

Year 8



Revision Guide 2025

About this booklet



This booklet has been made to help you get ready for your End of Year Assessments.

These assessments are important as all assessments are. The assessments are not made to catch you out but rather to give you the opportunity to show off everything that you have learnt throughout this year.

Below you will find everything you need that will support you in making this assessment period a positive experience.

Contents:

1. [How to prepare an effective environment for studying or revising](#)
2. [How to manage your time effectively](#)
3. [Learning and memory tools – tips for revision](#)
4. [Assessment day checklist](#)
5. [What to do during the exams](#)
6. [Assessment timetable](#)
7. [Subject revision lists](#)
 - [7.1 Art](#)
 - [7.2 Computing](#)
 - [7.3 Drama](#)
 - [7.4 DT](#)
 - [7.5 English](#)
 - [7.6 French](#)
 - [7.7 Geography](#)
 - [7.8 History](#)
 - [7.9 Maths](#)
 - [7.10 Music](#)
 - [7.11 RE](#)
 - [7.12 Science](#)
 - [7.13 Spanish](#)

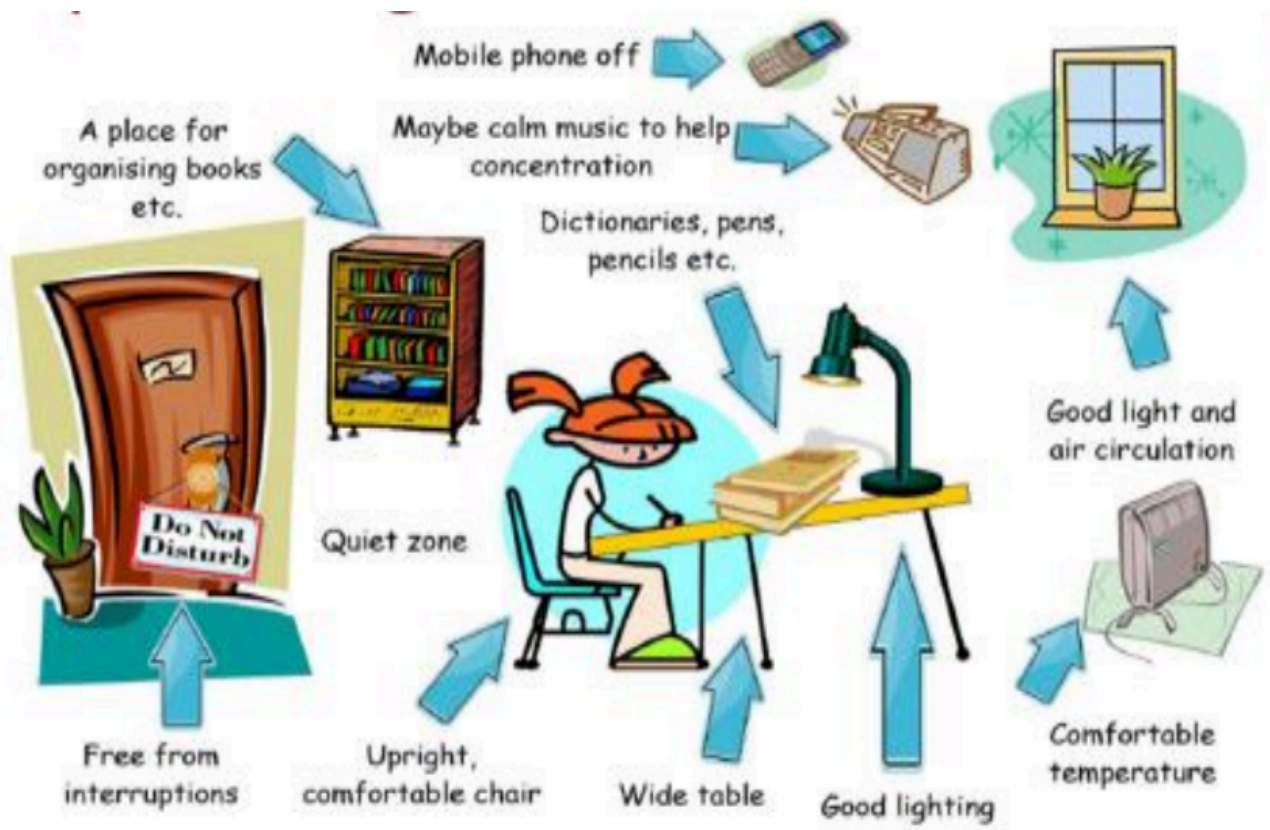


How to prepare an effective environment for revising



TOP TIPS

- Find a place which is quiet and airy so you can concentrate properly.
- Have a bottle of water
- Have all equipment ready
- Have textbooks, revision guides, school exercise books and access to internet for online resources
- Place your phone in a different room when revising
- TV will be distracting, so switch this off during your revision



How to manage your time effectively



When should I start revising?

Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Summer assessments a few weeks before they take place.

Assessment timetables and details of what to revise for the Summer assessments are in this booklet, but will also be on the school website just before the Easter holidays. Many subjects will do some revision in lessons prior to the assessment but it is important to do your own revision as well.

How much time should I spend revising?

You will probably want to spend more time on subjects you find more difficult. 1-2 hours per evening in the build-up to assessments is recommended though the amount will vary from subject to subject. Follow your teachers' advice.

Do I need a revision schedule?

It is a good idea to plan a revision schedule to ensure you are ready for each assessment. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute.

Some pupils will put a copy of their revision schedule on their bedroom wall. Whilst it is important to do plenty of revision you can't revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

The next couple of pages are revision schedule templates that you can use to organise yourself.

School Week Revision timetable template:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
4 pm							
4.30 pm							
5 pm							
5.30 pm							
6 pm							
6.30 pm							

Holiday Revision timetable template:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00am							
9.00am							
10.00am							
11.00am							
12.00pm							
1.00pm							
2.00pm							
3.00pm							
4.00pm							
5.00pm							
6.00pm							
7.00pm							
8.00pm							
9.00pm							

Learning and memory tools



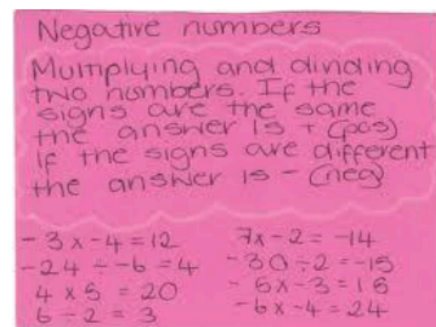
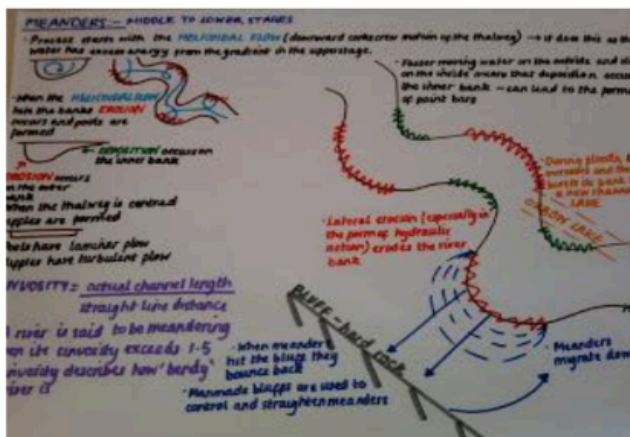
What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information in this guide. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure, ask your teachers!

Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post-it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn.

For example:



F	D	P
$\frac{3}{10}$	0.3	30%
$\frac{3}{100}$	0.03	3%
$\frac{65}{100}$	0.65	65%

how many % into 1 = 0.1
102040 → 0.125 → 12.5
Put 0 there

F, D, P
Long division

continued...



Use memory techniques

A variety of memory techniques can be used such as

- *Making up rhymes/songs*
e.g to learn the formula for the area and circumference of a circle use this::

Cherry Pie delicious, Apple Pies are too
 $C = \pi d$, $A = \pi r^2$

- *Mnemonics*
e.g. to memorise the names of the planets, use the planetary mnemonic:

My Very Excellent Mother Just Served Us Noodles

where each of the initial letters matches the name of the planets in our solar system (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune).

- *Look, Cover, Write and Check*
This is a really good method for learning spellings, facts and rules.
- *Invent a memory game with a friend or sibling*
- *Draw pictures that help you remember things or make associations between a picture or image and a topic or fact you need to learn.*

Draw mind maps

Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise information you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject.

Example::



continued...



Reading Around

Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

Get Tested

Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information.

You can also ask your parents or older siblings to test you. Alternatively you could explain what you have learnt to a friend.

Do practice questions

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent to do so for you.

Hint:

Use techniques that you have found effective in the past. Different people learn best (and revise best) in different ways.

Over time you will find out which ways are most effective for you!

Assessment day



Assessment day (night before) checklist

To do	✓ if done
Get a good night's sleep	
Pack your bag with the correct equipment	
Check the time of your exam so there are no last minute surprises	
Eat a healthy breakfast	
Have plenty to drink (water is best)	
Leave home in plenty of time so you are not rushed and are as calm as possible	
Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning	

What to do during an assessment

- ❖ Try to relax and not to worry
- ❖ Read the instructions on the front of the exam paper
- ❖ Read the questions carefully
- ❖ Highlight any key words/command words to help you understand the question
- ❖ Complete all the questions you are asked to
- ❖ Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- ❖ If you get stuck, move on to the next question and come back to it later
- ❖ Leave time at the end to check through your answers carefully
- ❖ If you are really unsure what the question is asking you then have a guess. You might be right. You won't get any marks if you leave a question blank!

Click [HERE](#) for your End Of Year Assessment Timetable



Subject Revision Lists



Art

Contact information:

Ms Cotton: scotton@hollyfield.kingston.sch.uk

What to revise:

You are not required to revise for your Art exam as you will be tested on your drawing skills. Please ensure you have all the correct equipment for your exam: pencil, rubber, sharpener, ruler.

Computing

Contact information:

Ms Assam: sassam@hollyfield.kingston.sch.uk

Topics to revise:

BBC MicroBit:

- Reading and writing Code
- Sequence
- Selection
- Iteration

Spreadsheet Modelling:

- Formula
- Cell Referencing
- Conditional Formatting
- If Statements

Python:

- Basic functions
- Reading and Writing Code
- Error Detection

AI:

- What is AI
- Machine Learning
- Ethics in AI

eSafety:

- Cyberbullying
- Social Networking

Revision Resources:

- Google Classroom
- BBC Bitesize - <https://www.bbc.com/bitesize/subjects/zvc9q6f?authuser=0>
- Advanced ICT - <https://www.advanced-ict.info/theory/NC/index.html?authuser=0>
- BBC MicroBit - <https://makecode.microbit.org/?authuser=0>
- Hour Of Code - <https://hourofcode.com/uk/learn?authuser=0>
- Seneca - <https://app.senecalearning.com/classroom/course/b89946c5-cfe7-42d6-ae51-9b4631a07589/section/59c7511b-96c6-4df5-9463-d1e2c04d582b/session?authuser=0>
- Bebras - https://www.bebas.uk/index.php?action=user_competitions&authuser=0
- Snakify - <https://snakify.org/teacher/>
- Codecademy - <https://www.codecademy.com/>
- SoloLearn - <https://www.sololearn.com/en/>


Drama

Contact information:

Ms O'Shea: moshea@hollyfield.kingston.sch.uk

The KS3 paper will consist of an assessed practical workshop in class. Your teacher will give you a performance task to prepare and share in groups. You will be assessed on your ideas and development, as well as your performance. You will also be asked to reflect on your own and other people's performance work.

Topics to Revise:

The  KS3 Drama Glossary has lots of great key terms and phrases on it. You might be able to use some of these in class when talking about performance work.

DT

Contact information:

Ms Tunstead: ltunstead@hollyfield.kingston.sch.uk

What to revise:

Design and Technology students will be completing a design task. Students might practise their drawing and shading skills in preparation for the assessment.

English

Contact information:

- Mr Mirhashem - amirhashem@hollyfield.kingston.sch.uk
- Mr Vafidis- cvafidis@hollyfield.kingston.sch.uk

When and what will the assessment be focused on?

The Year 8 summer assessment will require students to analyse how Shakespeare presents Hamlet from their studies in class. They will be required to write a two paragraph analytical response explores the way in which Hamlet has been presented.

Which text should I revise?

The assessment question itself will explore the play Hamlet by William Shakespeare.

Which key skills are being assessed?

- The ability to analyse quotes.
- The ability to reflect on the effect on the audience/writer's intention.
- The ability to make a clear point.
- The ability to choose quotations that relate to the theme of the question.
- The ability to understand the impact of different contexts and Shakespeare's intention.

What do I need to understand for this assessment?

You can start by ensuring you are able to answer these questions and can fill out the table below:

- ☐ Who is Hamlet? What is his relationship to the other characters?
- ☐ What are his thoughts or feelings towards Gertrude? Why does he feel this way?
- ☐ How does Hamlet speak? Where/who does he learn this way of speaking and language from? Find quote(s) to support your answer.
- ☐ What themes and ideas does Shakespeare explore through the character of Hamlet and how?
- ☐ How do the language choices affect the reader in different ways?

Year 8 Summer – Shakespeare

Assessment: How does Shakespeare present character/theme in Hamlet?

Greater Depth	<p>Analysis:</p> <ul style="list-style-type: none"><input type="checkbox"/> My answer is fully focused on the question throughout<input type="checkbox"/> I can identify a range of tragic features and conventions, commenting on how these affect the story<input type="checkbox"/> I can identify specific points from across the text to support my answer<input type="checkbox"/> I can identify more than one accurate method used by the writer with correct terminology<input type="checkbox"/> I can make points in my paragraphs that focus clearly on what the writer is trying to do<input type="checkbox"/> I can identify deliberate choices being made by the writer<input type="checkbox"/> I can use accurate, short quotations and embed it within my sentences	<p>Terminology I can use correctly:</p> <ul style="list-style-type: none">• Soliloquy• Iambic Pentameter• Blank Verse• Catharsis
---------------	---	--

	<input type="checkbox"/> I can make more than one inference and deduction based on the writer's choice of words or phrases - these are usually accurate <input type="checkbox"/> I have a clear understanding of the effect on the reader and can offer some explanation. <input type="checkbox"/> I can offer some comment about how the features together create an overall effect on the reader <input type="checkbox"/> I can make a clear comment about the context of the writing, and how this might affect the reader (<i>eg: Due to the Jacobean belief of...the audience would...</i>)	
Working At	Analysis: <input type="checkbox"/> My answer is fully focused on the question <input type="checkbox"/> I can identify some tragic features and conventions accurately, with a brief comment on why the writer uses these <input type="checkbox"/> I can identify accurate methods used by the writer with correct terminology <input type="checkbox"/> I can make relevant points in my paragraphs <input type="checkbox"/> I can identify some deliberate choices being made by the writer <input type="checkbox"/> I can use a quotation and embed it within my sentences <input type="checkbox"/> I can make some inferences (read between the lines) and deductions based on the writer's choice of words or phrases. <input type="checkbox"/> I have some understanding of the effect on the reader and can offer some explanation. <input type="checkbox"/> I can make some comments about the context of the writing, and how this might affect the reader (<i>eg: because the Jacobean audience thought ... the audience would have...</i>)	Terminology I can use correctly: <ul style="list-style-type: none"> • audience • playwright • tragic hero • Protagonist • Jacobean
Working Towards	Analysis: <input type="checkbox"/> My answer is mostly focused on the question <input type="checkbox"/> I can identify one or two obvious tragic features and conventions, <input type="checkbox"/> I try to explain why these features might have been used <input type="checkbox"/> I can identify the writer's methods eg: simile, metaphor <input type="checkbox"/> I can choose and use an accurate quotation from the text that fits the question <input type="checkbox"/> I can explain what the quotation means literally <input type="checkbox"/> I attempt to make some inference (read between the lines) based on the writer's choices <input type="checkbox"/> I can identify the overall effect the writer's choices might have on the reader <input type="checkbox"/> I can use simple subject terminology, (eg: writer, evidence, audience) accurately <input type="checkbox"/> I can make some comments about the context of the writing - this might not always be clear or specific enough (<i>eg: back then, people thought...</i>)	Terminology I can use correctly: <ul style="list-style-type: none"> • Shakespeare • Author • Writer • Tragedy

What should I include in my analytical paragraph(s)?

- ☐ Comparison Vocabulary
- ☐ Paragraph focus (topic sentence)
- ☐ Evidence
- ☐ Analysis
- ☐ Terminology
- ☐ The writer's intention
- ☐ The effect on the audience

French

Contact information:

- Ms Opie - aopie@hollyfield.kingston.sch.uk
- Ms Belben - ebelben@hollyfield.kingston.sch.uk

The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

Topics to Revise:

I can	Topics
	Vive les vacances - Holidays <ul style="list-style-type: none">- Talk about school holidays- Say where I am and what it's like- Say which place I have visited- Say what it was like- Say what I have done during the holidays- Describe a visit to a theme park- Use the verb <i>avoir</i> - <i>to have</i>- Use the verb <i>etre</i> - <i>to be</i>- Form the perfect tense of <i>visiter</i> - <i>to visit</i>- Form the perfect tense of <i>regular -er verbs</i>- Form the perfect tense of <i>irregular verb</i>- Form the perfect tense of <i>aller</i> - <i>to go</i>
	J'adore les fetes - Celebrations <ul style="list-style-type: none">- Say when festivals are- Say what I think of different festivals- Give reasons for my opinions- Say what I do at a festival- Talk about a music festival- Ask for quantities of food- Buy food at a market- Understand prices- Say what I am going to eat on a special day- Say what I am going to do on a trip- Use <i>-er verbs</i>- Recognise and translate <i>-ir</i> and <i>-re verbs</i>- Use the near future
	Le monde est petit - It's a small world <ul style="list-style-type: none">- Say what type of place I live in- Say where it is- Say what the weather is like- Say what the place I live in is like

	<ul style="list-style-type: none"> - Say what you can do in a place - Describe a place in more detail - Say what I must do to help at home - Tal about daily routine - Talk about the time - Talk about moving house - Talk about life in my home area - Use the verb <i>pouvoir</i> - <i>can</i> - Use the verb <i>devoir</i> - <i>to have to</i> - Use reflexive verbs - Use the perfect tense
	A loisirs - Free time activities <ul style="list-style-type: none"> - Say what types of TV programmes I like and dislike - Say who my favourite actor/actress is and why - Talk about using digital technology - Arrange to go to the cinema - Accept or turn down invitations - Say when and where to meet - Talk about leisure activities - Use the near future - Use different negatives - Use the perfect tense
	Le sport en direct - Sport <ul style="list-style-type: none"> - Talk about what sports you can do - Say how often I do sport - Give opinions about sports - Ask the way - Give directions - Understand the qualities of a champion - Talk about injuries and illness - Understand basic remedies - Talk about sport - Use <i>jouer a</i> - <i>to play</i> and <i>faire de</i> - <i>to do</i> - Use the comparative - Use <i>il faut</i> - <i>you must</i> + infinitive

Websites useful for revision:

- Quizlet
- [Vive les vacances](#)
- [J'adore les fetes](#)
- [Le monde est petit](#)
- [A loisirs](#)
- [Le sport en direct](#)
- Google Classroom to find vocabulary lists

Geography

Contact information:

Mr Jones (bjones@hollyfield.kingston.sch.uk)

PERSONAL LEARNING CHECKLIST: Geography Coasts

ASSESSMENT CATEGORY	SUB-TOPIC
Keywords	To Define coast
Knowledge	To understand why it is important to study coasts
Keywords	To define swash and backwash
Explanation	To explain the formation of waves
Comparison	To compare the characteristics of constructive and destructive waves
Explanation	To explain processes of weathering at the coast
Explanation	To explain processes of erosion at the coast
Comparison	To understand the difference between a Headland and a Bay
Explanation	To explain the formation of caves, arches, stacks and stumps
Explanation	To explain the process of Longshore Drift
Explanation	To explain the formation of a Spit
Knowledge	To identify the difference between hard engineering and soft engineering methods of coastal management
Explanation	To explain at least 3 hard engineering management strategies
Explanation	To explain at least 3 soft engineering management strategies
Knowledge	To understand the issues impacting the Holderness Coast
Decision Making	To decide which management strategy would be most effective at protecting the Holderness Coast

History

Contact information:

Miss Lowery: rlowery@hollyfield.kingston.sch.uk

Year 8 End of Year exam/Summer 1 assessment: Henry VIII and the Break with Rome

What to revise	Where to find resources/extra research	How you will be assessed
<p><u>Henry VIII and the Church in England</u></p> <ul style="list-style-type: none"> The church in England before the Reformation (Break with Rome) The main events of the Break with Rome (this is when Henry broke with the Pope and made himself head of the church) The reasons why Henry Broke with Rome (look at money, family and power) The Dissolution of the Monasteries 	<p>The best place to start your revision is with your exercise book. You might also find the following websites of use:</p> <p>History Learning Site webpage on the Break with Rome</p> <p>BBC website covering the key events of the Break with Rome</p> <p>TV timelines clip explaining the events leading to the Break with Rome</p> <p>Clip summarising changes to church under Henry</p> <p>60 Second History explaining reasons Henry broke with Rome</p> <p>-extend your knowledge - look at this GCSE history clip on factors leading to the Break with Rome</p>	<p>You will write an essay to answer a few short fact-based questions about Henry VIII and the church and then complete a short essay on the factors that led to the Break with Rome. You will be assessed on your ability to:</p> <ul style="list-style-type: none"> -write an essay to answer the question -agree and disagree with the statement (show both sides) -use precise evidence to back up your ideas -make and support a judgement on the statement <p>Use the advice from the preparation lesson you did with your history teacher – you can look at the PowerPoint again at home which has all the key guidance and examples.</p> <p>The GAT (below) shows you what you need to do and show for the different assessment levels:</p> <ul style="list-style-type: none"> -Working towards expected standard -working at expected standard -greater depth.
<p>Ideas on how to revise</p> <p><u>You could try out the following ideas to help you prepare for your exam:</u></p> <ul style="list-style-type: none"> -make a timeline showing the key changes that Henry made to the church. You could highlight which factors they are to do with: money; religion; family; power -make a factors chart to summarise the key reasons that Henry broke with Rome: family reasons; church reasons; money and power reasons 		

Year Eight History Autumn term 2 GAT (Henry VIII and the church)

Topic: Making of the United Kingdom	Learning Objective: analyse and evaluate reasons for a historical event; demonstrate precise historical knowledge; make and support a judgement
--	--

	Key skills and assessment criteria	Suggested content/examples <i>(other relevant content will be credited)</i>
Greater depth	<ul style="list-style-type: none"> -You give clear and detailed explanations of the key reasons for the Break with Rome with a sustained analytical focus. -You use a wide range of precise and specific evidence to support your answer. -You make comparisons/links between factors as part of your judgement -You produce well-structured work -You give and sustain a clear judgement which is backed up with detailed reasons comparing relative importance of factors 	<ul style="list-style-type: none"> -for example you might explain how Henry's family problems and the succession caused the Break with Rome -you could give detailed evidence on the state of the church and problems facing it that caused the Break with Rome -you might refer to other causes such as finances and power. -your judgement will show awareness that while one factor played a role, other factors were more important and you will give specific reasons to back up your answer.
Working at expected standard	<ul style="list-style-type: none"> -You can explain a range of factors that led to the Break with Rome, with generally good analysis, but there might odd descriptive passages -you show a range of accurate knowledge to back up your answer; some areas might lack precision and depth. -Your work is generally well structured and logical -You give a clear judgement on the question which is backed up with a few reasons. 	<ul style="list-style-type: none"> -you could explain 2-3 factors that led to the Break with Rome - some may be better explained than others e.g. family, money. -you give accurate knowledge in many places e.g. explaining Henry's financial problems and how they caused the Break with Rome. -your final conclusion gives a clear judgement on the question which you attempt to back up with some reasons.
Working towards expected standard	<ul style="list-style-type: none"> -You can describe some relevant reasons why Henry broke with Rome, but these may be brief and your analysis will be limited with some descriptive passages -you give some accurate but undeveloped knowledge -You give a simple judgement to agree/disagree with limited reasons to back this up. 	<ul style="list-style-type: none"> -you give a couple of simple reasons and describe a few changes in simple terms e.g. he became head of the church and simple description of a cause/causes e.g. he needed a son, he couldn't get a divorce. -your knowledge is accurate in places but not very developed e.g. Henry was short of money/in debt. -you give a final view with a simple reason.

End of Year Exam/Summer 2 assessment (Henry VIII and the Break with Rome)

Maths

Set 1 and 2 should revise all topics including yellow highlighted
Set 3 and 4 **DO NOT** need to know highlighted topics

Length of assessment: 1 Hour

Equipment you will need: Pen, pencil, ruler, protractor, compass, Scientific calculator

Contact information:

Ms Emerton - kemerton@hollyfield.kingston.sch.uk

Block	Sparx	Topic video	Worksheet	Answers
Ratio	M525	Dividing into a ratio	Dividing into a ratio	Answers
	M885	Writing a ratio	Ratio	Answers
	M885. M543	Simplifying ratio	Simplifying ratio	Answers
	M543	Writing ratio as n:1 or 1n	Ratio as 1:n or n:1	Answers
Multiplicative change	M478	Direct proportion	Proportion	Answers
	M478	Proportion - recipes	Recipes	Answers
	M448	Conversion graphs	Conversion graphs	Answers
Multiplying and dividing fractions	M157	Multiplying fractions	Multiplying fractions	Answers
	M110	Dividing fractions	Dividing fractions	Answers
	M835	Adding and subtracting fractions	Adding and subtracting fractions	Answers
	M410	Equivalent fractions	Equivalent fractions	Answers
	M671	Simplify fractions	Simplify fractions	Answers
	M267	Converting between fractions and ratio	Fractions and ratio	Answers
	M601	Mixed numbers/ improper fractions	Mixed numbers	Answers

Working in the cartesian plane	M618	Coordinates	Coordinates	Answers
	M797	Lines parallel to y axis Lines parallel to x axis	Questions	Answers
	M932	Drawing straight line graphs from a table of values	Drawing graphs	Answers
Representing data	M769, M596	Scatter graphs	Scatter graphs	Answers
	M597, M899, M441	Tally charts and frequency tables	Tally charts and frequency tables	Answers
		Probability from two-way tables	Two-way tables	Answers
	M419	Probability from Venn diagrams	Venn diagrams	Answers
Brackets, equations and inequalities	M795, M531, M949	Algebra: collecting like terms	Algebra: collecting like terms	Answers
	M237	Algebra: expanding brackets	Algebra: expanding brackets	Answers
	M960	Expanding double brackets	Expanding double brackets	Answers
	M100	Factorisation	Factorisation	Answers
	M957	Algebra: expressions – forming	Algebra: expressions – forming	Answers
	M707	Solving equations	Solving equations	Answers
	M634, M647, M902	Solving 2 step equations	Solving equations	Answers
	M554	Solving equations with unknowns on both sides	Solving equations with unknowns on both sides	Answers
	M118	Solving inequalities	Solving inequalities	Answers
Sequences	M381	Sequences - describing rules	Sequences - describing rules and finding missing terms	Answers
	M166, M991	Sequences- nth term	Sequences- nth term	Answers
Index laws	M135	Indices	Indices	Answers
	M120	Algebra: collecting like terms	Algebra: collecting like terms	Answers
	M608, M120	Index laws	Index laws	Answers
Fractions and Percentages	M695, M684	Fractions of amounts	Fractions of amounts	Answers
	M437,	Percentage of an amount	Percentage of an amount	Answers

	M476, M905	Percentage increase/decrease	Percentage increase/decrease	Answers
	M264	Converting fractions, decimals and percentages	Converting fractions, decimals and percentages	Answers
	M528	Reverse percentages	Reverse percentages	Answers
	M476	Percentage change	Percentage change	Answers
Standard form	M719 , M678	Standard form	Standard form	Answers
Number sense	M431	Rounding to decimal places	Rounding to decimal places	Answers
	M681	Money calculations	Money calculations	Answers
Angles in parallel lines and polygons	M502, M818, M163	Angles at a point	Angle rules	Answers
		Angles on a straight line		
		Vertically opposite angles		

Music

Contact information:

Ms Neville: sneville@hollyfield.kingston.sch.uk

Revise Key Elements:

Dynamics, Melody, Rhythm, Tempo, Texture, Instruments, Harmony, Tonality

Complete 'Focus on Sound' tests on Key Elements: SOUND WORDS - BASICS - 1. Pitch, Speed & Volume

Revise Keyboard notes:

<https://www.musicca.com/piano>

Revise Rhythms, Signs & Dynamics

'Focus on Sound' - Basic Theory - left hand list: Note length and Rests, Dynamics and Signs

Revise 12 Bar Blues Chord Progression & Blues Scale and how to perform this (go back to resources on Google Classroom).

RE

Contact information:

Mr Harris: jharris@hollyfield.kingston.sch.uk

The paper will consist of:

1 mark multiple choice question

2 mark short question

4 mark explanation question

5 mark short explanation question that requires you to explain 2 contrasting points and use a quotation (religious evidence) to back up one of the explained points.

You will be assessed on your ability to:

- explain two different responses to a question.
- use evidence to back up your ideas.
- extend your reasoning so as to develop a thoughtful response.
- arrive at a conclusion.

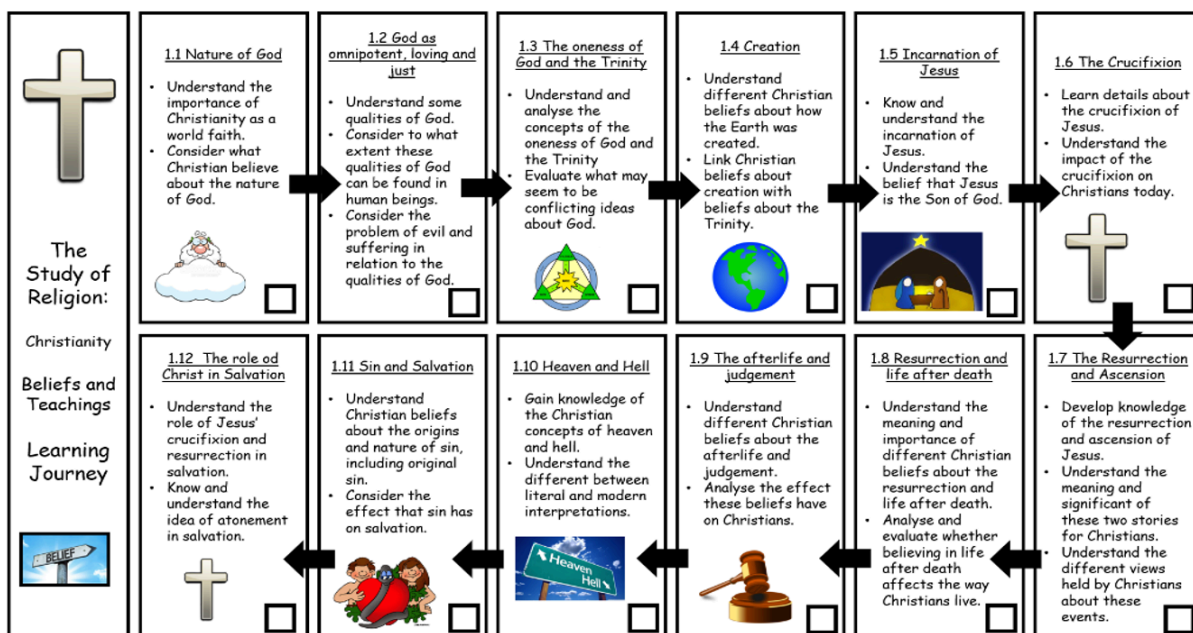
You will have a preparation lesson in class beforehand.

Topics to Revise:

Christianity:

You will be assessed only on topics 1.1, 1.2, 1.3 and 1.5. Returning from Easter we will then be working our way through the following topics.

Assessment Criteria	How many marks should I give?
5 Mark Exam Question	
One brief point without a reason why	1 mark
One developed point with a reason why (have they said because)	2 mark
Two brief points without a reason why	2 mark
One brief point and one developed point (have they said because)	3 mark
Two developed points (have they said because for both points)	4 mark
A specific reference to a source of scripture and authority.. <i>In the Bible/Quran it says...</i>	This adds 1 mark to their answer



Websites/links useful for revision:

The best place to start your revision is with your exercise book. All the PowerPoint slides with the discussions and key terms can be found in the link below:

<https://drive.google.com/drive/u/0/folders/1RxVb2kkLxnLmb9SaXIjamuSv3Beg96OS>

You might also find the following website of use:

<https://www.bbc.co.uk/bitesize/guides/zrpqmsg/revision/1>

Science

Contact information:

Ms Al-Obaidi - yal-obaidi@hollyfield.kingston.sch.uk


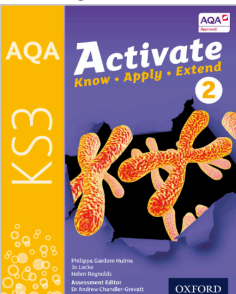
Length of assessment: 1 Hour

Equipment you will need:

- Black pens
- Pencils
- Rubber
- Ruler
- Calculator

Below are the topics that will be assessed and relevant resources. The textbook, AQA Activate 2, can be accessed electronically through Kerboodle. Login details were sent out earlier in the year. If your child has forgotten their login details, they can come to see their Science teacher who will help them.

The following topics will be examined:

Topic	Relevant pages of the textbook (on kerboodle)	GAT Checklists for the topic	Additional resources - exam questions and BBC bitesize
10.2 Human Reproduction (carried over from year 7)	Pages 206-216  (This is the only topic this year that is in this Activate 1 textbook)	10.2 Human Reproduction GAT	Textbook answers Study guide BBC Bitesize Reproduction
5 Matter	Pages 68-86 	5.3 Elements GAT 5.4 Periodic Table GAT	Textbook answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Elements BBC Bitesize Periodic Table

1 Forces	Pages 20-33	1 Forces GAT	Textbook Answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Forces
8 Organisms	Pages 122-143	8 Breathing GAT 8 Digestion GAT	Textbook answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Breathing BBC Bitesize Digestion
2 Electromagnets	Pages 36-43	2 Electromagnets GAT	Textbook answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Magnetism BBC Bitesize Electromagnets
3.4 Heating and Cooling	Pages 48-55	3.4 Heating and Cooling GAT	Textbook answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Energy
6 Reactions	Pages 90-105	6 Reactions GAT	Textbook answers End of topic test foundation Foundation mark scheme End of topic test higher Higher mark scheme BBC Bitesize Reactions
9 Ecosystems	Pages 146-161	9.3 Respiration GAT 9.4 Photosynthesis GAT	Textbook answers Knowledge organiser BBC Bitesize Respiration BBC Bitesize Photosynthesis

Spanish

Contact information:

- Ms Opie - aopie@hollyfield.kingston.sch.uk
- Ms Keruzec - gkeruzec@hollyfield.kingston.sch.uk

The paper will consist of:

- Listening
- Reading
- Translation to English
- Writing

Topics to Revise:

I can	Topics				
	¿Qué hacemos? (What do we do?) <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sports events </td><td> Use me/te gustaría+infinitive Use querer and poder Use exclamations Use reflexive verbs Use sequencers and frequency words Use adjectives of colour Say "this" and "these" Use the near future tense Refer to the present, past and future Use structures with two verbs </td></tr> </table>	Key knowledge	Grammar	Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sports events	Use me/te gustaría+infinitive Use querer and poder Use exclamations Use reflexive verbs Use sequencers and frequency words Use adjectives of colour Say "this" and "these" Use the near future tense Refer to the present, past and future Use structures with two verbs
Key knowledge	Grammar				
Arranging to go out Making excuses Discussing getting ready to go out Talking about clothes Talking about sports events	Use me/te gustaría+infinitive Use querer and poder Use exclamations Use reflexive verbs Use sequencers and frequency words Use adjectives of colour Say "this" and "these" Use the near future tense Refer to the present, past and future Use structures with two verbs				
	A Comer (Let's eat!) <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> Saying what food you like Describing mealtimes Ordering meal Discussing what to buy for a party Giving an account of a party </td><td> Use negatives Use usted/ustedes Use the near future tense Use the three tenses together Use direct pronouns </td></tr> </table>	Key knowledge	Grammar	Saying what food you like Describing mealtimes Ordering meal Discussing what to buy for a party Giving an account of a party	Use negatives Use usted/ustedes Use the near future tense Use the three tenses together Use direct pronouns
Key knowledge	Grammar				
Saying what food you like Describing mealtimes Ordering meal Discussing what to buy for a party Giving an account of a party	Use negatives Use usted/ustedes Use the near future tense Use the three tenses together Use direct pronouns				
	Todo sobre mi vida (All about my life) <table> <tr> <th>Key knowledge</th><th>Grammar</th></tr> <tr> <td> Saying what you use your phone for </td><td> Use the present tense of regular verbs </td></tr> </table>	Key knowledge	Grammar	Saying what you use your phone for	Use the present tense of regular verbs
Key knowledge	Grammar				
Saying what you use your phone for	Use the present tense of regular verbs				

	Saying what type of music you like Talking about T.V Saying what you did yesterday	Use articles correctly Use the comparative Use the preterite of HACER Use the present and the preterite Use time expressions
	Mis vacaciones (My holidays)	
	Key knowledge	Grammar
	Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like	Use the preterite (Past) of IR Use exclamations Use the preterite of regular -ar, -er and -ir verbs Use no with the preterite Use sequencers Use the preterite of ser

Websites useful for revision:

1. Quizlet: For vocab learning
 - [¿Qué hacemos?](#)
 - [A Comer](#)
 - [Todo sobre mi vida](#)
 - [Mis vacaciones](#)
2. [Active Learn](#): You can complete the Listening, Reading and Grammar tasks set by your teachers
3. Grammar: Seneca
4. Google Classroom to find vocabulary lists.

Good Luck!



***You've Got
This!***