



Year 8

January Assessment Revision Guide

CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Revision Habits

At Benton Park, we believe in 5 keystone revision activities that support knowledge retrieval and having fun with your revision.

1. Mindmapping
2. Flashcards
3. Quizzing
4. Model essay plans
5. Timed Practice

For each of the topics you should try and use the activities above to help you recall the information you need for you exams.

Here are some helpful things to remember about how to utilise these activities

	Helpful tips	Top things to do
Mindmapping	Use your book to ensure you have all the required information on the map Single words and pictures on branches No more than 5 bullet points per sub section	Create lots of sub categories To be effective, you must practice recall - don't just stick them in your folder or on your wall.
Flashcards	Create 10 - 15 per week and focus on these. Add them together in the following weeks Use different colours to separate categories with a subject	Mix them up over weeks Play pairs, connect 4 in a sentence, odd one out, beat a timer - beat a friend, guess the 5 taken away
Quizzing	Create the answer sheets Share and trade them with friends – the more quizzes the best	Top 10 key facts Multiple choice quizzes Fill in the gaps Crosswords
Model essay plans	Create single side cards with succinct introduction, main body bullet points and conclusion for different topic areas	Bullet points only - no full sentences – it's not a full essay After created, be quizzed on the content of the card
Timed practice	Set a timer - take away all notes and distractions. This is the last step in any revision - you should have thoroughly studied key content before Write the timings in the margin or at the top of the paper	Do the same timed activity as a friend - swap answers and check against your plan or WAGOLL, Always review your answer against a WAGOLL or mark scheme to see if you have any gaps to learn Create your own exam questions after you've finished – swap with a friend

Assessment timetable and topics

Here is your assessment timetable and the subsequent pages list the key topics covered within your assessments. These are given to help you to plan your revision. Where appropriate, your teachers have directed you towards specific pages within the revision guides purchasable from school through ParentPay. Where appropriate, your teachers have also directed you towards specific websites on the internet.

As well as the links on these pages all relevant work can be found in the Knowledge Organisers provided by school.

As you revise, rate how confident you feel about your knowledge, before and after your revision by ticking the box. If you are still Amber or Red after revising, you should ask your teacher for extra clarification on that sub topic.

Your assessments will be conducted in your classrooms.

During your assessment week you will be completing normal curriculum lessons when not completing assessments. Therefore, please bring your normal books and equipment each day so you are ready to continue your learning.

To each assessment please make sure you bring:

Pens (black)

Pencils

Rubber

Pencil sharpener

Scientific calculator

30 cm ruler

Protractor

Set of compasses

English

Before	I need to be able to ...	Web link or revision guide page.	After
	Write a newspaper article about a role model.	<p>A lesson explaining the task and supporting your preparation will be delivered in lesson and will be on Teams for you.</p> <p>The following website has opinion articles on all kinds of topics for you to read.</p> <p>https://www.theguardian.com/uk/commentisfree</p>	
	Practise using TVCOPS	<p>Techniques</p> <p>Vocabulary</p> <p>Connections</p> <p>Openings</p> <p>Punctuation</p> <p>Sentence Structure</p>	
	Understand the techniques of AFOREST	See the resource folder on TEAMS in Year 8/Files/Class Materials/English	
	Choose a person who is a role model to write about then research facts about them.	Use the Emma Radacanu example on your Y8 Team to see WAGOLL.	

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
<p>Choose a person who you consider to be a role model. It can be someone famous or someone who you know. Research them carefully though and learn facts about them to use in your piece.</p> <p>Read examples online (see link above).</p>	<p>TVCOPS: make sure you proofread your work and plan to include all the TVCOPS!</p> <p>Structure: write a headline and plan each paragraph. Can you make the beginning link to the end?</p> <p>Plan your answer as part of your preparation.</p>

How to get top marks:

Remember, it needs to be:

- Biased! If you are giving your opinion, you focus on one side of the argument and persuade people to agree with you BUT...
- Professional – it needs to sound like it could be in a newspaper or magazine so you can't just have a rant!
- Structured and developed – you need at least three main points that you explain in detail
- Evidenced – you need facts and information to back up your points (this doesn't have to be 100% accurate but it does need to be believable)
- Effective – you will need to include persuasive techniques (AFOREST) and a range of vocabulary

Mathematics – Higher Tier

Before	Topics covered ... (search for this topic title on Sparx in the independent learning section)	After
Red	Transformations (Translation and Reflection)	Red
Yellow	Probability	Yellow
Green	Powers and Roots	Green
Red	Highest Common Factor and Lowest Common Multiple	Red
Yellow	Product of Prime Factors	Yellow
Green	Standard Form	Green
Red	Sequences	Red
Yellow	Circumference of a Circle	Yellow
Green	Estimating Calculations	Green

The most difficult:

Knowledge	Skills
Use the corbett maths website at: www.corbettmaths.com You can click on Worksheets or Videos and search for individual topics	Use this knowledge to improve skills by tackling some of the questions that can be found in the same sections on the website.

How to get top marks:

Before the assessment, look through your book to make sure you can remember each of the topics you have covered in class.

- Bring all your maths equipment to each paper, including pen, pencil, ruler and protractor.
- Be able to answer exam style questions.
- Read the question, have you answered what it has asked you to do?
- Include all of your working.
- Use resources like

Corbett Maths - <https://corbettmaths.com/contents/>

Maths Genie - <https://www.mathsgenie.co.uk/gcse.html>

On Sparx – go to the Independent Learning Section and search for the topic name in the search bar.

Mathematics – Foundation Tier

Before	Topics covered ... (search for this topic title on Sparx in the independent learning section)	After						
<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%; background-color: red;"></td> <td style="width: 33%; background-color: yellow;"></td> <td style="width: 33%; background-color: lightgreen;"></td> </tr> </table>				Transformations (Translation and Reflection)	<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 33%; background-color: red;"></td> <td style="width: 33%; background-color: yellow;"></td> <td style="width: 33%; background-color: lightgreen;"></td> </tr> </table>			
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The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Use the corbett maths website at: www.corbettmaths.com You can click on Worksheets or Videos and search for individual topics	Use this knowledge to improve skills by tackling some of the questions that can be found in the same sections on the website.

How to get top marks:

Before the assessment, look through your book to make sure you can remember each of the topics you have covered in class.

- Bring all your maths equipment to each paper, including pen, pencil, ruler and protractor.
- Be able to answer exam style questions.
- Read the question, have you answered what it has asked you to do?
- Include all of your working.
- Use resources like

Corbett Maths - <https://corbettmaths.com/contents/>

Maths Genie - <https://www.mathsgenie.co.uk/gcse.html>

On Sparx – go to the Independent Learning Section and search for the topic name in the search bar.

Science

Before	Topics covered...	Web link or revision guide page.	After				
			Food & Digestion	Revision guide pages 9-13.			
			Breathing	Revision guide pages 18--21.			
			Elements and the Periodic Table	Revision guide pages 55-58.			
			Cells (Year 7 content)	Revision guide pages 1-4.			
			Particle Model (Year 7 content)	Revision guide pages 48-53.			
			Forces (Year 7 content)	Revision guide pages 123-127.			
			Forces & Elasticity	Revision guide page 130.			

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Describe the adaptations of the alveoli and explain how they increase the rate of gas exchange.	Write word equations for chemical reactions. Write detailed experimental procedures for practicals,

How to get top marks:

Show all working when completing calculation questions.

Geography

Before	Topics covered...	Web link or revision guide page.	After
	Development – How is wealth spread around the world, development indicators, uneven development, life in poverty, development and aid.	https://www.bbc.co.uk/bitesize/topics/zykmhyc	
	Map Skills – Interpreting Ordnance Survey Maps, How to read 4 Figure and 6 Figure Grid References.	https://www.youtube.com/watch?v=c0du8v4EE_Y https://www.youtube.com/watch?v=FXuo_oCVMVU	
	Field work – Sketching	https://www.bbc.co.uk/bitesize/guides/zqk7nbk/revision/6	

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
<p>Development = People reaching an acceptable standard of living or quality of life.</p> <p>Life Expectancy = The average period that a person is expected to live.</p> <p>Sustainable development goals = Understand the importance of the sustainable goals.</p> <p>Life in poverty – Understand what life is like for people living in poverty e.g. Kibera in Nairobi.</p>	<p>Fieldwork Skill – Sketching and labelling an image. (Identify key points to sketch and outline the main features of the landscape. Ensure the arrow-head on labels touches the feature labelled). Sketch foreground first and then add layers into the middle and background.</p> <p>Map skills – Reading 4 figure GR and 6 figure GR grid references, using scale and compass direction.</p>

How to get top marks:

- Use case study examples e.g. Kibera Slum, Nairobi.
- Use key facts to support.
- Use 'this means that...' To explain.
- Use keywords accurately.

History

Before	Topics covered...	Web link or revision guide page.	After
	What is an Empire?	The British Empire overview - The British Empire - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize	
	What is Slavery?	The transatlantic slave trade - KS3 History - BBC Bitesize	
	Which countries were part of the British Empire?	The British Empire overview - The British Empire - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize	
	Why did Britain want an Empire?	The British Empire overview - The British Empire - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize	
	The Transatlantic Slave Trade	The transatlantic slave trade - KS3 History - BBC Bitesize	
	Conditions on the Middle Passage	The transatlantic slave trade - KS3 History - BBC Bitesize	
	Working conditions for Slaves (Plantations/house maids etc)	The transatlantic slave trade - KS3 History - BBC Bitesize	
	Who resisted Slavery?	The transatlantic slave trade - KS3 History - BBC Bitesize	

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Working Conditions on Plantations: Remember that not everyone worked on Plantations. One other important job slaves did in the Americas was working as a maid in the house of slave owners. Often this was better because it was not as hot, slaves could get extra left-over food and were not watched over by overseers as much.	Source skills: Be clear about the message (what you can infer) of the source. Link knowledge to different parts of the source. Can you think of any other knowledge linked to the source?

How to get top marks:

Essays:

- Consider the structure of your essay carefully. Provide a small introduction, two main paragraphs and a conclusion.
- Ensure you provide a conclusion which summarises your opinion and explains this fully.
- Think carefully about why your opinion is more important than the opposing view.
- You will be expected to provide detailed knowledge to your answers in the main paragraphs.
- Ensure to consider both sides of the debate.
- Ensure to write using PEE paragraphs.

Sources:

- Link knowledge to sources
- Think about who made the source and why they made it

Languages – German

Before	Topics covered...	Weblink to Revision	After
Red Amber Green	Opinions	1. Opinions Flashcards Quizlet	Red Amber Green
Red Amber Green	Compound Nouns	2. Compound Nouns Flashcards Quizlet	Red Amber Green
Red Amber Green	Family	3. German Family Flashcards Quizlet	Red Amber Green
Red Amber Green	Present Tense	4. Present Tense Flashcards Quizlet	Red Amber Green
Red Amber Green	Karneval in Cologne	5. Karneval in Köln Flashcards Quizlet	Red Amber Green
Red Amber Green	Festivals	6. Festivals Flashcards Quizlet	Red Amber Green
Red Amber Green	Christmas	7. Weihnachten Flashcards Quizlet	Red Amber Green
Red Amber Green	Characteristics	8. Characteristics Flashcards Quizlet	Red Amber Green

The most difficult:

<u>Knowledge</u>	<u>Skills</u>
Reference to others – recognising when the verb has changed from I to he / she / we or they. Negatives – spotting when a sentence becomes negative because “nicht” (not) or “nie” (never) has been added	Annotating the reading texts, to ensure that you are looking for clues and not omitting key words and context from your answers.

How to get top marks:

This will be a reading assessment, so you must annotate all texts and look for details before deciding on the answer.

Once you have completed “red / amber / green” on the list above, use our bespoke class Quizlet to revise your weakest topics. These are all linked on Microsoft Teams for you.

We will be completing practice tasks in class. Take these home and work through them again, filling any knowledge and skill gaps.