 hours, for any worry

Lifeline 0808 808 8000
Free, 24/7 crisis support in Northern Ireland

Samaritans 116 123
Free, 24 hours, someone to listen



Assessment Timetable

Year 8 | Monday 30 November to Friday 4 December 2026. Find your subject for each session, and see which page of this booklet has its checklist.

	Monday 30 November	Tuesday 1 December	Wednesday 2 December	Thursday 3 December	Friday 4 December
Session 1 9am – 10.45am	**ICT** Checklist: page 33		**Art** Checklist: page 28		**Science** Checklist: page 27
Session 2 11am – 12.30pm	**History** Checklist: page 32	**At home study** No school today. Use the time to revise.	**Maths** Checklist pages: 8A p.18 · 8B p.21 8C p.23 · 8D p.25	**At home study** No school today. Use the time to revise.	**RE** Checklist: page 35
Lunch 12.30pm – 1.30pm	Lunch		Lunch		Lunch
Session 3 1.30pm – 3pm	**English** Checklist: page 12		**Geography** Checklist: page 30		**Languages** French checklist: page 29

Where to go

Your assessments take place in your form classroom.

Study days

Tuesday and Thursday are at home study days. Put them in your Revision Planner and make the most of them.

Be ready

Check the equipment box on each subject checklist so you know what to bring.

Revision Planner

Plan your revision for the five weeks beginning Monday 2 November. Use short, focused sessions with breaks, and try a different technique each time.

WEEK 1 Beginning Monday 2 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 2 Nov					
Tue 3 Nov					
Wed 4 Nov					
Thu 5 Nov					
Fri 6 Nov					
Sat 7 Nov					
Sun 8 Nov					

My goal for this week:

WEEK 2 Beginning Monday 9 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 9 Nov					
Tue 10 Nov					
Wed 11 Nov					
Thu 12 Nov					
Fri 13 Nov					
Sat 14 Nov					
Sun 15 Nov					

My goal for this week:

Revision Planner

Weeks 3 and 4 – keep going! Tick off each session as you complete it.

WEEK 3 Beginning Monday 16 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 16 Nov					
Tue 17 Nov					
Wed 18 Nov					
Thu 19 Nov					
Fri 20 Nov					
Sat 21 Nov					
Sun 22 Nov					

My goal for this week:

WEEK 4 Beginning Monday 23 November

Day	Subject	Topic(s) to revise	Technique I will use	Mins	✓
Mon 23 Nov					
Tue 24 Nov					
Wed 25 Nov					
Thu 26 Nov					
Fri 27 Nov					
Sat 28 Nov					
Sun 29 Nov					

My goal for this week:

Revision Planner

Week 5 – the final week. You have done the hard work, so keep going and tick off each session as you complete it.

WEEK 5 Beginning Monday 30 November					
Day	**Subject**	**Topic(s) to revise**	**Technique I will use**	**Mins**	✓
Mon 30 Nov					
Tue 1 Dec					
Wed 2 Dec					
Thu 3 Dec					
Fri 4 Dec					
Sat 5 Dec					
Sun 6 Dec					

My goal for this week:

YEAR 8

REVISION BOOKLET

Reading assessment

NOVEMBER 2026

Monday 30 November, 1.30pm – 3pm

Complete the practice questions, using PEE structure and use classwork notes to support.



EXTRACT 1

YEAR 8 'My Sister Lives on the Mantelpiece'

Read the extract below. Then answer the question that follows.

Jamie sat at the edge of the playground, his hands buried deep in his pockets. Around him, children shouted and laughed, but he stayed quiet, watching the clouds drift across the sky. He didn't want to play. He didn't want to talk. He just wanted to think.

He thought about Rose, the sister he barely remembered, and Jasmine, the sister who was still here but felt far away. He thought about Mum, who had left, and Dad, who barely spoke unless it was about Rose. Jamie felt like he was invisible, like no one saw him unless he did something wrong.

At home, the mantelpiece was still the same. Rose's ashes in the urn. The photo. The silence. Dad's sadness filled every room, and Jamie had learned to tiptoe around it. He didn't understand why Rose's death had broken everything, but he knew it had. And he knew he wasn't allowed to talk about it.

But then there was Sunya. Her smile. Her kindness. The way she didn't care what anyone else thought. She made him feel seen. She made him feel like he mattered. Even when others teased him for being friends with a Muslim girl, Sunya stood by him. And Jamie stood by her.

He didn't know how to fix his family. He didn't know how to make Dad laugh again or bring Mum back. But he knew he wanted to be brave. Like Sunya. Like Jasmine. Like himself, maybe.

Question:

What does this passage show us about Jamie's character?

Write about:

- What Jamie is thinking and feeling
- How he sees the people around him
- What kind of person Jamie seems to be

EXTRACT 2

YEAR 8 'My Sister Lives on the Mantelpiece'

Read the extract below. Then answer the question that follows.

Sunya walked into the classroom with her head held high, her gold scarf catching the light as she passed. Some of the other kids whispered and pointed, but she didn't flinch. She smiled at Jamie as she sat down beside him, her eyes full of mischief and kindness.

Jamie liked being around Sunya. She made jokes when things felt heavy. She listened when no one else did. She didn't care that Jamie's family was falling apart or that he didn't talk much. She just liked him for who he was.

At lunch, when the others teased her, Sunya stood her ground. "I'm proud of who I am," she said, loud enough for everyone to hear. Jamie watched her, amazed. She was braver than anyone he knew.

Later that day, Jamie was quiet. He'd had another fight with Dad, and Jasmine hadn't spoken to him all morning. Sunya didn't ask questions. She just handed him a folded piece of paper. Inside was a cartoon she'd drawn of the two of them flying through space in superhero costumes. "You're not alone," she'd written underneath.

Jamie didn't say anything, but he kept the drawing in his pocket for days.

The next week, when Jamie was picked last for football and the others laughed, Sunya stepped forward. "I'll have Jamie on my team," she said, her voice firm. She didn't care what anyone thought. She never did.

To Jamie, Sunya wasn't just a friend. She was a reminder that being different wasn't something to hide. It was something to be proud of.

Question:

What does this passage show us about Sunya's character?

Write about:

- What Sunya does and says
- How she treats Jamie
- What kind of person she seems to be

EXTRACT 3

YEAR 8 'My Sister Lives on the Mantelpiece'

Read the extract below. Then answer the question that follows.

Jasmine sat on the windowsill, her knees pulled up to her chest, staring out at the street below. Her headphones were in, but Jamie knew she wasn't really listening to music. She did that sometimes—put them in to block out the world, even when the battery was dead.

The house was quiet except for the hum of the fridge and the occasional creak of the floorboards. Dad was asleep on the sofa, and Jamie was pretending to do homework. Jasmine hadn't spoken much all day, but Jamie could tell something was wrong. He always could.

She used to laugh more. Before Mum left. Before everything became about Rose. Now, Jasmine carried the silence like a heavy coat. She looked after Jamie, made sure he had dinner, helped him with school stuff. But she never talked about herself. Not really.

One night, Jamie found her crying in the bathroom. She didn't see him, and he didn't say anything. But after that, he started leaving little notes on her pillow. "You're the best sister ever." "Thanks for the pasta." "I love you." She never mentioned them, but she started smiling more.

Jasmine wasn't loud or dramatic. She was strong in quiet ways. She held the family together when no one else could.

Question:

What does this passage show us about Jasmine's character?

Write about:

- What Jasmine does and how she behaves
- How Jamie sees her
- What kind of person Jasmine seems to be

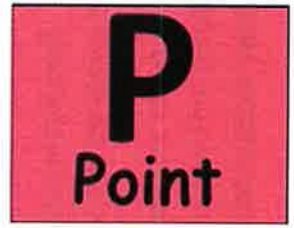
English revision

What are PEE paragraphs?

P - Point, make a point relevant to the question e.g We learn that...
E - Evidence from the text (Use " " around your quote)
E- Explain in detail what the quote suggests and explain how it would make the reader feel and why.

Top tips:

- **Read** the question and **underline the question focus** - is it character, setting, atmosphere etc?
- Read the extract **carefully**.
- **Underline 3 quotations** that you could explain to help answer the question.
- Begin to write your PEE paragraphs (aim for 3 in total)
- Remember your **explanation should be the most detailed part of your answer**.
- **Challenge yourself to zoom in** and explore key words in your quotes.
- Make sure to **always stay focused on the question**.



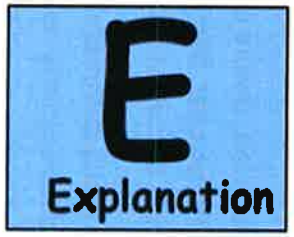
Sum up the main idea in your paragraph.

- In my opinion...
- Arguably...
- The writer uses...
- Similarly
- Firstly...
- Secondly...
- Both...
- In contrast...
- One of the language features used is...



Provide Evidence for the point you are making.

- For example...
- An example of this is...
- This is shown...
- This can be seen...
- This is demonstrated when...
- We know this because...
- The evidence for this is...



Why is the quotation significant?
What effect does the quotation have on the reader?
Why has the writer used this technique?

- This shows
- This suggests...
- This implies...
- This is effective because...
- The writer has chosen this technique because...
- This would make the reader feel...
- This has been used because...

Verbs to help you develop your explanations:
Suggests
Illustrates
Shows
Demonstrates

Sentence starters to help:
In this extract, we learn that.....
The writer uses a verb/adjective/simile to suggest.....
This suggests
This makes the reader feel.....because....

Language device	Definition	Example
Simile	Comparing one thing to another using the words 'as' or 'like'	Eating ice cream is like being in heaven
Metaphor	A comparison where something is said to actually be another	When I eat ice cream I am in heaven
Personification	When you assign human qualities to something not human or not alive	He did not realise that his last chance was walking out of the door
Alliteration	The repetition of the same letter at the beginning of words to create an effect	Great golden goal
Sibilance	The repetition of an 's' sound at the beginning of words to create an effect	Slithering slimy snakes
Onomatopoeia	A word that imitates a sound	Bang!
List of Three	Listing three things to create an effect	Stop, look and listen
Hyperbole / Exaggeration	Exaggerating something for effect	I was so completely and utterly outraged.
Emotive language	Words or phrases to create an emotional reaction from the reader	The poor defenceless kittens were crammed into a box
Rhetorical Question	A question that is asked for an effect rather than for an answer - e.g. to make the reader think.	Who wants to look at something like that?
Adjective	A describing word	A popular film
Adverb	A word that describes the verb (they often end in 'ly')	He stopped suddenly
Verb	An action word- (doing or being)	I swam across the lake
Noun	A person, place or thing	I wish for world peace

LISNEAL COLLEGE

Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.

p HAPPY RESPECTFUL LEARNING



Subject	Mathematics – 8A Teachers – Miss Patterson, Mrs Gray and Mr Dolan	**Year group**	Year 8	**Assessment date(s)**	Wednesday 2 December Session 2: 11am – 12.30pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler, protractor		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. RED I need help AMBER Getting there GREEN I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Number	• To recognise place value in numbers • To read, write and order whole numbers • To understand what is meant by an inequality and use the symbols correctly (=, < , >, < and >) • To add, subtract, multiply and divide whole numbers including long multiplication and division by factors. To apply these skills to solve problems in context and explain how the answer relates to the situation given	• Number booklets • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	
2	Data Handling	• To construct and interpret: - Tally tables - Frequency Tables - Grouped frequency Tables - Bar charts - Frequency diagrams - Line graphs - Pictograms	• Data Handling booklets • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
3	Number	• To understand and identify square numbers, cube numbers and triangular numbers • To understand and identify square and cube roots. • To recognise the multiples and factors of a number. • To identify prime numbers • To write numbers using index notation and complete calculations using index notation. • To understand what is meant by BIDMAS and use it correctly. • To round numbers to the nearest 10, 100 and 1000 To apply these skills to solve problems in context and explain how the answer relates to the situation given	• Number booklets • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	
4	Data Handling	• To construct and interpret: - Venn Diagrams - Two-way Tables - Pie Charts	• Shape booklet • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	
5	Number	• To read, write and compare decimals up to 3 decimal places. • To add, subtract, multiply and divide decimal numbers up to 3 decimal places • To round decimals to 1 and 2 decimal places To apply these skills to solve problems in context and explain how the answer relates to the situation given	• Decimals booklet • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
6	Number	• To simplify fractions and find equivalent fractions • To order fractions • To write a simple fraction as a terminating decimal • To convert between mixed numbers and improper fractions • To add, subtract, multiply and divide fractions • To express one number as a fraction of another • To calculate a fraction of a quantity	• Fractions booklet • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	

LISNEAL COLLEGE

Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Mathematics – 8B Teachers – Mrs Dixon & Mr Mackey	**Year group**	Year 8	**Assessment date(s)**	Wednesday 2 December Session 2: 11am – 12.30pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler, protractor		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Number	• To recognise place value in numbers • To read, write and order whole numbers • To understand what is meant by an inequality and use the symbols correctly (=, < , >, < and >) • To add, subtract, multiply and divide whole numbers including long multiplication and division by factors. To apply these skills to solve problems in context and explain how the answer relates to the situation given	• Number booklets • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	
2	Data Handling	• To construct and interpret: - Tally tables - Frequency Tables - Grouped frequency Tables - Bar charts - Frequency diagrams - Line graphs - Pictograms	• Data Handling booklets • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
3	Number	• To understand and identify square numbers, cube numbers and triangular numbers • To understand and identify square and cube roots. • To recognise the multiples and factors of a number. • To identify prime numbers • To write numbers using index notation and complete calculations using index notation. • To understand what is meant by BIDMAS and use it correctly. • To round numbers to the nearest 10, 100 and 1000 To apply these skills to solve problems in context and explain how the answer relates to the situation given	• Number booklets • Corbett Maths • Maths Genie • Google classroom • Revision booklets	☐	☐	☐	
4	Data Handling	• To construct and interpret: - Venn Diagrams - Two way Tables - Pie Charts	• Shape booklet • Corbett Maths • Maths Genie • Google classroom • Revision booklet	☐	☐	☐	
5	Decimals	• To read, write and compare decimals up to 3 decimal places. To apply these skills to solve problems in context and explain how the answer relates to the situation given	• Decimals booklet • Corbett Maths • Maths Genie • Google classroom	☐	☐	☐	

LISNEAL COLLEGE

Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Mathematics - 8C Teachers – Mr Mackey	**Year group**	Year 8	**Assessment date(s)**	Wednesday 2 December Session 2: 11am – 12.30pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Number	• Place Value – Read, write and order numbers of all sizes. • Use of symbols: = , < , >, ≤ and ≥ • Add, subtract, multiply and divide whole numbers including long multiplication and long division by factors.	• Indices booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
2	Data Handling	Read, complete and interpret the following types of data: • Tally charts • Frequency tables • Bar Charts • Pictograms • Line graphs	• Decimals booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
3	Number	• Recognise and understand square, triangle and cube numbers • Understand square and cube roots • Multiples, Factors and Prime Numbers • Index notation • Order of operations – BIDMAS • Round numbers to the nearest 10, 100 and 1000. • Use inverse operations and estimation	• Binary booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
4	Data Handling	Read, complete and interpret the following types of data: • Venn diagrams (2 ciricles) • Two-way tables • Pie Charts (Halves, quarters and thirds)	• Binary booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	
5	Number (Decimals)	• Read, writer and compare decimals to 3 decimal places • Add and subtract decimal numbers • Multiply and divide decimals by whole numbers • Round decimals to 1 and 2 decimal places	• Binary booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Mathematics – 8D Teachers – Miss Smallwoods	**Year group**	Year 8	**Assessment date(s)**	Wednesday 2 December Session 2: 11am – 12.30pm
Length / format	1 hour exam	**Bring / equipment**	Pen, pencil, ruler, calculator		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Number	• Place Value – Read write and order whole numbers to any size • Use of symbols =, < , >, ≤ and ≥ • Add, subtract, multiply and divide whole numbers • Square, Triangle, Cube, Square Roots and Cube Roots • Multiples, Factors & Prime numbers • Index Notation	• Number • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

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
			• Data Handling
			• Corbett Maths
			• Maths Geni
			• Google classroom
				☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised

3	Shape, Space and Measure	• Congruent Shapes
		• Rotational Symmetry
		• Properties of
		  ○ Triangles (equilateral, isosceles, scalene and right angled)
		  ○ Quadrilaterals (square, rectangle, rhombus, trapezium, kite, parallelogram)
			• Shape booklet
			• Corbett Maths
			• Maths Geni
			• Google classroom
				☐	☐	☐	

4	Number and Algebra	• Calculate with money eg profit/loss, wages, discounts, bank accounts • Use correct decimal notation when working with money	• Number booklet • Corbett Maths • Maths Geni • Google classroom	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Science	**Year group**	8	**Assessment date(s)**	Friday 4 December Session 1: 9am – 10.45am
Length / format	45 mins	**Bring / equipment**	Pen, pencil, ruler & calculator		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Lab safety, Apparatus & Measurements	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 Draw and interpret bar charts & line graphs Explain that oxygen, fuel & heat are required for fire Explain how fire extinguishers work	*Workbook &* ***Google classroom-va7nppe***	☐	☐	☐	
2	Matter	Recall that substances are solids, liquids or gases & explain their composition Identify the different states of matter Explain that solids expand when heated Explain the processes of melting, freezing, evaporation & condensation Describe the water cycle		☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Art and Design	**Year group**	Year 8	**Assessment date(s)**	Wednesday 2 December Session 1: 9am – 10.45am
Length / format	1hour 45 minutes practical assessment.	**Bring / equipment**	Drawing pencil, colour pencils red, yellow and blue, rubber and sharpener.		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Tone	Create a range of tones using a drawing pencil.	Revision sheet given out in class.	☐	☐	☐	
2	Colour theory	Understand what the primary, secondary and tertiary colours.	Revision sheet given out in class.	☐	☐	☐	
3	Colour	Using only three colour pencils red, yellow and blue colour mix and blend colours together to create a colour wheel.	Revision sheet given out in class.	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	FRENCH	**Year group**	8	**Assessment date(s)**	Friday 4 December Session 3: 1.30pm – 3pm
Length / format		**Bring / equipment**	Colouring pencils		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Greetings	Understand greetings in French	Vocabulary book	☐	☐	☐	
2	Numbers in French up to 100	Count up to 100 in French	Vocabulary book	☐	☐	☐	
3	Days and months	Write dates in French	Vocabulary book	☐	☐	☐	
4	Family	Understand words for family members in French	Vocabulary book	☐	☐	☐	
5	Pets	Write words for pets in French	Vocabulary book	☐	☐	☐	
6	Description	Understand words for family members in French	Vocabulary book	☐	☐	☐	
7	House	Understand words for rooms in the house in French	Vocabulary book	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Geography	**Year group**	8	**Assessment date(s)**	Wednesday 2 December Session 3: 1.30pm – 3pm
Length / format	1 hour	**Bring / equipment**	Colouring pencils, pen, pencil, rubber, ruler		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Types of geography	Definition and examples of physical geography Definition and examples of human geography Definition and examples of environmental geography	*Classwork book and student workbook*	☐	☐	☐	
2	Continents & Oceans	Know 7 continents and main oceans and where they are located	*Classwork book and student workbook*	☐	☐	☐	
3	British Isles	Know the countries, capitals and oceans of British Isles	*Classwork book and student workbook*	☐	☐	☐	
4	Northern Ireland	Know the 6 counties, their location and the main physical features in N.Ireland	*Classwork book and student workbook*	☐	☐	☐	
5	Plan views	Know how to draw a plan view	*Classwork book and student workbook*	☐	☐	☐	
6	Direction	Know 8 points of the compass	*Classwork book and student workbook*	☐	☐	☐	
7	Measuring distance	Know how to measure straight line distances	*Classwork book and student workbook*	☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
8	Height	Understand 3 ways in which we can tell height on a map	*Classwork book and student workbook*	☐	☐	☐	
9	Grid References	Be able to give and follow grid references	*Classwork book and student workbook*	☐	☐	☐	
10	Symbols	Know the main/common map symbols	*Classwork book and student workbook*	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	History	**Year group**	8	**Assessment date(s)**	Monday 30 November Session 2: 11am – 12.30pm
Length / format		**Bring / equipment**			

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Why history is important			☐	☐	☐	
2	Chronology and chronological order			☐	☐	☐	
3	Anachronism			☐	☐	☐	
4	Evidence	Primary, Secondary Evidence Physical, Oral, Written and Visual Evidence Eyewitness strengths and weaknesses Strengths of secondary evidence.		☐	☐	☐	
5	Native Americans	Geographical locations Tribes Houses Food Uses of the buffalo Buffalo Hunt Family Life Warfare		☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	ICT	**Year group**	8	**Assessment date(s)**	Monday 30 November Session 1: 9am – 10.45am
Length / format	40 Minutes				

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	*Word Processing*	Add a background colour to page	Practice on Microsoft Word	☐	☐	☐	
2	*Word Processing*	Add page border	Practice on Microsoft Word	☐	☐	☐	
3	*Word Processing*	Be able to add text to word document (Word Art or Cool Text)	Practice on Microsoft Word	☐	☐	☐	
4	*Word Processing*	Add images to poster	Practice on Microsoft Word	☐	☐	☐	
5	*Word Processing*	Use shapes	Practice on Microsoft Word	☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	PE	**Year group**	8	**Assessment date(s)**	w/c 23/11/26 (second sport)
Length / format	45 mins /1 hour	**Bring / equipment**	PE kit / suitable footwear		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. RED I need help AMBER Getting there GREEN I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Overall practical ability across 2 team sports covered Sept-December	*Boys – rugby and football* *Girls – hockey and netball*		☐	☐	☐	
2	Ability to work with others within 2 team sports			☐	☐	☐	
3	K&U of the key rules of 2 team sports			☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	Religious Education	**Year group**	8	**Assessment date(s)**	Friday 4 December Session 2: 11am – 12.30pm
Length / format		**Bring / equipment**			

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Units and homework	Look over units and homework covered by your RE teacher since September.		☐	☐	☐	
2	Scripture	Key passages of Scripture to know – 1st Corinthians 4:7, James 4:16, Proverbs 16:18, 1st Samuel 16: 1-13, Psalm 135:1-16. If you don't have a Bible – please use www.biblegateway.com		☐	☐	☐	
3	Mother Teresa	Look over the key figure of Mother Teresa and her work.		☐	☐	☐	
4	Creation	Familiarise yourself with the story of 'CREATION' – there will be a passage and an activity based on this.		☐	☐	☐	
5	Judaism	Origins of Judaism		☐	☐	☐	
6	Moses and Abraham	The Story of Moses and Abraham		☐	☐	☐	
7	Self-esteem, self-image, pride, faith	What is Self-esteem, self-image, pride, faith		☐	☐	☐	

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
8	Advent and Christmas	Advent & Christmas story		☐	☐	☐	

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Winter Assessment Revision Checklist

Know what to revise. Track how confident you feel. Tick it off as you go.



Subject	T&D	**Year group**	8	**Assessment date(s)**	In class assessment
Length / format		**Bring / equipment**	Booklet & project		

How to use: Tick the box that matches how you feel about each topic. Revisit and update as you revise. **RED** I need help **AMBER** Getting there **GREEN** I'm confident

#	Topic area	What I need to know / be able to do	Revision resources	R	A	G	Date revised
1	Booklet - 50% Practical work – 50%	A. McCrudden - Graphics and CAD unit S. Millar - Desk Tidy project T. Parkhill - Night light project L. Conn - Graphics and CAD unit E. Mullan - Night light project		☐	☐	☐	

HAPPY RESPECTFUL LEARNING

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Good luck!

Revise smart. Stay calm. Believe in yourself.

