



THE HART
SCHOOL

Year 8 Revision Booklet February 2026

Name:

Tutor group:



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**THE HART
SCHOOL**

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Introduction



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Dear Parents / Carers

Year 8 Assessments

I am writing to make you aware of our first round of formal assessments for students in Year 8 which will take place during the week beginning **Monday 23rd February**. This round of formal assessments is exceptionally important, and it is crucial that your child revises for these and takes them seriously.

Formal assessments are a way for teachers to identify what students are able to do and, more importantly, any gaps in their learning. This allows our teachers to work with students to ensure that any learning gaps are addressed.

Students will have an assembly on **Monday 9th February** to explain how assessment week will work, go through the timetable and reiterate the importance of working hard for these. Following this assembly, students will have tutor sessions in which they learn various different study skills to support them with their revision.

We would be grateful if you could please speak to your child about these important assessments, encouraging them to complete all of their homework and take the time to revise, enabling them to perform well and achieve marks of which they can be proud.

Yours faithfully,

Liam Hallam
Lead Practitioner for Assessments

Study skills - 1

Improved note-taking – using headings, colour coding, summarising

Activity 1

How do you take effective notes? What does this look like?

Activity 2

Step 1 – Identify the key ideas

Step 2 – Decide which method you would like to use (outline, box or Cornell)

Step 3 – Write some short notes for the paragraph below about Animal Farm.

After the animals remove Mr Jones from the farm, they believe power will now be shared equally. At first, the pigs claim they want fairness for everyone, but they quickly begin taking control of decisions. They argue that they are the “brainworkers” and deserve special privileges, such as extra food. The other animals accept this because they trust the pigs’ intelligence and fear that humans might return if they cause conflict.

As time goes on, Napoleon uses fear and persuasion to strengthen his position. The dogs he trained in secret help him remove Snowball and silence any opposition. This marks a turning point: the animals realise power is no longer shared, but they feel too frightened or confused to challenge it. Squealer plays a key role by twisting language to convince the animals that Napoleon is always right.

Gradually, the pigs begin to behave exactly like the humans they replaced. They walk on two legs, trade with humans, and rewrite the rules to benefit themselves. In the end, the animals struggle to tell pigs and humans apart, showing how absolute power can corrupt anyone who holds it.

Study skills - 1



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Use the space on this page to complete your notes from activity 2.

Study skills - 2



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Memory techniques

Activity 2

Create a bullet point summary – what are the 3 key points?



The English Civil War began in 1642 when a breakdown in trust grew between King Charles I and Parliament. Charles believed he had the right to rule however he wished, including raising taxes without permission. Parliament argued that the king should not have total power and that the people's representatives should have a say in how the country was run.

Tension increased when Charles tried to arrest five MPs who opposed him. This act shocked many people and convinced Parliament that the king could not be trusted. Soon, the country split into two sides: the Royalists, who supported the king, and the Parliamentarians, led by Oliver Cromwell. Several battles were fought across England, resulting in victory for Parliament. In 1649, Charles I was executed, a shocking event that showed even a king could be held to account. The war changed how England was governed and strengthened the idea that power should be shared, not held by one ruler.



English Civil War:

-
-
-

Study skills - 2

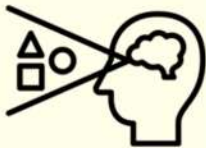
Memory techniques



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Activity 3

Create a visual aid – this could be some images to match key pieces of information, a storyboard or diagram.



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Study skills - 3

Time management basics



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Activity 1

Sort the following tasks into one of the following categories:

- Urgent & Important
- Important but Not Urgent
- Less Important
- Wellbeing/Breaks

1. Maths homework due tomorrow
2. English project due in two weeks
3. Science quiz on Friday
4. Finish reading a chapter for tomorrow's lesson
5. Revision for an assessment happening next week
6. One hour of screen-free wellbeing time (walk, reading, hobbies)
7. 20-minute break to rest and reset between tasks
8. Help with a household chore this evening
9. Texting friends / scrolling on social media
10. Football / dance / after-school club practice tonight

Urgent and important	Important but not urgent	Less important	Wellbeing/ breaks

Study skills - 3



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Activity 2

To help us with organising our time effectively, we can use revision timetables. These can be built to work alongside our commitments and current schedules.

Using the blank timetable, complete a revision plan. You must include:

- 5 homework slots
- 5 revision slots
- Hobby slots
- Wellbeing/Breaks



	Monday	Tuesday	Wednesday	Thursday	Friday
4-5pm					
5-6pm					
6-7pm					
7-8pm					
8-9pm					

Study skills - 4



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Self-awareness

Activity 1

Which subjects/topics do you feel confident with at the moment?
Which ones are more of a struggle for you?

Confident	Struggle

Activity 2

Use the checklist of subjects that you will have assessments in and RAG rate them.

Red	Don't understand this yet
Amber	Some understanding
Green	Confident



Subject	Rating
English	
Maths	
Science	
History	
Geography	
Drama	
Dance	
Music	
IT	
PSHE	
RE	
Spanish	
PE	

Study skills - 4



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Self-awareness

Activity 3



Create some SMART targets based on the subjects you have rated as red first.


Subject	Action plan


For this assessment you will be tested on your drawing and applying Tone to create a 3D effect. This will require skills you have learnt and built upon in Art over the past 2 years. The drawing is an observational study of a natural form item.


The formal elements in art are used to create your study. You will need to think about and use line, shape, tone and texture to successfully complete your assessment.


The Formal Elements


This is a phrase used to describe things we can see (visual) or touch (tactile) in a work of art, such as:


Colour

Colour can be divided into primary, secondary and complementary colours, mixed to make realistic colours and shadows.

Tone

Tone shows lightness and darkness, and is often used to create a 3D effect.

Line

Line is a mark, straight or curved, broken or continuous, thick or thin.

Texture

Texture is the surface quality of an object.

Pattern

Patterns are usually repeated in a systematic way.

Shape

Shapes are 2 dimensional as they don't show depth, usually shown as flat colour or tone.

Summary of formal elements:

LINE TONE
PATTERN
TEXTURE SPACE
FORM
SHAPE
COLOUR COMPOSITION

You may wish to spend some time practicing drawing these shapes before your exam.

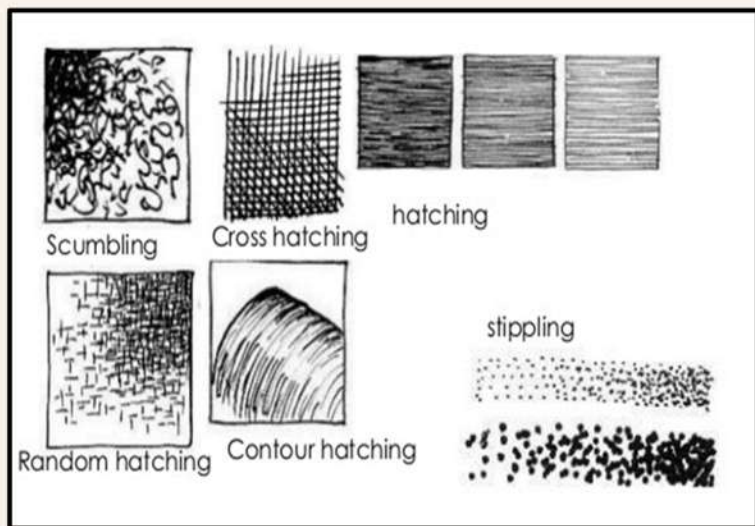


Art

You could also practice these tonal gradients and mark making techniques so that when you apply tone to your assessment study, you know how to create dark to light tones.



In art, tone refers to the lightness or darkness of a colour, ranging from white to black. Tone is used to create depth, form, atmosphere, and focus by mimicking how light falls on objects, creating highlights and shadows. Artists use tone to achieve realism (three-dimensionality), evoke mood (drama, calm), guide the viewer's eye, and to add contrast.



Tips for success:

Draw your outline as lots of shapes – break the shape down and draw lightly so that your line / shape can be corrected if needed. Keep looking at the image provided to help you create an accurate study. You could (if it helps) add grid lines to your image and the box to draw it in. Apply tone by applying more pressure to create darker and lighter tones, if you are unsure practice on the top of your sheet before applying it to your drawing. You could use mark making techniques, for example contour hatching or stippling etc to create texture (how the item would feel) to help make your drawing look more realistic. The aim is to do your best drawing that is accurate, similar in tone and looks 3D.

Computing

Computational Thinking

Computational Thinking is how we solve problems like a computer scientist.

Key Concepts

- Decomposition - Breaking a big problem into smaller, manageable parts.
Example: Splitting a game into characters, levels, and scoring.
- Abstraction - Removing unnecessary details to focus on what matters.
Example: A map showing roads but not every building.
- Pattern Recognition - Spotting similarities or repeated patterns.
Example: Noticing the same steps repeat in a program.
- Algorithms - Clear, step-by-step instructions to solve a problem.
Example: A recipe or directions.

Programming Skills

- Sequencing - Instructions must be in the correct order.
- Selection - Making decisions using IF / ELSE statements.
Example: IF score > 10, THEN level up.
- Iteration - Repeating instructions using loops.
Example: A game character moving until they hit a wall.
- Debugging - Finding and fixing errors in a program.



Flowcharts

- Diagrams that show the steps in a process using symbols
- Oval = Start / End
- Rectangle = Process
- Diamond = Decision

Cybersecurity

Cybersecurity is about protecting computers, networks, and data.

Common Threats

- Malware - Harmful software that damages or steals data. Includes:
 - Viruses
 - Trojans
 - Ransomware
- Phishing - Fake emails or messages that trick you into giving personal information.
- Ransomware - Locks your files and demands money to unlock them.



Computing

Staying Secure

- Strong Passwords
- Use capital letters
- Use numbers
- Use symbols
- Don't share passwords
- Firewalls - Block unwanted or suspicious network traffic.
- Antivirus Software - Detects and removes malware.
- Two-Factor Authentication (2FA) - Logging in using two steps (e.g. password + code).
- Software Updates - Fix security weaknesses – always keep systems updated.



E-Safety

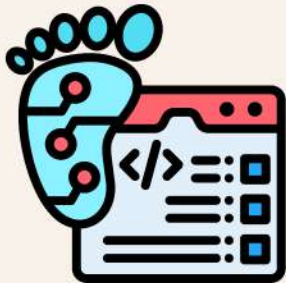
E-Safety means staying safe online.

Online Safety Rules

- Never share personal information (address, phone number, school).
- Don't talk to strangers online.
- Report cyberbullying to a trusted adult or teacher.
- Think before you post – once online, it can be permanent.

Digital Footprint

Everything you do online leaves a trace that can be seen later.



Dance



Your Year 8 assessment will focus on the topics of Choreographic Devices and Devising.

Styles – Street Dance and Devising.

This will be split into two parts:

Written assessment (Multiple choice paper -45 minutes – computer-based)

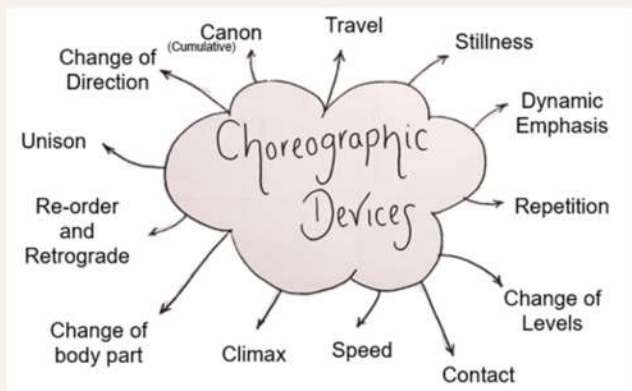
Practical assessment (Devised performance to be completed during lesson time)

- You will be assessed on your knowledge and understanding of choreographic devices, purpose, devising and stimuli.

You will be assessed on your practical work through performing a devised piece of choreography. You will devise your piece of choreography from a stimulus, being assessed on how your initial ideas turn into a dance piece, understanding key elements such as target audience, purpose and intentions and applying choreographic devices to develop your performance work.

Checklist of Revision Topics

- Performance and Interpretive skills – Facial expression, eyeline and gestures.
- Choreographic Devices – Unison, canon, formation, dynamic emphasis, levels, travel, stillness, contact, climax, repetition and retrograde.
- Street Dance style – Contrast in dynamics (fast/slow and sharp/smooth), style and flare, relaxed style.
- Devising – Stimulus, discussion, planning, purpose, target audience, plot



Key Vocabulary

- Dance
- choreography
- devising
- stimulus
- stimuli
- purpose
- choreographic devices
- unison
- canon
- travel
- repetition
- contact
- climax
- levels
- change of body part
- retrograde
- stillness
- street dance
- dynamic emphasis
- formation.



Quiz



BBC bitesize
choreography



Street dance
masterclass

Written Assessment Tips:

- Read each question carefully before answering.
- Take your time and think through your responses.
- If you're unsure of an answer, make an educated guess – don't leave any questions blank.
- Watch any provided videos more than once to fully understand the content before responding.

Practical Assessment Tips:

- Use your rehearsal time wisely – plan and manage your time effectively.
 - Work collaboratively by listening to and giving respectful feedback to your peers.
 - Make sure your performance includes all the success criteria.
- If you make a mistake during your performance, keep going – don't stop.

Drama

Your Year 8 assessment will focus on the topics of Drama skills and techniques (creating characters), Styles – Pantomime and murder mystery and Devising.

This will be split into two parts:

Written assessment (Multiple choice paper -45 minutes – computer-based)

Practical assessment (Devised performance to be completed during lesson time)

- You will be assessed on your knowledge and understanding of Performing Arts, skills, styles and devising through general theory and knowledge questions relating to drama skills (physical and vocal) techniques, Styles and devising skills.

You will be assessed on your practical work through performing a devised piece of theatre. You will devise your piece of theatre from a stimulus, being assessed on how your initial ideas turn into a scene, understanding key elements such as target audience, purpose and intentions and applying skills (physical and vocal) and techniques (still image, flashbacks, narration etc.)

Checklist of Revision Topics

- Physical skills – Facial expression, body language, gesture, posture, gait, levels, proxemics.
- Vocal skills – Pitch, pace, pause, tone, volume, accent, diction, projection
- Drama techniques – Still image, thought-tracking, flashbacks, narration, cross-cutting, monologue.
- Murder Mystery style – Clues, alibi, suspense/tension, stereotypes
- Pantomime style – Exaggeration, stock characters, Direct address, audience participation, humour, slapstick
- Devising – Stimulus, discussion, planning, purpose, target audience, plot



Responding
to a stimulus



BBC Bitesize
Panto



BBC Bitesize
Drama





Drama

What is a stimulus?

A stimulus is a starting point to generate ideas. It may be a picture, song, poem, short story, object, or even just a word! It is meant to be explored, discussed and used to create an original piece of drama. The final piece of drama does NOT need to resemble any starting stimulus – the stimulus is simply the starting point in order to generate ideas to explore.



Estimotech (The Night of Broken Glass)

From adolescent dreams I wake,
No hope for blessed sleep remains—
Enduring silence in the dark,
I search for light past shuttered panes.

But no, my window is secure
Against this chilly autumn night;
I now recall when Mother came—
To stroke my brow and lock it tight.

But as I ponder this, it comes—
A powerful thunder in the street;
A pounding like ten thousand drums
Or rattlesnakes by marching feet.

Portfolio Questions

- What was your initial response to the stimuli and what were the intentions of the piece?
- What work did your group do in order to explore the stimuli and start to create ideas for performance?
- What were some of the significant moments during the development process and when rehearsing and refining your work?
- How did you consider genre, structure, character, form, style, and language throughout the process?
- How effective was your contribution to the final performance?
- Were you successful in what you set out to achieve?



Pantomime

A pantomime (panto) is a family-friendly stage show that combines music, comedy, dancing, and audience participation.

It is traditionally performed at Christmas time in theatres across the UK

The characters:

The Dame – a comedic older woman, usually played by a man in exaggerated costume and makeup.

The Principal Boy – the young male hero, traditionally played by a woman.

Other Character;

- The Villain
- The Fairy Godmother
- The Comic Sidekick

Pantomimes always engage the audience as it helps the audience feel involved and creates excitement and energy during the performance.

"He's behind you!" is a famous section of dialogue found throughout a pantomime.

Pantomime is all about fun, exaggeration, and audience involvement — remember, it's a theatrical tradition that celebrates silliness and storytelling!





Drama

VOCAL SKILLS

ACCENT

A particular way of talking and pronouncing words, that is associated with a geographical area or social class.

EMPHASIS

A performer will use volume or intonation to stress a particular word or phrase within a sentence. This can indicate importance, or change the meaning of a line.

PACE

The speed at which lines are delivered.

RYTHMN

The pattern of sound when speaking.

PAUSE

A pause (or BEAT) is a short break in speech for dramatic effect.

TOPE

The emotional sound of the voice, eg frightened, angry or joyful.

VOLUME

How loud or quiet the voice is.

Performers also use a range of vocal skills to convey character, emotion and the subtext of a line.

PITCH

How high or low the voice sounds.

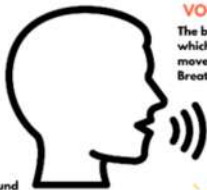
VOCAL QUALITY

The basic sound of the voice which is influenced by how sound moves through the vocal folds. ie. Breathy, creaky, booming

RESONANCE

The placement of the voice and where the sound resonates, eg in the chest, throat or nose.

It is important for performers to use **PROJECTION** and good **ARTICULATION** so they be understood by the audience.



PHYSICAL SKILLS

BODY LANGUAGE

The use of posture and stance to convey a character's feelings or personality.

EYE CONTACT

Eye contact, or lack of, can show status and relationship.

QUALITY OF MOVEMENT

eg. Light & Flowing / Sharp & Heavy

LEVELS

The use of different heights, (eg. standing or sitting) to convey meaning on stage.

SPACE

How performers or items are positioned on stage. (This process is called **BLOCKING**)

FACIAL EXPRESSIONS

The way the face moves to convey an emotional state

GAIT

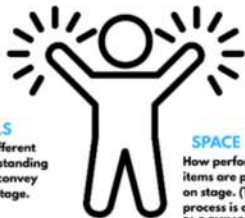
A person's manner of walking

GESTURE

The way people communicate with their hands or other parts of the body.

PROXEMICS

The distance between performers on stage that shows the relationship between characters.



Key Vocabulary

Pitch, pace, pause, volume, accent, diction, projection. Body language, gesture, facial expression, levels, proxemics, gait, posture. Style, Pantomime, exaggeration, audience participation, direct address, slapstick, humour, stock characters. Murder mystery - Clues, alibi, suspense/tension, stereotypes. Still image, thought-tracking, flashbacks, narration, cross-cutting, monologue. Stimulus, discussion, planning, purpose, target audience, plot

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English

'Animal Farm'



Themes – A theme is an idea or message that runs throughout a text.

The Corruption of Socialist Ideals – *Animal Farm* is famous for being a stinging critique of the development of Soviet communism. Although Orwell strongly believed in the socialist ideals upon which the revolution was built, he abhorred the ways in which these values had been repeatedly manipulated by those who rose to power. The gradual disintegration of the seven commandments visually depicts this.



Class – *Animal Farm* demonstrates through its allegory the means by which human beings seek to maintain and reestablish class structures. The novella shows how the oppressed who are able to stand united in the face of adversity often generate their own class divisions over time after the enemy is eliminated. This is evident in the slow rise of the pigs to fill the void left by Mr. Jones.



Naivety – *Animal Farm* is not only told from the viewpoint of those in power, but also from the viewpoint of those who are oppressed. Orwell makes clear that these types of situations are formed not only because of the strategies of the oppressors, but also the naivety of the people who do not have the education or the position to know better. For example, Boxer believes everything that he is told.

Religion – An idea of heaven (Sugar Candy Mountain) is promised to the animals by Moses (the raven) at some points throughout *Animal Farm*. Moses is derived from the name of the bible character who brought the word of God to the people. The thought of an evergreen, beautiful afterlife awaiting them drives the animals on to work harder, and so the pigs use Moses to their benefit.

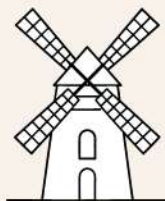


The Power of Persuasion		Features of Allegory
Rhetorical Questions	Old Major uses this type of question to make the animals think deeply: <i>"Now, comrades, what is the nature of this life of ours?"</i>	Writer's Values – The writer normally holds strong political or moral views about a topic, e.g. Orwell didn't like how the Soviet Union had realised communism. 
List of Three	Old Major does this to build an argument: <i>our lives are miserable, laborious, and short.</i>	Surface Level Story – There must be a literal story that works on a surface level, e.g. The story of the animals taking over a farm and then some of the animals disputing power.
Dishonesty	Squealer's lies and deception to convince the animals: <i>Many of us actually dislike milk and apples. I dislike them myself!</i>	Symbolic Level Story – There must also be a deeper, more symbolic meaning to the story, e.g. The Russian Revolution and subsequent duel for authority. 
Repetition	Squealer uses repetition to emphasise points: <i>Jones would come back! Yes, Jones would come back!</i>	Polarising Relationships – There needs to be oppositional views in the story in order for the reader to reflect on morals e.g. the views of Benjamin vs. the other animals during the revolution.

Language
features
quiz



English



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Context – *Animal Farm* was written by George Orwell in 1945.

George Orwell – George Orwell (1903-1950) was supportive of socialism and spoke out frequently against totalitarianism and social injustice.



The Russian Revolution – The revolution was the movement that removed the reigning Tsarist autocracy from power and led to the rise of the Soviet Union. The Bolsheviks, led by Vladimir Lenin, were able to overthrow the government and create their own government, creating the world's first socialist republic. Eventually they became known as the Communist Party.



Nicholas II – Tsar Nicholas II was the last emperor of Russia. Tsar Nicholas was seen as a poor ruler – the country lost key battles against Japan and Germany during his reign, costing large military casualties and financial losses. There were also stark inequalities: Nicholas lived in luxury while thousands of unemployed peasants struggled to survive. Tsar Nicholas was eventually overthrown by the Bolsheviks and was executed in July 1917.



Joseph Stalin – After the Russian leader Vladimir Lenin died in 1924, Joseph Stalin slowly took control of the Soviet Union. He did this by working behind the scenes, pressuring people, and pushing aside other leaders, including Leon Trotsky. Once Stalin was in charge, the government became far more totalitarian. He created a system where he had almost total power. During his rule, many people were arrested, sent to prison camps, or killed. Millions of ordinary people died because of his harsh policies. Because of this, Stalin is remembered as one of the most feared and controversial leaders of the 20th century.

Karl Marx and Communism – Karl Marx was a German philosopher from the 19th Century, who rejected capitalism. He instead believed in the introduction of a system in which wealth was communal and labour was shared. He believed this would produce a fairer, more stable way of life. While he lived a long time before the Russian Revolution (and in a different country) his theories formed the foundations for what became Communism.



Life in the Communist Soviet Union – In the Soviet Union, the government said that ordinary workers were supposed to be the most important people in the country. Life became harder for many of them as time went on. Their living conditions often got worse, their jobs became more difficult, and they had very little freedom to make their own choices. Many people were watched closely by the government, and speaking out could lead to serious punishment. Because of this, life for the working class was often strict, unfair, and controlled.



S	Clear, relevant statement of opinion is expressed	<ul style="list-style-type: none"> At the beginning of the extract, ... The writer/poet presents/describes/implies/portrays/insinuates/suggests/indicates
E*	Concise evidence/reference supports statement	'...'
I	Inference provides different/sensitive interpretations of evidence	<ul style="list-style-type: none"> This could be / This suggests / This implies This may be This is perhaps because / Audience members may...
Z₁	Student 'zooms in' on key evidence [language/method] for further discussion	<ul style="list-style-type: none"> The writer/poet's specific choice/use of the word/phrase '...' suggests/connotes/implies This could be / may be / might be / could also / is possibly / suggests / implies / perhaps / highlights / creates the idea
Z₀	Student 'zooms out' and considers the writer's world [their intentions and influences] and/or the text as a whole [B/M/E]	<ul style="list-style-type: none"> *Literature Only* Throughout the text/poem This idea/theme/message is repeated throughout the text/poem At the time of writing this text, the writer/poet
E₁	Student considers the effect that the writer is trying to achieve [on thoughts/feelings]	<ul style="list-style-type: none"> Overall, the writer/poet may want us to think about Overall, the writer/poet may be attempting to create feelings of

Main Characters – Consider what Orwell intended through his characterisation of each of the below...

Napoleon – Napoleon is the pig who emerges as the leader of Animal Farm after the rebellion. Napoleon's character is based on Joseph Stalin – the leader of the communist Soviet Union. Napoleon is cunning, treacherous, lazy and selfish. He uses Squealer (propaganda) and the dogs (military force) to exert power over others. He has no real talents, rather he is a corrupt opportunist.

Snowball – Snowball is one of the other leading pigs, who challenges Napoleon for leadership of the farm after the rebellion. He represents Leon Trotsky. He is intelligent and passionate, yet he does not resort to the same levels of cunning and manipulation as Napoleon. Despite largely winning the support of the animals on the farm, Snowball is driven from the farm by Napoleon's forces.

Boxer – Boxer is a cart-horse, who demonstrates incredible strength, work ethic, and loyalty. He represents those in the working classes who were hugely overworked. Boxer completes the most work on the farm, and is admired by others for his physical accomplishments and mental grit. His downfall is his slow wit, which ensures that he is unable to think for himself and is easily manipulated.

Squealer – Squealer represents the Soviet propaganda machine. He is a pig who is an exceptionally gifted and persuasive speaker, and is utilised to spread positivity about Napoleon, and negativity about Napoleon's competition. He uses false statistics to suggest that the farm thrives under Napoleon, and twists the truth to ensure that the pigs retain political and social control.

Old Major – Old Major is a prize-winning boar whose vision of a place in which the animals work for themselves serves as the inspiration for the rebellion. He is based on both Karl Marx and Vladimir Lenin, who inspired communism. Old Major is well-respected, articulate, and persuasive. He is a clear leader who the other animals listen to. When he dies, Napoleon and Snowball are left to struggle for control over the animals.

Benjamin – Benjamin is a long-lived donkey who refuses to feel enthused by the rebellion. Some say he represents the aged people of Russia, who remained cynical of the revolution. Benjamin is seen by the other animals as a pessimist, however his prediction that life will remain unpleasant regardless of who is in charge proves correct. He is the only animal who appears able to understand the atrocities that are taking place, yet he refuses to openly oppose the pigs.

Food Technology



Powerful Knowledge



Macronutrients and Micronutrients

The role of protein, carbohydrates, fats and vitamins and minerals.



Food Hygiene and Safety

How to apply practices like cross-contamination prevention and safe cooking temperatures.



Practical Cooking Techniques

Shaping, coating, layering, seasoning.

Sensory Analysis

How to evaluate food using sensory analysis and star profile charts.

Food Choices Impact

The impact of culture, religion, ethics and sustainability on food choices.



Enrichment Opportunities



Hungry Hart Cook Club

Join our after-school cooking club to practice new skills and try exciting recipes in a fun, supportive environment.



Mini MasterChef Challenge

Compete in our annual cooking competition, showcasing your creativity, technical skills and presentation ability.



Cook for a Cause

Community cooking project where students prepare meals for local charities and learn about food poverty and social responsibility.



Recommended Reading

Farm to Fork

Explore sustainability and food origins – discover where food comes from and its environmental impact.

A Handful of Rice

Cultural and ethical food themes – understand how food connects communities and shapes traditions worldwide.

Food Technology



Procedural Knowledge

Kitchen Equipment Safety

Safe and effective use of kitchen equipment (knives, hobs, ovens)

Recipe Confidence

Confidence in following and adapting recipes

Measuring and Planning

Skills in measuring, portioning and time planning

Teamwork

Teamwork and communication in practical tasks

Instructional Writing

The ability to write and follow instructional time plans using imperative verbs

Key Safety Techniques: Bridge and claw grips prevent injuries. Always keep knives sharp and cut away from your body.

Hinterland Knowledge

Cultural and Religious Influences

How culture and religion influence food traditions

Ethical Issues

- Fairtrade
- Animal welfare
- Food waste

Environmental Topics

- Food miles
- Seasonality

Healthy Living

The importance of healthy eating for physical and mental wellbeing.

Food as a life skill for independence and self-care.

Food Technology

Assessment Structure

1	2	3
Midpoint Assessment (Week 9)	End Point Assessment (Week 13)	Ongoing Practical Assessment
Focus: Macronutrients, hygiene, safety and basic practical techniques	Focus: Full recall of nutrition, safety, planning and evaluation	Live feedback, peer/self- assessment, assertive monitoring
Format: Short answers, diagram labelling, practical observation	Format: Written test (MCQs, short/long answers), practical task with time plan	

Key Vocabulary

Nutrition

Macronutrient,
Micronutrient, Protein,
Carbohydrate, Fat,
Vitamin, Mineral

Safety

Cross-
contamination,
Hygiene, Cooking
temperature, Food
poisoning

Skills

Coating, Shaping,
Simmering,
Kneading,
Portioning

Sensory

Aroma, Texture,
Mouthfeel, Star
profile, Evaluation

Literacy

Time plan,
Imperative verb,
Instructional writing

Ethics and

Environment

Sustainability, Fairtrade,
Food miles,
Seasonality

Tier 2 Terms: Evaluate, Analyse, Demonstrate, Apply

Tier 3 Terms: Cross-Contamination, Macronutrient, Sensory analysis, Portioning

Geography



THE HART
SCHOOL

Content taught this year:

Climate Change

- Defining Climate
- The difference between climate and weather
- Causes of climate change
- Impacts of climate change
- Solutions to climate change

Glaciation

- What are glaciers?
- Glacial processes
- Erosional landforms
- Depositional landforms
- Using glacial landscapes

Coasts

- What is the coast
- Wave formation
- Coastal processes
- Coastal Landforms



Geography



Weather and
climate



Glaciation



Geography 2



Command Word	Common Approach	Helpful Phrases	Marks
<p>Assess... Evaluate... Discuss... To what extent...</p>	<p>CABS C: Conclusion opening/Case Study link A: Argument (PEEL – back up conclusion x2) B: Balance (PEEL – alternative/counter argument x2) S: Summary (link more evidence to original conclusion) (Named Example Questions must refer to case studies!)</p>	<p>To a certain extent... I agree.../I disagree... In some way... Some would say... Whereas... In Contrast... This is supported by... This is disputed by... However... Overall... On the other hand... In conclusion... Contrary to this... In summary...</p>	6,9
<p>Explain Outline Suggest</p>	<p>PEEL P: Point – Make a clear statement E: Evidence – Back up your point with an example of evidence (source, case study or own knowledge) E: Explain – Use a connective to say “how” “why” or “what will happen as a result” L: Link – Link your idea back to your original point and the question Repeat multiple times for longer 6-9 mark questions.</p>	<p>This is caused by... This causes... This means... Resulting in... This leads to... Leading to... Consequently... This is because... As a result... This is due to... Because... Meaning...</p>	3,4, 6,9
<p>Process explanation</p>	<p>POKE P: Process – What is the key process involved O: Order – What are the ordered steps of the process K: Key Words – What tier 3 geographical vocab do we need? E: End – Where does the process end (final point/restart cycle etc.)</p>	<p>For ... to occur, we need... To create... there needs to be... First... To begin with... Next... Over time... This leads to... This causes... Eventually... Subsequently... Then... Finally...</p>	1-4
<p>Describing Distributions and locations (maps)</p>	<p>You may not always need to use all of the CLOCC prompts for a single answer – but they act as a prompt “Can I mention a country? The equator? A continent? Etc...” CLOCC C: Continent L: Latitude O: Oceans C: Countries C: Compass Points</p>	<p>... is located... –on the coast of... We can find... ...northern/southern hemisphere The pattern shows... –on the continent of... We can see... –is bordering... In the (North/East/South/West) ...</p>	1-3
<p>Describing Graphs, charts and data.</p>	<p>TED T: Trend – What is the overall pattern (increase/decrease) E: Extremes – Highest, Lowest, largest, smallest. D: Data – use figures, dates, numbers, units.</p>	<p>The graph/data shows... Increases... Rises... Falls... decreases... For example... Falls from/rises to The overall pattern shows... The pattern fluctuates between...</p>	1-3
<p>Compare</p>	<p>SAD – Similarities and Differences Similarities – are there any features that are the same? Differences – What are the key differences?</p>	<p>Similar because... alike because... common... Both... In contrast... However... Differ... Unlike... Different... more/fewer/larger/smaller...</p>	1-6

Geography



Key Vocabulary

Climate Change

Climate change – Long-term changes in global temperatures and weather patterns.

Global warming – The increase in Earth's average temperature.

Greenhouse gases – Gases (like CO₂ and methane) that trap heat in the atmosphere.

Carbon dioxide (CO₂) – A greenhouse gas released by burning fossil fuels.

Fossil fuels – Coal, oil and gas used for energy, formed from ancient plants and animals.

Renewable energy – Energy from sources that won't run out, such as wind or solar.

Sea-level rise – An increase in ocean levels caused by melting ice and warming water.

Glaciation

Glacier – A large, slow-moving mass of ice formed from compacted snow.

Glaciation – The process where ice shapes the landscape.

Erosion – The wearing away of rock by ice, water, or wind.

Plucking – When ice freezes onto rock and pulls it away.

Abrasion – Rocks carried by ice scrape and wear down the land.

U-shaped valley – A wide, steep-sided valley formed by a glacier.

Moraine – Piles of rock and debris left behind by a glacier.



Coasts

Coast – The area where land meets the sea.

Weathering – The breakdown of rock without movement.

Hydraulic action – Waves force air into cracks, breaking rock apart.

Longshore drift – The movement of sediment along the coast by waves.

Deposition – When material carried by waves is dropped.

Erosion (coastal) – The wearing away of cliffs by wave action.



History

Summary of content learned since September:

The Stuarts and Witchcraft

- James I: Religious policy and reputation
- The Gunpowder Plot
- Witchcraft in the 17th century: causes, accusations, trials, punishments
- Matthew Hopkins and witch-hunting
- The Great Plague and London's response
- The Great Fire of London and rebuilding
- The Glorious Revolution



The English Civil War

- Long-term and short-term causes
- Key figures: Charles I, Oliver Cromwell, Prince Rupert
- Major events: Battle of Edgehill, New Model Army
- Why Charles lost the war
- Execution of Charles I
- Cromwell: Hero or Villain?



Checklist of revision topics:

- Causes of the English Civil War (long-term & short-term)
- Role of religion in Stuart England
- Gunpowder Plot: causes, events, consequences
- Witchcraft: beliefs, trials, Matthew Hopkins
- The Great Plague & Great Fire of London
- Key battles and strategies in the Civil War
- Charles I's trial and execution
- Cromwell's leadership and legacy
- The Glorious Revolution

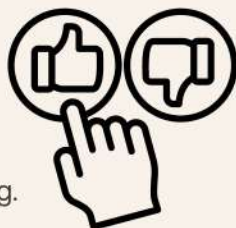


- Monarch: A king or queen who rules a country.
- Divine Right: Belief that kings were chosen by God.
- Treason: Crime of betraying your country or monarch.
- Witchcraft: Practice of magic believed to harm others.
- Puritan: Strict Protestant who wanted to purify the Church.
- Civil War: War between groups within the same country.
- Republic: A country without a monarch, ruled by elected leaders.
- Plague: Deadly disease that spreads quickly.
- Revolution: Overthrow of a government or system.

History

Assessment - Top Tips

- Use PEEL (Point, Evidence, Explain, Link) for longer answers.
- Include dates and names for evidence.
- Explain causes and consequences clearly.
- For 'How far do you agree?' questions:
- Give arguments for and against.
- End with a balanced conclusion.
- Practice timing: Spend 5–10 mins planning before writing.
- Underline key words in the question to stay focused.



BBC Bitesize



Gunpowder plot



English Civil War



Plague



Great Fire of London



Charles I

Kiddle – Encyclopedia for Kids



Witchcraft



James I



Matthew Hopkins



English Civil War



Oliver Cromwell



Religion



New Model Army



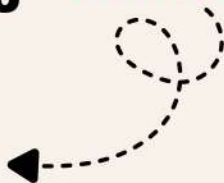
Revolution



English Civil War 2



Videos to support your revision



Maths

Our Year 8 assessment will assess how well you have understood the maths topics that you have been taught so far in Key Stage 3. Our assessment is a mix of questions that would appear in the last few years of learning.

You will not be allowed to use a calculator in the assessment.

15-minute revision ideas



1. Fix Up 5 tasks in Sparx
2. Practice your number skills, including mental maths, using written methods for multiplication and division, calculating with negatives, fractions, decimals, etc. Learn your prime numbers, square numbers, and cubes.
3. Make flashcards to memorise key facts and information on the following topics. Remember it is always important to test yourself
4. Go to Sparx Independent Practice section of the website and search for a topic from the list below. Watch the video then try the questions. There are a lot of topics here – only select topics that you are unsure what the title means. It is recommended to spend more time on Year 8 revision over previous learning.

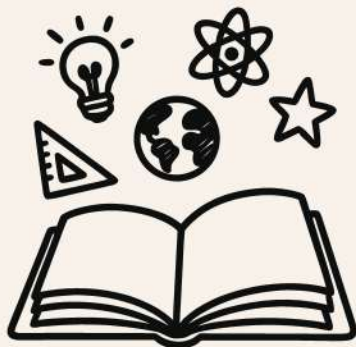
BBC
bitesize
KS3
Maths



Transum
Maths - free
worksheets



Sparx Maths





Maths

Number

Adding and subtracting fractions - M835
Adding and subtracting mixed numbers - M931
Adding and subtracting with negative numbers - M106
Adding integers - M928
Calculating with negative numbers - M106, M288
Constructing fractions - M939
Converting between fractions and decimals - M958
Converting fractions to recurring decimals - M922
Dividing fractions - M110
Dividing numbers into equal groups - M462
Dividing with mixed numbers - M265
Estimating calculations - M878
Finding error intervals - U657
Finding factors and using divisibility tests - M823
Finding fractions of shapes - M158
Finding original values in percentage calculations - U286
Finding percentages of amounts with a calculator - M905
Finding percentages of amounts without a calculator - M437
Finding prime numbers - M322
Finding the HCF and LCM using prime factor decomposition - M365
Finding the highest common factor - M698
Finding the lowest common multiple - M227, M823
Integer place value - M704
Multiplying and dividing by 10, 100 and 1000 - M113
Multiplying and dividing with negative numbers - M288
Multiplying fractions - M157
Multiplying using place value - M911
Multiplying with mixed numbers - M197
Ordering fractions - M335
Ordering fractions, decimals and percentages - M553
Ordering negative numbers - M527
Percentage change with a calculator - M533
Percentage change without a calculator - M476
Prime factor decomposition - M108
Rounding decimals using significant figures - M131
Simplifying algebraic fractions by cancelling common factors - M568
Solving proportion problems - M478
Using a written method to multiply decimals - M803
Using number lines - M763
Using recurring decimal notation - M701
Using the commutative laws - M952
Using the correct order of operations - M521
Writing numbers as percentages of other numbers - M235

Ratio

Writing and simplifying ratios - M885
Writing ratios in the form 1:n - M543
Converting between ratios, fractions and percentages - M267
Using equivalent ratios to find unknown amounts - M801
Sharing amounts in a given ratio - M525
Drawing and interpreting scale diagrams - M112

Geometry

Finding the perimeter of rectangles and simple shapes - M635
Finding the perimeter of compound shapes - M690
Finding the area of rectangles - M390
Finding the area of compound shapes - M269
Finding the area of triangles - M610
Finding the area of compound shapes containing triangles - M996
Finding the area of parallelograms - M291
Finding the area of trapeziums - M705
Identifying parts of circles - M595
Finding the circumference of circles - M169
Finding the area of circles - M231
Translation - U196
Reflection - U799
Rotation - U696
Enlargement by a positive scale factor - U519
Mixed transformations - M881

Algebra

Algebraic notation - M813
Algebraic terminology - M830
Simplifying expressions containing a single variable - M795
Simplifying expressions containing multiple variables - M531
Simplifying expressions containing non-linear terms - M949
Substituting into expressions with one operation - M417
Substituting into expressions with multiple operations - M327
Substituting into algebraic formulae - M208
Substituting into real-life formulae - M979
Expanding single brackets - M237
Expanding single brackets and simplifying expressions - M792
Factorising into one bracket - M100
Expanding double brackets - M960
Solving equations with one step - M707
Solving equations of the form $ax+b=c$ - M634
Solving equations of the form $x/a+b=c$ - M647

Probability and Statistics

Calculating the range - M328
Calculating the median - M934
Finding the mode - M841
Calculating the mean - M940

<u>Unit 1 Equations, Inequalities and Graphs</u>	<u>Unit 2 Estimating</u>
<p>Solving equations with one step - M707 Solving equations of the form $ax+b=c$ - M634 Solving equations of the form $x/a+b=c$ - M647 Reading and drawing inequalities on number lines - U509 Solving single inequalities - M118 Solving equations with two or more steps - U325 Solving equations with the variable on both sides - U870 Solving equations with the variable in the denominator - U505 Reading and plotting coordinates - M618 Solving equations of the form $(x+a)/b=c$ - M401 Solving linear equations involving brackets - M902 Solving equations with the unknown on both sides - M554 Solving equations with the unknown in the denominator - M387 Reading and drawing linear inequalities on number lines - M384 Changing the subjects of formulae with one step - U675 Changing the subjects of formulae with two or more steps - U181 Plotting straight line graphs - M932 Finding equations of straight line graphs - M544 Interpreting equations of straight line graphs - U669 Finding the equation of a straight line from its gradient and a point - U477 Constructing and solving equations - M957 Equations of parallel lines - U377 Finding the equation of a straight line from two points on the line - U848</p>	<p>Rounding integers - M111 Rounding decimals - M431 Rounding integers using significant figures - M994 Rounding decimals using significant figures - M131 Rounding integers using significant figures - M994 Rounding decimals using significant figures - M131 Estimating calculations - M878 Finding error intervals - M730 Truncating decimals - U108 Finding error intervals for truncated numbers - U301 Finding bounds for calculations - U587</p>
<u>Unit 3 Rates of Change</u>	<u>Unit 4 Statistics</u>
<p>Writing and simplifying ratios - M885 Using equivalent ratios to find unknown amounts - M801 Writing ratios in the form $1:n$ - M543 Substituting into formulae - U585, U144 Solving equations with two or more steps - U325, U505 Changing the subjects of formulae with two or more steps - U181 Reading, converting and calculating with time - U902 Converting units of length, mass and capacity - U388 Calculating with speed - U151 Finding equations of straight line graphs - U315 Value for Money - M681 - Drawing and interpreting scale diagrams - M112 Calculating with speed - U151 Plotting distance-time graphs - M551 Interpreting distance-time graphs - M581 Calculating speed from distance-time graphs - M247 Solving direct proportion problems - M478 Solving indirect proportion problems - M478 Calculating with density - U910 Calculating with pressure - U527 Plotting distance-time graphs using speeds - M221 - Constructing direct proportion equations - M472 Constructing inverse proportion equations - M665</p>	<p>Calculating the range - M328 Calculating the median - M934 Finding the mode - M841 Calculating the mean - M940 Interpreting frequency tables and two-way tables - M899 Drawing and interpreting tally charts - M597 Drawing and interpreting pictograms - M644 Drawing bar charts - M460 Interpreting bar charts - M738 Collecting and recording data using tables - M945 Finding averages from frequency tables - M127 Choosing suitable averages and solving problems - M440 Drawing pie charts - M574 Interpreting pie charts - M165 Drawing line graphs - M140 Interpreting line graphs - M183 Finding averages from diagrams - U854 Plotting scatter graphs - U199 Interpreting scatter graphs - U277 Using lines of best fit - U128 Interpreting frequency tables with grouped data - U312 Finding averages from grouped data - U877 Interpreting frequency tables with grouped data - U312</p>

Music

Your Year 8 assessment will focus on the topic of Exploring Effective Keyboard Performance Techniques.

This will be split into two parts:

Written assessment (Multiple choice paper -45 minutes – computer-based)

Practical assessment (performances to be completed during in lesson time)

- You will be assessed on your knowledge and understanding of music through general theory and knowledge questions relating to the keyboard instrument and the elements of music, such as navigating basic keyboard functions, establish good playing routines, layout of the keyboard, knowledge about other keyboard type instruments, and basic treble clef staff notation work.

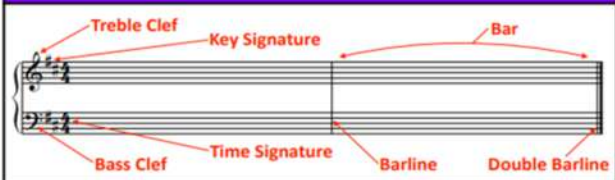
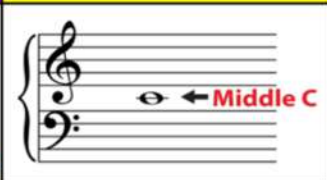
You will be assessed on your practical work through performing set pieces of keyboard music, demonstrating build instrument specific skills, understanding of reading and following music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.

Checklist of revision topics:

- The Elements of Music
- Instrument identification through listening and appraising. What is the layout of the keyboard?
- Understand the concept of piano fingering (1-5).
- Basic understanding of musical notation such as treble clef staff notation.



Key Vocabulary

Layout of a Piano/Keyboard, Treble Clef, Notation, Stave, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C".

The Grand Stave	Middle C
 <p>Labels in diagram: Treble Clef, Key Signature, Bar, Bass Clef, Time Signature, Barline, Double Barline.</p>	 <p>Label in diagram: Middle C.</p>



Music

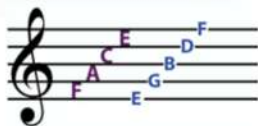
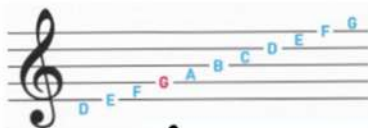
Keyboard Layout	Can you name these notes?
 <p data-bbox="98 379 501 408">C is to the left of the two black keys.</p>	 <p data-bbox="538 379 971 408">Practice writing notes on a staff too!</p>

The Treble Clef

A **clef** is written at the start of every staff to show how the letter names of notes fit on the lines and spaces.

The **treble clef** is used for higher notes.

The notes in the four spaces spell **FACE**, reading up from the bottom. Some people like to learn the names of the notes on the five lines (**EGBDF**, reading up from the bottom) by remembering a sentence such as **Every Good Bird Does Fly**.



Tips for Success

- Read each question carefully before answering
- Take your time and think through your responses
- If you're unsure of an answer, make an educated guess – don't leave any questions blank
- Watch any provided videos more than once to fully understand the content before responding

Practical assessment tips

- Use your rehearsal time wisely – plan and manage your time effectively
- Work collaboratively by listening to and giving respectful feedback to your peers
- Make sure your performance includes all the success criteria
- If you make a mistake during your performance, keep going – don't stop.

BBC
Bitesize
Music



Elements
of Music



Identify
instruments



PE

Your Core PE Assessment will consist of 20 multiple-choice questions completed on a computer. The assessment will take approximately 30 minutes.

You will be tested on the following topics covered in your Core PE lessons:

Health-related and skill-related components of fitness

Purpose and phases of a warm-up and cool-down

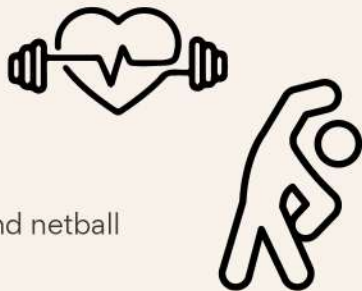
Location of major muscles

Fitness tests

Rules and regulations for football, basketball, and netball

Checklist of revision topics:

- Component of fitness
- Purpose of a warm-up/cool-down
- Phases of a warm-up/cool-down
- Major muscle locations
- Fitness tests
- Rules and regulations of football, basketball and netball



Key Vocabulary/Concepts

Components of fitness

Muscular strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, speed

Purpose of a Warm-Up/Cool-Down

Warm-up, cool-down, physiological, psychological

Phases of a Warm-Up/Cool-Down

Pulse raiser, mobility exercises, dynamic stretches, skill rehearsal, light-jog, static stretches

Major Muscle Locations

Quadriceps, hamstrings, gastrocnemius, gluteals, deltoids, biceps, triceps, abdominals, latissimus dorsi, pectorals

Fitness Tests

Multi-stage fitness test (bleep test), sit and reach test, hand grip dynamometer test, Illinois agility test, vertical jump test, 30m sprint test, ruler drop test

Rules and Regulations

Football

Offside rule, free kick, penalty kick, throw-in

Basketball

2-pointer, 3-pointer, double dribble, traveling, shot clock violation, backcourt violation, personal foul,

Netball

Footwork rule, obstruction, contact, 3 second rule, positions



PE



	Definition	Example
Cardiovascular endurance	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run

Pulse raising activity

The pulse raiser will increase deep muscle temperature, loosen joints and increase respiratory and cardiac rates. Stroke volume increases allowing for greater oxygen delivery to the muscles that will work during the performance.

Light jog

The light aerobic work allows for the respiratory and cardiac levels to reduce gradually. Core muscle temperature is maintained while capillaries are flushed with oxygenated blood. Lactic acid and other toxins are removed from worked muscles more efficiently.

Stretching and mobility exercises

Stretching and mobility exercises increase the range of motion at joints, increase the extensibility of the muscle and helps to reduce the risk of soft tissue injuries such as sprains and strains.

Stretching

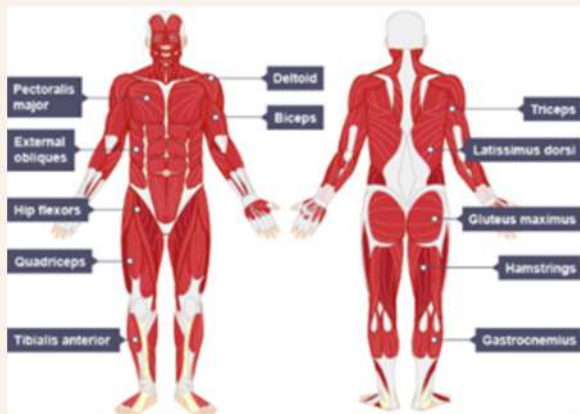
Stretches within the cool down are typically held for 30 seconds. As the muscle stretches blood flow is increased allowing for faster recovery. Muscles are better prepared for the next training session and soreness and pain experienced after training is reduced.

Sport specific activities

Sport specific activities involving drills and practices that develop the core skills of the performance. This causes an increased coordination of antagonistic pairs of muscles, an increased feeling of confidence and increased coordination between players in team sports.

Rebelling

Consuming carbohydrates, proteins and fluids within the first two hours post-exercise allows for optimal recovery. Carbohydrates replace the glycogen burned during training. Proteins help the adaptation process by allowing muscles and other soft tissues to be rebuilt stronger. Fluids such as water and isotonic drinks allow for rehydration.



Components of fitness



Warm up and cool down



Fitness



Warm up and cool down 2



Muscle locations



Football rules



Basketball rules



Netball rules



PSHE

Content learned since September:

Drugs
Alcohol
Smoking
Vaping
Healthy and unhealthy relationships
Child sexual exploitation
Consent
Saying no with confidence
Managing break-ups

Checklist of revision topics:

Types of drugs including smoking, alcohol and vaping
Healthy and unhealthy relationships
Consent and legal age of consent
Non-verbal consent and verbal consent
Signs that a child could be being exploited

Key vocabulary:

- Mutual respect: Valuing each other as individuals and respecting boundaries and differences.
- Trust: Believing in each other's honesty and reliability.
- Honesty: Being truthful with each other.
- Open communication: The ability to express thoughts and feelings without fear of judgment.
- Equality: A balanced dynamic where neither person has all the control.
- Support: Feeling encouraged and supported by each other.
- Being yourself: Feeling comfortable and accepted for who you are.
- Consent - freely given, informed, and voluntary agreement for something to happen
- Child Sexual exploitation - (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.

Promoting
healthy
relationships



NPSCC



CEOP



Childnet



Childline



RE



THE HART
SCHOOL

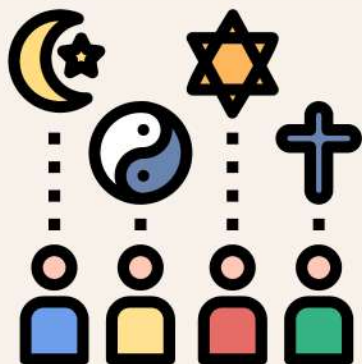
Summary of content learned in Y8:

- Creation stories
- Religious responses to natural disasters
- Stewardship
- Life after death
- The soul
- Reincarnation



Checklist of revision topics

- Beliefs & Practices
- Karma
- Important key festivals for Christians and Muslims
- Christian and Jewish religious laws (the 10 Commandments)
- The founders of the six religions we have studied
- Beliefs about the soul and what happens when we die:
- Ideas about eternal life
- Reincarnation
- Scientific evidence for and against
- Creation Stories - how the world and humans began and our role on the Earth (Dominion and Stewardship).
- Religious responses to the Problem of Evil (why God allows humans to suffer)
- Focus on understanding key terms, being able to give examples, and explaining the significance of religious beliefs and practices.



RE



THE HART
SCHOOL

Karma

The idea that actions have consequences in this life or the next.

Dominion

The belief that humans have authority or rule over the world.

Stewardship

Caring for the world as protectors or caretakers.

Soul

A spiritual part of a person that may continue after death.

Ramadan

A month where Muslims fast from sunrise to sunset.

Ten Commandments

Moral rules in the Bible followed by Jews and Christians.

Founder

The person who starts a religion.

Buddhism

Religion founded by Siddhartha Gautama.

Abrahamic Religions

Judaism, Christianity and Islam – all linked to Abraham.

Creation Story

A story about how the world and humans began.

Ultimate Question

A big question with no clear or agreed answer.

Jannah

Islamic term for heaven.

Life After Death

The belief that something of us continues when we die.

Problem of Evil

The challenge of explaining why evil exists in the world.



Tips for success:

For all 2 mark questions, use this structure:

These questions ask you to explain something.

Give two facts, reasons or beliefs.

For each one, explain why it is important/relevant.

For all 4 and 5 mark questions, use these structure: Point, Evidence, Explain (P.E.E.)

Point: Say clearly what you believe or what the teaching is.

Evidence: Give a quote or example from a teaching.

Explain: Say why this is important or how your evidence supports your point.

Remember to be clear about which religion you are referencing in all your answers!

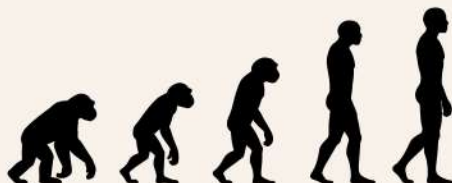
Science

Content learnt since September:

- Genetics and evolution
- Separating Mixtures
- Forces and Motion
- Graph and Data skills

Revision Topics:

<p>Genetics and evolution</p> <ul style="list-style-type: none">• Types of variation• Plant and Animal adaptations• Natural Selection• Inheritance	<p>Graph and Data skills</p> <ul style="list-style-type: none">• Making calculations• Analysing trends• Reading data tables• Interpreting data and conclusions
<p>Separating Mixtures</p> <ul style="list-style-type: none">• Chromatography• Filtration• Evaporation• Distillation• Solutions	<p>Forces and Motion</p> <ul style="list-style-type: none">• Forces and newtons• Friction and Drag• Measuring Speed• Motion graphs• Investigating motion



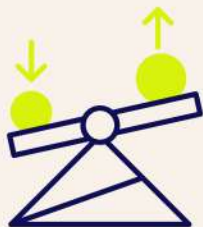
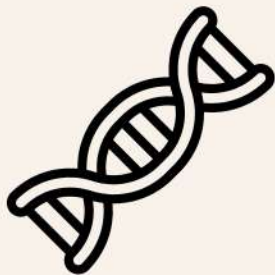
Science



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Key Vocabulary:

Genetics and evolution Gene DNA Chromosome Inherited Variation Trait Mutation Adaptation Natural selection Evolution	Separating Mixtures Filtration Evaporation Distillation Chromatography Soluble Insoluble Solution Solvent Solute Residue
Forces and Motion Force Gravity Friction Air resistance Mass Weight Speed Acceleration Newton Resultant force	Graph and Data skills Variable Independent Dependent Control Data Average Range Pattern Trend Anomaly



Tips for Success

1. Test Yourself – Use flashcards or quizzes to practise key terms and definitions.
2. Use Diagrams – Draw and label pictures like cells, circuits, or the digestive system.
3. Revise Little and Often – Study for 20–30 minutes, then take short breaks.
4. Practise Questions – Answer past paper or workbook questions using full sentences.
5. Link to Real Life – Connect topics to everyday examples like diet, forces, or energy.



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WE CAN . WE WILL. WE DO