



THE HART
SCHOOL

Year 8 Revision Booklet June 2026

Name:

Tutor group:



Introduction



THE HART
SCHOOL

Dear Parents and Carers,

I am writing to inform you about the upcoming programme of formal assessments for students in Years 7-10. These assessments will take place from Monday 8th June to Friday 3rd July 2026.

This round of formal assessments is exceptionally important. They play a crucial role in helping teachers accurately identify what students can do well and, more importantly, highlight any gaps in learning that need to be addressed. The information gathered from these assessments directly informs future teaching, targeted interventions, and the support provided to ensure all students make strong progress. For these reasons, it is vital that students prepare thoroughly and approach these assessments with a serious and positive attitude.

Students will attend an assembly on Friday 22nd May during tutor time, during which the assessment process will be clearly explained. This will include an overview of the timetable, expectations, and a strong emphasis on the importance of working hard and doing their best. Following this assembly, students will take part in tutor sessions focused on developing effective study skills.

English assessments will be completed at an earlier date. For year 8, these assessments will take place week commencing 18th May. Revision materials will be provided to the students, and electronic copies will be sent out prior to these assessments along with the date and lesson their assessment will take place.

In response to student voice from the previous assessment period, we have made important improvements to our approach. Students told us they would benefit from more structured time to develop study skills and complete meaningful revision. As a result, this assessment cycle includes increased time dedicated to revision techniques, exam preparation, and study skills, ensuring students feel better prepared and more confident than last time.

Introduction



THE HART
SCHOOL

Dates:

English Assessments – Year 8/9 WC 18th May. Year 7 WC 1st June.

Friday 22nd May – Y7-10 Assembly (a virtual copy of the revision and skills booklet will be sent home on this day – please look out for this!)

Study skills/revision weeks - Monday 1st June – Friday 12th June

Assessments – Monday 8th June – Friday 26th June

We would be very grateful if parents and carers could support us by speaking with their child about the importance of these assessments. Encouraging them to complete all homework, revise regularly, and take pride in their effort will help them to perform well and achieve results they can be proud of.

Thank you for your continued support in helping your child to succeed.

Any queries please contact the email addresses below.

Yours sincerely,

Liam Hallam (Lead practitioner for Assessment)
[Liam.Hallam@hartschool.org.uk]

Tilly Payton (KS3 Lead and Literacy Intervention Lead)
[Tilly.Payton@hartschool.org.uk]

Timetable



THE HART
SCHOOL

Week B W/C 8 th June 2026	Monday 8 th	Tuesday 9 th	Wednesday 10 th	Thursday 11 th	Friday 12 th
P1	8X1 Spanish 1 8Y2 Spanish 1	8X1 P.Arts	8Y3 Spanish 1 8Y1 Spanish 1 8Y2 Geography		8X1 Geography 8Y4 History 2
P2		8X2 History 2		8X4 Spanish 2	
P3	8X2 History 1 8X4 P.Arts 8Y3 P.Arts		8X2 P.Arts	8Y1 Music 8Y4 Spanish 2	8Y1 P.Arts
P4	8X4 Spanish 1 8X2 Music	8Y1 History 1 8X2 Spanish 1	8Y1 History 2 8Y4 P.Arts	8Y4 History 1	8X1 History 2 8X3 Music
P5	8X1 History 1 8Y4 Spanish 1 8X3 Spanish 1	8Y3 History 1			8Y3 History 2

Please note, there are 2 papers for History, Maths, Science and Spanish - these are marked as 1 or 2 on the timetable

There are also no assessments in Dance, PSHE or RE for this assessment cycle.

Timetable



THE HART
SCHOOL

Week A W/C 15 th June 2026	Monday 15 th	Tuesday 16 th	Wednesday 17 th	Thursday 18 th	Friday 19 th
P1	8Y2 Science 1 8Y3 Science 1 8Y4 Science 1	8Y2 History 2 8X3 P. Arts	8Y3 Geography 8Y2 Spanish 2 8Y1 Spanish 2	8X1 IT 8X3 DT 8X4 Art 8X2 Food Tech	8Y1 Food Tech
P2	8X2 IT 8X3 IT 8Y2 P.Arts 8X5 Art 8X1 Food Tech	8X1 Science 1 8X2 Science 1 8X3 Science 1 8X4 Science 1			8X1 PE 8X2 PE 8X3 History 1 8Y4 IT 8Y5 Art 8y2 Art
P3	8Y1 Science 1	8X2 Geography 8Y2 Music 8Y1 Spanish 2	8Y1 IT 8Y2 DT 8Y3 Art 8Y4 Art 8Y5 Food Tech	8X4 History 1	8Y3 IT
P4	8X3 Geography 8Y4 Geography 8x1 Spanish 2 8X2 Spanish 2	8X3 PE 8X4 PE 8X1 Music	8Y2 History 2	8Y3 PE 8Y4 PE 8X4 Music 8Y4 Food Tech	8Y1 Geography
P5	8Y1 PE 8Y2 PE 8Y4 Music 8X3 Spanish 2	8Y3 Spanish 2	8X4 Science 2	8Y3 DT 8Y1 Art	8Y3 Music 8X2 DT 8X1 Art

Please note, there are 2 papers for History, Maths, Science and Spanish - these are marked as 1 or 2 on the timetable

There are also no assessments in Dance, PSHE or RE for this assessment cycle.

Timetable



THE HART
SCHOOL

Week B W/C 22 nd June 2026	Monday 22 nd	Tuesday 23 rd	Wednesday 24 th	Thursday 25 th	Friday 26 th
P1		8Y1 Maths 1 8Y3 Maths 1 8X4 Geography 8Y2 Science 2 8Y4 Science 3	8X1 Maths 1 8X2 Maths 1 8X3 History 2		
P2	8Y5 IT 8Y1 DT 8X1 Science 2 8X2 Science 2 8X3 Science 2	8Y2 Maths 1 8Y4 Maths 1 8Y1 Science 2 8Y3 Science 2	8X4 DT 8X2 Art 8X3 Food Tech	8Y2 IT 8Y4 DT 8Y3 Food Tech	8Y1 Maths 2 8Y2 Maths 2 8Y4 Maths 2 8X4 IT 8X5 IT 8X1 DT
P3		8Y5 DT		8X5 DT 8X3 Art 8X4 Food Tech	8X1 Maths 2 8X2 Maths 2 8X3 Maths 2
P4				8X4 Maths 2	8Y3 Maths 2 8X4 History 2
P5	8Y2 Food Tech	8X4 Maths 1	8X3 Maths 1		

Please note, there are 2 papers for History, Maths, Science and Spanish - these are marked as 1 or 2 on the timetable

There are also no assessments in Dance, PSHE or RE for this assessment cycle.


Study skills - 1



THE HART
SCHOOL

Activity 1

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



Effective note taking

Study skills - 1



THE HART
SCHOOL

Activity 2 Note taking

Challenge: Try a different method of note taking – which do you prefer?

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 Drama.

Drama skills and techniques are essential for creating believable characters and effective performances.

Physical skills involve how an actor uses their body to communicate meaning, including **facial expressions** (to show emotion), **body language** (to show attitude), **gesture** (specific movements), **posture** (how the body is held), **gait** (how a character walks), **levels** (high, medium, low positioning) and **proxemics** (use of space and distance between characters). **Vocal skills** help an actor be heard clearly and express meaning, including **pitch** (high or low voice), **pace** (speed of speech), **pause** (breaks for effect), **volume** (loudness), **accent** (way words are pronounced), **diction** (clarity of speech) and **projection** (strong voice).

Drama also uses key **techniques** to structure performances. A **still image** is a frozen picture used to show a moment in time. **Thought-tracking** involves characters speaking their thoughts aloud to reveal feelings. A **flashback** shows an event from the past, while **narration** involves describing events directly to the audience. **Cross-cutting** switches between scenes or moments, and a **monologue** is a longer speech by one character. By combining these skills and techniques, performers can clearly communicate ideas, develop characters, and engage an audience—skills needed for both written exams and practical performances.

Study skills - 1



THE HART
SCHOOL

Activity 2

Note taking

Challenge: Try a different method of note taking – which do you prefer?

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 Drama.

In History, revision should focus on both **key knowledge and skills** needed to explain the past clearly. Students must understand **cause and consequence**, meaning they can explain *why* events happened and *what happened as a result*, as well as place events in the correct **chronological order** and **analyse sources** by making inferences and judging how useful they are. For the **English Civil War**, important causes include long-term tensions about **religion**, the **power of the monarchy**, and conflict between Charles I and Parliament, alongside short-term causes such as Charles I raising taxes without permission. Key figures include **Charles I**, **Oliver Cromwell**, and **Prince Rupert**, and important events include the creation of the **New Model Army**, which helped Parliament win, and the **execution of Charles I in 1649**, leading to a temporary republic. In studying **The Slave Trade**, students need to understand how the **Triangular Trade** worked (goods from Britain to Africa, enslaved people transported across the Atlantic in the **Middle Passage**, and goods like sugar brought back to Britain), the brutal conditions on ships and plantations, and the different types of **resistance** carried out by enslaved people. The role of abolitionists such as **William Wilberforce**, **Olaudah Equiano**, and **Thomas Clarkson** is key in explaining how the slave trade was eventually abolished. For the **Industrial Revolution**, revision should focus on how Britain changed from rural to industrial, including the growth of **factories**, **urbanisation** (people moving to cities), new inventions like the **steam engine**, and the **poor working conditions** faced by workers. Understanding these details will help students explain how Britain changed over time and support their answers with accurate historical knowledge.

Study skills - 2



THE HART
SCHOOL

Focus of session 2 - Time management basics – understanding deadlines and how to build a revision timetable building in time for wellbeing

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 - 3



Select a different subject that you would like to revise - use the space below and the revision pages further into the booklet to make some effective notes or examples and add some images or symbols to support you.

Study skills - 4



Select a different subject that you would like to revise - use the space below and the revision pages further into the booklet to make some effective notes or examples and add some images or symbols to support you.

Summary of content learned:

For this assessment you will be tested on the use of formal elements, artist analysis, mark making for texture and drawing of a close up section of a still life. This will require skills you have learnt and built upon in years 7 and 8 Art. The formal elements in art are used to create your study. You will need to think about line, 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:



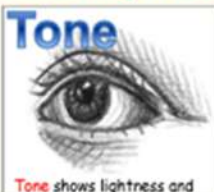
Colour

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



Texture

Texture is the surface quality of an object.



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



Pattern

Patterns are usually repeated in a systematic way.



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



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

SHAPE

Summary of formal elements:

LINE TONE
PATTERN

TEXTURE SPACE

FORM

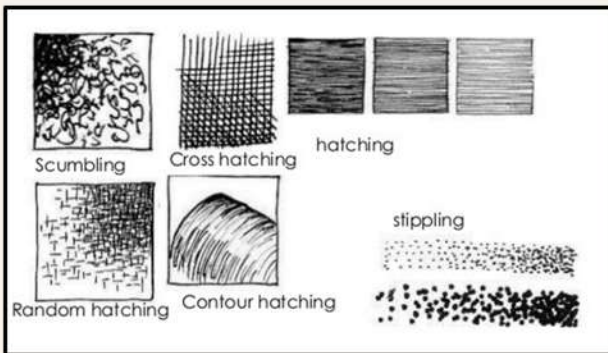
COLOUR COMPOSITION

You may wish to spend some time practicing drawing these shoes and copying the tones applied to make the shapes 3D and realistic looking before your exam.



Art

You could also practice these tonal gradients and mark making techniques so that when you apply tone and texture to your assessment study, you know how to create dark to light tones and show the feel of the item being drawn (rough, smooth, bumpy etc).



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.

Artist analysis

When writing about an Artist's work you need to do more than say "I like it", "it's good". To help you, use the "See, Think, Wonder" Method:

- See: "What do you see?" Focus only on objective facts, like colours, shapes, patterns or the materials used to create it.
- Think: "What's going on in this picture?" or "What do you think that means?"
- Wonder: "What more can we find?" or "What does this make you curious about?" or "how does this artwork make you feel?"

Example of an Artist's analysis



This artwork by Pablo Picasso is a good example of the art style called Cubism. Instead of painting a person realistically, Picasso breaks the face and body into different geometric shapes, lines, and angles. In Cubism, artists often show several viewpoints at the same time, so parts of the face may look sideways while other parts face forward. This makes the painting look unusual and abstract or fractured, but it encourages viewers to look carefully and think about the artwork in a new way. Picasso uses bold colours like blue, orange, yellow, and green to make the image energetic and expressive. The thick black outlines help separate the shapes and make the face stand out clearly.

Art

Henry Moore – Sculpture

Henry Moore was famous for creating large sculptures of people, especially reclining figures and mother-and-child shapes. In his work, he used form, shape, and texture to make his sculptures feel strong, natural, and interesting. Moore often created smooth, rounded forms instead of sharp edges, which made his sculptures look soft and flowing, almost like rocks shaped by nature. He simplified the human body into basic organic shapes, helping viewers focus on the overall form rather than tiny details. Many of his sculptures also have holes or empty spaces inside them. These spaces are important because they let light pass through and make the sculpture look different from every angle. Moore's shapes were inspired by nature, such as bones, stones, hills, and shells, which is why his sculptures often feel connected to the natural world. He also used texture carefully by combining smooth polished areas with rougher surfaces.




Henry Moore was famous for creating large sculptures of people, especially reclining figures and mother-and-child shapes. In his work, he used form, shape, and texture to make his sculptures feel strong, natural, and interesting. Moore often created smooth, rounded forms instead of sharp edges, which made his sculptures look soft and flowing, almost like rocks shaped by nature. He simplified the human body into basic organic shapes, helping viewers focus on the overall form rather than tiny details. Many of his sculptures also have holes or empty spaces inside them. These spaces are important because they let light pass through and make the sculpture look different from every angle. Moore's shapes were inspired by nature, such as bones, stones, hills, and shells, which is why his sculptures often feel connected to the natural world. He also used texture carefully by combining smooth polished areas with rougher surfaces. The rough textures add detail and make the sculptures feel more realistic and handmade. Overall, Henry Moore used shape, form, and texture to turn simple human figures into powerful sculptures that feel both modern and natural at the same time.

Tips for success:


Keep looking at the image provided to draw from (during your assessment) to help you create an accurate study. Apply tone by applying more pressure to create darker sections and less pressure for lighter tones, if you are unsure practice on the top of your sheet before applying it to your drawing. 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

Independent Revision Links

 BBC Bitesize – KS3 Computing

<https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

 Logic Gates Simulator

<https://logic.ly/demo/>

 Cyber Security Basics (NCSC)

<https://www.ncsc.gov.uk/section/information-for/individuals-families>

 Binary Game Practice

<https://www.mathsisfun.com/binary-number-system.html>

BBC Bitesize	
Logic Gates	
Cyber Security	
Binary Practice	

Computational Thinking

Abstraction → Removing unnecessary detail to focus on key parts

Decomposition → Breaking a problem into smaller steps

Modelled Example

Problem: Make a game

- Decomposition → Design → Code → Test
- Abstraction → Ignore small graphics details, focus on gameplay first

Cyber Security & Safety

Malware → Harmful software (e.g. virus)

Phishing → Scam emails trying to trick you

Encryption → Scrambles data so only authorised users can read it

Firewall → Blocks unauthorised access

Anti-virus → Detects and removes malware

Modelled Example (Scam)

Email says: “You’ve won money – click here!”

- ✓ Signs: Unknown sender, urgent tone, suspicious link
- ✓ Action: Don’t click, report it
- ✓ Why: Prevents malware or data theft

Computing

Legal & Ethical Issues

Copyright → You must have permission to use images/music

Illegal downloading = breaking the law

✔ Modelled Example

Downloading music illegally

→ Law broken: Copyright

→ Consequence: Fine / legal action

→ Impact: Artists lose money

Data Representation

Binary → Computer language (1s and 0s)

Denary → Base 10 numbers we use

✔ Modelled Examples

Denary → Binary

- 4 = **100**
- 7 = **111**
- 10 = **1010**

Binary → Denary

- 110 = **6**
- 1011 = **11**
- 1111 = **15**

Logic Gates

AND → Both inputs must be 1

OR → One or both inputs are 1

NOT → Reverses input

✔ Modelled Example (AND Gate)

Input A	Input B	Output
1	1	✔ 1
1	0	✘ 0
0	0	✘ 0

Algorithms

A step-by-step set of instructions

✔ Modelled Example

1. Ask for password
2. If correct → **Allow access**
3. Else → **Deny access**

Digital Content

Vector images → Scale without losing quality

Bitmap/JPEG → Lose quality when stretched

Pop-ups → Commercial online content (ads)

Cyber Threats to Know

Virus

Phishing scams

Hacking

✔ How to stay safe:

- Use strong passwords
- Keep software updated
- Don't click unknown links
- Use antivirus + firewall

Design

Section 1
Designing

Section 2
Evaluate

Section 3
Technical

Section 1: Designing Key Vocabulary

Term	Definition
Design Brief	A brief outline of the needs and wants of a client – it describes the problem to be solved, not the solution.
Specification	A detailed list of requirements a product must meet, written before designing begins.
Primary Research	Research collected first-hand directly by the designer, e.g. surveys, interviews, observations.
Secondary Research	Research gathered from existing sources such as books, websites, magazines, or reports.
Iterative Design Process	A cyclical design method where ideas are constantly tested, evaluated, and improved in repeated cycles.
Needs	Things a product must have to function correctly and meet the basic purpose.
Wants	Desirable features that would improve a product but are not essential for it to function.
3D Measurements	A 3D object requires three measurements: Height, Width, and Depth.

Design Brief

What you need to know:

- A design brief is a short outline of the client's needs and wants.
- It describes the problem to be solved — not the final solution.
- It gives the designer a starting point for research and ideas.

It is different from a specification — a brief is broad, a specification is detailed.

Design



Primary and Secondary Research

Type	Explanation & Examples
Primary Research	Information collected directly by the designer. Examples: surveys, questionnaires, interviews, focus groups, observations, product testing.
Secondary Research	Information gathered from sources that already exist. Examples: books, internet articles, magazines, existing product reviews, statistics.

Section 2: Evaluate

Key Vocabulary

Term	Definition
Evaluation	The process of judging a product against its specification to assess how successful it is.
Testing	Checking if a product works as intended – through physical testing, customer feedback, or trials.
Automation	The use of machines to complete tasks with little or no human involvement.
Renewable Resources	Natural resources that can be replenished over time (e.g. wind, solar, timber from managed forests).
Finite Resources	Resources that exist in limited supply and will eventually run out (e.g. oil, coal, metals).
Target Market	The specific group of people a product is designed and marketed for.
Material Properties	The characteristics of a material that determine how it behaves and what it is suited for.

Design



Renewable and Finite Resources

Type	Explanation & Examples
Renewable Resources	Natural resources that are replenished naturally over time and will not run out. Examples: solar energy, wind energy, hydroelectric power, sustainably managed timber.
Finite Resources	Resources that exist in limited quantities and cannot be replaced once used up. Examples: oil, coal, natural gas, metals such as iron, copper, and aluminium ore.

Section 3: Technical Knowledge Key Vocabulary

Term	Definition
Force	A push or pull that acts on an object – it can cause an object to move, stop, change direction, or change shape.
Mechanism	A device that uses forces and motion to do a job – it transfers or transforms movement from one place to another.
Waterproof	A material that resists water – it does not allow water to pass through or absorb into it.
Malleable	A material that can be shaped, bent, or pressed without cracking or breaking.
Brittle	A material that breaks or shatters easily under stress without bending or deforming first.
Durable	A material or product that can withstand wear, pressure, and damage over time.
Finish	A surface treatment applied to a material to protect it from damage or improve its appearance.
Types of Movement	Linear (straight line), Rotary (circular), Reciprocating (back and forth), Oscillating (swinging).



Drama

Your Year 8 assessment will focus on the topics of Drama skills and techniques (creating characters) Vocal skills and Physical skills. This will from:

Written assessment (Written paper -45 minutes)

- 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.

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.

Key vocab:

- Pitch, pace, pause, volume, accent, diction, projection.
- Body language, gesture, facial expression, levels, proxemics, gait, posture. direct address, slapstick, humour, stock characters.
- Still image, thought-tracking, flashbacks, narration, cross-cutting, monologue.

PHYSICAL SKILLS

Performer's use a range of physical skills to convey a character and their emotions to the audience.

BODY LANGUAGE
The use of posture, and stance to convey a characters 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.


FACIAL EXPRESSIONS
The way the face moves to convey an emotional state


GAIT
A persons manner of walking


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


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


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





Hot Seating – A character is questioned on their motivation, decisions, behaviour or background. The method is used to develop a role 

Role on the wall – This is a written document that explores the facts and feelings of a character throughout the piece 

Role Play - The imitating of characters, behaviour, locations and situations that are different from yourself 

Still Image - This is a static picture that is used to represent people, objects, situations but also abstract concepts like emotions or atmospheres 

Narration - The act or process of telling a story or describing what happens. This is usually directed at the audience and can fill gaps between events/scenes. 

Slow Motion - To move your body at a slow rate and maintain this slow pace for a period of time. 

Thought Tracking

Thought tracking is when an actor steps out of the scene/tableau to speak the thoughts of their character to the audience. Thought tracking is an effective way of getting inside a character's mind. It enables us to see things from a character's point of view, and to better understand their motives. Often when a character is thought tracking, the other characters on stage freeze, so that the audience's attention is focused solely on the words being spoken.



Marking the Moment - A dramatic technique used to highlight a key moment in a scene or role play. This can be done in a number of different ways: for example through slow-motion, a freeze-frame, narration, thought-tracking or music.

Direct Address - Where the actor in or out of character speaks directly to the audience to create irony, inform them of off stage action or involve them in the drama.





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.

RHYTHM

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

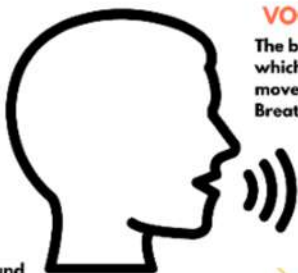
How high or low the voice sounds.

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.

Tips for success: 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.
- For the questions that have more marks available, please make sure you provide a longer response, use drama vocabulary and write in full sentences.

Online resources to support:

Pantomime

<https://www.bbc.co.uk/bitesize/articles/zj6gk7>

Drama

<https://www.bbc.co.uk/bitesize/articles/zd4np4j#zq8yf82>

Responding to a stimulus

<https://www.bbc.co.uk/bitesize/guides/zwk82nb/revision/1>



English



THE HART
SCHOOL

TECHNIQUE	DEFINITION	EXAMPLE	EFFECT ON THE READER
Direct address	Referring to the reader directly using the pronouns 'we' or 'you'.	'You need to do some revision.'	Engages the reader to read on as they feel that, by being addressed directly, the text is specifically for them.
Alliteration	A group of words beginning with the same letter or sound.	'Revision rules!'	Makes the text catchy – it sticks in the reader's head.
Facts	Something which can be proven to be true.	'80% of teens perform better if they revise.'	Makes the text seem authoritative, accurate and therefore believable.
Opinions	A belief which cannot be proven to be true – someone's own ideas.	'People who don't revise are lazy.'	Sways the reader towards the writer's viewpoint.
Rhetorical Questions	Any question in a piece of writing which does not require an answer.	'Do you want to fail your exams?'	Engages the reader to read on as they feel that, by being addressed directly, the text is relevant to them.
Emotive Language	Words which elicit a powerful response.	'Failing exams is painful and demoralising.'	Makes the topic of the text seem overly good or bad, depending on the purpose of the text.
Statistics	Numerical facts and data used to support a point.	'8/10 students have tried to revise.'	Makes the text seem authoritative, accurate and therefore believable.
Three (rule of)	Lists of three things in a sentence.	'Revising is sensible, productive and smart.'	Makes the text catchy – it sticks in the reader's head.

Useful Links:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/ztbnn9q#zrbm6g8>



How to build an argument:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z6n6gwx>



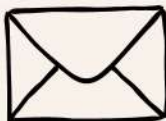
How to write a formal letter:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zkq8hbk>



How to write a speech:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z4w96v4>



1. Text Type Opener + Closer

Speech	Letter	Article/Newspaper
<p>Please listen while I explain my views on the appalling situation concerning OR Disgusting, appalling, shocking! Please listen while I set out</p> <p>Thank you for listening</p>	<p>Dear Sir/ Madam, I am writing to you to discuss the pressing issue of... Yours faithfully ...</p> <p>(If you know the person's name Dear Mrs Brown, Yours sincerely...)</p>	<p>Start with a headline that asks a key question about the topic, e.g. <i>Is social media ruining our childrens' lives?</i></p> <p><i>Is...? Should...? Are...? Could...? Why...? When...?</i></p> <p>Or use alliteration and ! <i>Fabulous Fashion!</i></p>

English



THE HART
SCHOOL

Tone - anger	Opinion phrases	Tone – sadness	Other top tips
<p>Adjectives (add _ly to make it an adverb) appalling alarming disgusting terrible dreadful shocking atrocious sickening horrific outrageous shameless scandalous</p> <p>Phrases</p> <ul style="list-style-type: none"> I cannot find words to express Nothing short of criminal It shocks me to my core 	<ul style="list-style-type: none"> I believe I absolutely agree/disagree that It is unthinkable that/to [topic] must... [topic] is an essential part of. Why should/is....? 	<p>Adjectives (add _ly to make it an adverb) Heartbreaking dire poor awful tragic unfortunate neglected cursed hopeless</p> <p>Phrases</p> <ul style="list-style-type: none"> My heart breaks when I Innocent victims of It haunts me to 	<p>Direct address You must you we us our together</p> <p>Anecdote Recently, I heard recent headline</p> <p>Facts It is widely known that It is proven that It is a fact that</p> <p>Opinion I fundamentally believe that we must I urge you</p> <p>Rhetorical questions How would you...? Have you ever...? Do you not...?</p>
Tone - urgency	Tone - disgust	Tone – betrayal	
<ul style="list-style-type: none"> act now Now Urgent / I urge you No time like the present Today Do not hesitate If we wait We must not wait another second to Immediately At once Right away 	<p>Adjectives (add _ly to make it an adverb) sickening, ugly, horrible, awful, hideous, shocking.</p> <p>Phrases</p> <ul style="list-style-type: none"> I cannot find words to express Nothing short of hideous It shocks me to my core 	<p>Adjectives (add _ly to make it an adverb) Disloyalty, Treachery, bad faith Faithlessness, falseness deception double-dealing.</p> <p>Phrases</p> <ul style="list-style-type: none"> Innocent victims of deception It torments me to think Nothing but betrayal 	<p>Statistics In a recent study, it was reported that ___% of ___ It has been reported that up to ___% of. ___</p> <p>One-word sentences Stop. Here. Now. Together. Why?</p>

Assessment top tips:

- Read the exam brief carefully
- Find three examples in the brief that you can talk about in your letter, speech or article
- TAP the text - What is the text type? Who is the audience? What is the purpose of the text?



Please remember that your English assessments are earlier than the rest of your assessments:

8x1 - Wednesday 20th May P3

8x2 - Monday 18th May P5

8x3 - Thursday 21st May P2

8x4 - Thursday 21st May P2

8y1 - Thursday 21st May P1

8y2 - Thursday 21st May P3

8y3 - Thursday 21st May P1

8y4 - Friday 22nd May P3

Food Technology



Section A revision (8 × 1-mark questions)

This year you will be tested on Food Safety, Food Nutrition and Health, and Food Science (which is new this year). Learn the bold blue words and test yourself.

Food Nutrition and Health

- **Protein** — needed for growth and repair, and to make muscles, enzymes and hormones.
- **Carbohydrates** — give energy. Wholegrain carbohydrates give slow-release energy and more fibre than white versions.
- **Fibre** — found in pulses (beans, lentils), wholegrains, fruit and vegetables. Keeps the gut healthy.
- **Free sugars** — sugars added to food (cakes, fizzy drinks). Too much causes tooth decay and weight gain.
- A balanced diet follows the Eatwell Guide: lots of fruit and vegetables, starchy carbs, some protein, a little dairy, very little high-fat/sugar food.

Food Safety

- **High-risk foods** — foods bacteria love (raw chicken, raw meat, eggs, dairy, cooked rice).
Need careful storage and cooking.
- **'Use by' date** — last day a food is safe to eat.
After this date, throw it out.
- **'Best before' date** — food is safe after this date but quality drops. Different from 'use by'.
- **The danger zone** — 5°C to 63°C. Bacteria grow fastest here.
- Wash hands before cooking, after raw meat, and before serving — every single time.
- Use separate chopping boards for raw meat and ready-to-eat food.
- Cook chicken to at least 75°C in the centre.

Food Science (new this year)

- **Gelatinisation** — when starch absorbs liquid and thickens when heated (e.g. when rice or pasta cooks; when you make a sauce thicker).
- **Yeast** — a **micro-organism** that makes bread rise by producing carbon dioxide. It is a **biological raising agent**.
- **Bicarbonate of soda** and **baking powder** — **chemical raising agents** that make cakes rise.
- **Steam** — when water turns to gas and lifts a mixture (e.g. in choux pastry). A **mechanical raising agent**.
- **Whisking eggs** — traps air; another mechanical raising agent.
- **Caramelisation** — sugar turns brown and develops flavour when heated.

Recipe scaling — practise this!

- Recipe makes 8, you need 12. Multiplier: $12 \div 8 = 1.5$.
- Multiply every ingredient by 1.5. Example: 200g flour $\times 1.5 = 300\text{g}$.
- *Show your working — even if your final answer is wrong, working can earn a mark.*

Healthier swaps — for Q10b

- Reduce the sugar in cakes and muffins to lower free sugar.
- Replace some white flour with wholemeal to add fibre.
- Use less oil to reduce fat.
- Add fruit (banana, dates) for natural sweetness.



Food Technology



How to think about food, science and choice

How to plan a meal for different people

People in the same family often have different needs: some are vegetarian, some are very active, some have less time. A good meal works for all of them.

How to balance competing needs

- Start with a protein source everyone can eat — beans, lentils, eggs, paneer, tofu work for vegetarians and non-vegetarians.
- Add a starchy carbohydrate for energy — rice, pasta, potatoes, wholegrain bread.
- Add plenty of vegetables for vitamins, minerals and fibre.
- Active people need more energy — bigger portions of carbohydrates, not bigger portions of fat.
- Less active people need fewer calories but the same vitamins and minerals.



How to think about recipe scaling

Scaling recipes is just multiplication!

- Find your multiplier: how many do you need \div how many the recipe makes.
- Example: recipe makes 8, you need 12. Multiplier = $12 \div 8 = 1.5$.
- Multiply EVERY ingredient by the same multiplier.
- Show your working — even if your final answer has a small error, your method earns credit.

How to make recipes healthier

Small swaps make a real difference!

- Reduce free sugars — cut sugar in cakes by a third; the muffins still rise.
- Increase fibre — swap white flour for half wholemeal; pupils still recognise the dish.
- Reduce saturated fat — use less butter; use unsaturated oils where suitable.
- Add fruit (banana, dates) for natural sweetness.
- The principle: small changes that move a recipe toward the Eatwell Guide.



How to reflect on your cooking

Honest self-evaluation makes you better!

- Look at the texture, colour and seasoning of your dish.
- If something wasn't right, work backwards: what step caused it? Could you have controlled it?
- Think about timing: did your two components finish together?
- Reflection is how cooks build skill. Notice what you did differently from last time.



Food Technology



THE HART
SCHOOL

Practice questions and model answers

Use these to test yourself before the real assessment. Try the questions on a separate sheet first — then compare with the model answers and annotations to see what makes them work.

Section A practice — quick recall (3 marks)

Practice questions

1. Which of these is a chemical raising agent? a) Yeast b) Whisked egg c) Bicarbonate of soda d) Steam
2. Define the term 'use by' date.
3. Explain what happens to starch during gelatinisation.

Model answers and why they work

1. **Answer: c — Bicarbonate of soda.** It releases gas through a chemical reaction. Yeast is biological; whisked egg and steam are mechanical.
2. "The last date a food is safe to eat. After this date the food may have bacteria growing on it that could cause food poisoning." *Why this works: links to safety, not just freshness.*
3. "When starch is heated with liquid, it absorbs the liquid and the mixture thickens. This is what happens when sauces or rice cook." *Why this works: explains the process AND gives a real-life example.*

Section B practice — recipe scaling and modification (4 marks)

Practice question: A flapjack recipe makes 12 portions and uses 200g oats, 150g sugar, 100g butter and 75g golden syrup. (a) Calculate the new quantities of oats and sugar needed to make 18 portions. Show your working. (b) Suggest one healthier change to this recipe and explain how it improves the nutritional value.

Top-band model answer — with annotations

- a) Multiplier: $18 \div 12 = 1.5$. Oats: $200\text{g} \times 1.5 = 300\text{g}$. Sugar: $150\text{g} \times 1.5 = 225\text{g}$. *Why this works: shows the multiplier clearly, then applies it to each ingredient.*
- b) "Reduce the sugar from 150g to 100g and add chopped dates instead. This lowers the free sugar content of the flapjack, which reduces the risk of tooth decay and gives more balanced energy. The dates also add a small amount of fibre."

Why this works: identifies a clear nutritional benefit (lower free sugars), names a health outcome (tooth decay), and gives a knock-on benefit (fibre).

Section C practice — evaluate a 24-hour diet (12 marks)

Practice question: A 13-year-old eats: Breakfast: chocolate cereal with whole milk and an orange juice drink • Snack: chocolate biscuits • Lunch: white bread ham sandwich, a packet of crisps, a fizzy drink • Dinner: takeaway pizza and chips • Evening: ice cream. Identify three problems with this diet, explain the short- and long-term effects, and suggest three improvements.

Top-band model answer (shortened) — with annotations

"This diet has three main problems. First, it is very high in free sugars — the chocolate cereal, biscuits, fizzy drink and ice cream all contain large amounts. Second, it is high in saturated fat from the takeaway pizza, chips and ice cream. Third, it is very low in fibre and contains almost no fruit or vegetables. In the short term, the high sugar will cause energy spikes followed by tiredness, and concentration at school may suffer. The lack of fibre will also leave the pupil hungry soon after eating. Over the long term, this diet pattern leads to weight gain, tooth decay from repeated sugar exposure, and increased risk of disease later in life. Three improvements: swap the chocolate cereal for porridge with fresh fruit — this increases fibre and lowers free sugars; swap the fizzy drink for water — this removes free sugars and improves hydration; swap the takeaway pizza for a homemade pasta dish with vegetables — this reduces saturated fat and adds vitamins and fibre."

Why this works: identifies three clear problems; explains BOTH short-term AND long-term effects; suggests three realistic improvements, each with a nutritional reason.

Geography



THE HART

Revision Focus Areas



Urbanisation and Migration

- Urbanisation
- Rural to urban migration
- Push factors for migration
- Megacities

Extreme Weather

- Definition of extreme weather
- UK weather events
- Heatwaves
- Weather warnings

Climate Change

- Greenhouse effect
- Human causes of climate change
- Natural causes of climate change
- Global warming
- Positive and negative impacts

Renewable Energy

- Renewable resources
- Examples of renewable energy

Desertification

- Causes and effects
- Impacts on soil
- Areas affected

Russia and Asia

- Continents and global location
- Countries and oceans in Asia

Glaciation

- Freeze-thaw weathering
- Plucking
- Abrasion
- Glacial landscapes

Coastal Processes and Landforms

- Coastal erosion
- Attrition
- Hydraulic action
- Headlands and bays
- Caves, arches and stacks

Tourism and Fieldwork Skills

- Scatter graphs
- Interpreting data
- Hypothesis testing

Map Skills

- Four-figure grid references
- Six-figure grid references
- Ordnance Survey maps

Population

- Population pyramids
- Ageing populations
- Population policies
- Impacts of population change



BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>



Oak Academy

<https://www.thenational.academy/teachers/programmes/geography-secondary-ks3/units>



Cool Geography

<https://www.coolgeography.co.uk/>



Geography



THE HART
SCHOOL

Key Vocabulary

1. Urbanisation – The increase in people living in towns and cities.
2. Migration – The movement of people from one place to another.
3. Extreme Weather – Severe or unusual weather events causing major impacts.
4. Heatwave – A prolonged period of unusually hot weather.
5. Renewable Energy – Energy that can be naturally replaced, such as wind or solar power.
6. Climate Change – Long-term changes in global temperatures and weather patterns.
7. Greenhouse Effect – The trapping of heat in Earth's atmosphere by gases.
8. Global Warming – The increase in Earth's average temperature.
9. Desertification – Land becoming drier and less fertile, often turning into desert.
10. Weathering – The breakdown of rock at Earth's surface.
11. Plucking – A glacial process where rocks are pulled from the ground by ice.
12. Abrasion – Erosion caused by rocks scraping against surfaces.
13. Attrition – Rocks and pebbles wearing each other down through collision.
14. Population Policy – Government actions designed to change population size or structure. (Like the one child policy in China)
15. Megacity – A city with a population of over 10 million people.

Command Word	Common Approach	Helpful Phrases	Marks	
Assess... Evaluate... Discuss... To what extent...	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!)	To a certain extent... In some ways... Whereas... This is supported by... However... On the other hand... Contrary to this...	I agree.../I disagree... Some would say... In Contrast... This is disputed by... Overall... In conclusion... In summary...	6,9
Explain Outline Suggest	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.	This is caused by... This means... This leads to... Consequently... As a result... This is due to... Because... Meaning...	This causes... Resulting in... Leading to... This is because...	3,4, 6,9
Process explanation	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...)	For ... to occur, we need... First... Next... This leads to... Eventually... Then...	To create... there needs to be... To begin with... Over time... This causes... Subsequently... Finally...	1-4
Describing Distributions and locations (maps)	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	... is located... We can find... The pattern shows... We can see... In the (North/East/South/West)	...on the coast of... ...northern/southern hemisphere ...on the continent of... ...is bordering... ...	1-3
Describing Graphs, charts and data.	TED T: Trend – What is the overall pattern (increase/decrease) E: Extremes – Highest, Lowest, largest, smallest. D: Data – use figures, dates, numbers, units.	The graph/data shows... decreases... Falls from/rises to... The pattern fluctuates between...	Increases... Rises... Falls... For example... The overall pattern shows...	1-3
Compare	SAD – Similarities and Differences Similarities – are there any features that are the same? Differences – What are the key differences?	Similar because... Both... Different...	...alike because... common... However... Differ... Unlike... more/fewer/larger/smaller...	1-6

History

You will be assessed on your ability to:

- Describe events clearly
- Use chronological understanding (putting events in order)
- Analyse sources (making inferences and evaluating usefulness)
- Explaining cause and consequence (why things happened and the results)
- Compare similarities and differences

The English Civil War

- Long-term causes: religion, power of the monarch, tensions with parliament
- Short-term causes: actions of Charles I, money issues, conflict with MPs
- Key figures: Charles I, Oliver Cromwell, Prince Rupert
- Major events: Battle of Edgehill, New Model Army
- Outcome and execution of Charles I
- Cromwell: Hero or Villain?



The Slave Trade

- The origins of the Slave Trade
- Triangular Trade and Middle Passage conditions (Africa → Americas → Britain)
- Life on plantations
- Resistance (active rebellions and passive)
- Abolition movement
- Key individuals: William Wilberforce, Olaudah Equiano, Thomas Clarkson

The Industrial Revolution

- Industrialisation and new factories
- Urbanisation and growth of cities
- Technology such as steam engines
- Working conditions in factories



Use this checklist to track your revision:

- Causes of the English Civil War
- Key battles and outcomes
- Cromwell: hero or villain debate
- Industrial Revolution impacts
- Causes and effects of slavery
- Key abolitionists
- Stuart religion and monarchy

History

Key Vocabulary

- Monarch: A king or queen who rules a country
- Divine Right: Belief that monarchs are chosen by God
- Parliament: Group that makes laws
- Civil War: War within a country
- Revolution: Major change in power or society
- Industrialisation: Growth of industry and factories
- Urbanisation: Movement of people to cities
- Enslavement: Forcing people to work without freedom
- Abolition: Ending slavery
- Triangular Trade: Trade route linking Europe, Africa and the Americas
- Inference: What you can work out from a source
- Evidence: Information that supports a point
- Interpretation: A historian's opinion about the past
- Consequence: Result of an event



Online Support Available:

BBC Bitesize

- English Civil War: <https://www.bbc.co.uk/bitesize/topics/zk4cwmn> 
- Charles I's execution: <https://www.bbc.co.uk/bitesize/articles/z3jydm#zr2bbqt> 
- Transatlantic Slave Trade: <https://www.bbc.co.uk/bitesize/topics/z2qj6sg/articles/zfkfn9q> 
- Industrial Revolution: <https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6> 
- Kiddle – Encyclopaedia for Kids – type in the topic - <https://www.kiddle.co/> 

YouTube:



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.

Maths

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

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

Year 8 Topics

Unit 1: Equations, Inequalities and Graphs

1. Solving one-step equations – Clip: M707
2. Solving equations of the form $ax+b=c$ – Clip: M634
3. Solving equations with brackets – Clip: M902
4. Solving equations with unknowns both sides – Clip: M554
5. Solving equations with denominators – Clip: M387
6. Rearranging formulae (1-step) – Clip: U675
7. Rearranging formulae (multi-step) – Clip: U181
8. Linear inequalities – Clip: M118
9. Inequalities on number lines – Clip: M384
10. Solving double inequalities – Clip: U145
11. Plotting coordinates – Clip: M618
12. Plotting straight line graphs – Clip: M932
13. Finding equations of straight lines – Clip: M544
14. Interpreting straight line graphs – Clip: U669
15. Parallel lines and gradients – Clip: U377

Unit 2: Estimating

1. Rounding integers – Clip: M111
2. Rounding decimals – Clip: M431
3. Significant figures (integers) – Clip: M994
4. Significant figures (decimals) – Clip: M131
5. Estimating calculations – Clip: M878
6. Upper and lower bounds – Clip: M730
7. Error intervals – Clip: M730
8. Bounds in calculations – Clip: U587
9. Truncation – Clip: U108
10. Estimation in real-life contexts – Clip: M878
11. Rounding for approximation – Clip: M111
12. Multi-step estimation – Clip: M878
13. Using bounds in problems – Clip: U587
14. Mixed rounding problems – Clip: M431
15. Problem solving with estimation – Clip: M878

Unit 3: Rates of Change

1. Writing and simplifying ratios – Clip: M885
2. Ratios in the form $1:n$ – Clip: M543
3. Equivalent ratios – Clip: M801
4. Scale diagrams – Clip: M112
5. Interpreting scale diagrams – Clip: M112
6. Speed calculations – Clip: U151
7. Density calculations – Clip: U910
8. Pressure calculations – Clip: U527
9. Unit conversions – Clip: U388
10. Distance-time graphs – Clip: M551
11. Interpreting distance-time graphs – Clip: M581
12. Speed from graphs – Clip: M247
13. Direct proportion – Clip: M478
14. Constructing proportion equations – Clip: M472
15. Inverse proportion – Clip: M665

Unit 4: Statistics

1. Range – Clip: M328
2. Mean – Clip: M940
3. Median – Clip: M934
4. Mode – Clip: M841
5. Interpreting frequency tables – Clip: M899
6. Tally charts – Clip: M597
7. Pictograms – Clip: M644
8. Bar charts – Clip: M460
9. Two-way tables – Clip: M899
10. Averages from frequency tables – Clip: M127
11. Choosing appropriate averages – Clip: M440
12. Pie charts – Clip: M574
13. Line graphs – Clip: M140
14. Scatter graphs – Clip: U199
15. Lines of best fit – Clip: U128

Unit 5: Angles and 3D Shapes

1. Angles on a line and around a point – Clip: U390
2. Vertically opposite angles – Clip: U730
3. Angles in triangles – Clip: U628
4. Angles in quadrilaterals – Clip: U732
5. Angles in polygons – Clip: U427
6. Angles on parallel lines – Clip: U826
7. Bearings – Clip: U525
8. Calculating bearings – Clip: U107
9. Properties of 3D shapes – Clip: M767
10. Nets of 3D shapes – Clip: M518
11. Surface area from nets – Clip: M884
12. Surface area of prisms – Clip: M661
13. Volume of cubes and cuboids – Clip: M765
14. Volume of prisms – Clip: M722
15. Unit conversions (volume/length) – Clip: M772

Unit 6: Developing Algebra

1. Algebraic notation – Clip: M813
2. Algebraic terminology – Clip: M830
3. Simplifying expressions – Clip: M795
4. Simplifying expressions (multiple variables) – Clip: M531
5. Substitution (single operation) – Clip: M417
6. Substitution (multi-step) – Clip: M327
7. Substitution into formulae – Clip: M208
8. Expanding single brackets – Clip: M237
9. Expanding double brackets – Clip: M336
10. Factorising – Clip: M100
11. Using distributive law – Clip: M637
12. Solving linear equations – Clip: M707
13. Solving multi-step equations – Clip: U325
14. Solving equations with variables both sides – Clip: U870
15. Fraction calculations – Clip: M645

Maths

Year 7 Topics

Unit 1: Number Structures

1. Place value – Clips: M704, M522
2. Addition and subtraction – Clips: M928, M347, M429, M152
3. Multiplication – Clips: M911, M187, M803
4. Division – Clips: M354, M262, M491, M873
5. Negative numbers – Clips: M527, M106, M288
6. Powers and roots (intro) – Clip: M135
7. Laws of arithmetic – Clips: M409, M952
8. Order of operations (BIDMAS) – Clip: M521
9. Factors and multiples – Clips: M823, M698, M227
10. Prime numbers and factorisation – Clips: M322, M108
11. Fractions (equivalence, simplification, ordering) – Clips: M410, M671, M335
12. Fraction calculations – Clips: M835, M110, M157
13. Decimals and percentages conversion – Clip: M264
14. Rounding and estimating – Clips: M111, M431, M878
15. Percentage calculations and change – Clips: M437, M476, M533

Unit 2: Introducing Algebra

1. Algebraic notation and terminology – Clips: M813, M830
2. Simplifying expressions – Clips: M795, M531
3. Substitution into expressions – Clips: M417, M327
4. Substitution into formulae – Clip: M208
5. Expanding single brackets – Clip: M237
6. Expanding double brackets – Clips: M960, M336
7. Factorising – Clips: M100, M908
8. Solving one-step equations – Clip: M707
9. Solving two-step equations – Clip: M634
10. Solving equations with unknowns both sides – Clip: M554
11. Solving equations with fractions – Clip: M401
12. Using distributive law – Clip: M637
13. Algebraic fractions (intro) – Clip: M754
14. Function machines – Clips: M175, M428
15. Constructing and solving equations – Clip: M957

Unit 3: Measures

1. Types of angles – Clip: M502
2. Measuring and drawing angles – Clips: M331, M780
3. Angles in triangles – Clip: M351
4. Angles in quadrilaterals – Clip: M679
5. Angles on a line and around a point – Clip: M818
6. Vertically opposite angles – Clip: M163
7. Line and shape properties – Clips: M814, M276
8. Symmetry – Clip: M523
9. 3D shape properties – Clip: M767
10. Units of time and conversions – Clip: M515
11. Time calculations – Clip: M627
12. Units of length, mass, capacity – Clip: M774
13. Estimation and measurement – Clip: M828
14. Financial maths – Clip: M901
15. Using timetables and calendars – Clips: M963, M747

Unit 4: Formulae, Sequences and Coordinates

1. Term-to-term rules (number sequences) – Clip: M381
2. Term-to-term rules (pattern sequences) – Clip: M241
3. Special sequences – Clip: M981
4. Position-to-term rules – Clips: M166, M991
5. Arithmetic sequences – Clip: M991
6. Substitution into rules – Clip: M166
7. Coordinate plotting – Clip: M618
8. Reading coordinates – Clip: M618
9. Midpoints – Clip: M622
10. Rearranging simple formulae – Clip: M242
11. Rearranging multi-step formulae – Clip: M983
12. Equations with variables in denominator – Clip: M387
13. Function machines – Clips: M175, M428
14. Mixed coordinate problems – Clip: M311
15. Links between sequences and algebra – Clip: M866

Unit 5: Area and Transformations

1. Perimeter of simple shapes – Clip: M635
2. Perimeter of compound shapes – Clip: M690
3. Area of rectangles – Clip: M390
4. Area of triangles – Clip: M610
5. Area of parallelograms – Clip: M291
6. Area of trapeziums – Clip: M705
7. Compound area problems – Clips: M269, M996
8. Area using grids – Clip: M900
9. Circle parts and terminology – Clip: M595
10. Circumference of circles – Clip: M169
11. Area of circles – Clip: M231
12. Arc length and sectors – Clips: M280, M430
13. Transformations: translation – Clip: M139
14. Transformations: reflection and rotation – Clips: M290, M910
15. Transformations: enlargement and combinations – Clips: M178, M881

Unit 6: Introduction to Ratio

1. Writing ratios – Clip: M885
2. Simplifying ratios – Clip: M885
3. Ratios in the form $1:n$ – Clip: M543
4. Equivalent ratios – Clip: M801
5. Sharing in a ratio – Clip: M525
6. Ratio and fractions/percentages links – Clip: M267
7. Scaling quantities – Clip: M801
8. Scale diagrams – Clip: M112
9. Interpreting scale diagrams – Clip: M112
10. Direct proportion – Clip: M472
11. Inverse proportion – Clip: M665
12. Constructing proportion equations – Clips: M472, M665
13. Solving proportion problems – Clip: M478
14. Value for money – Clip: M681
15. Ratio problem solving – Clips: M801, M478

Music



Your Year 8 assessment will cover all topics studied throughout the academic year so far. The assessment will be divided into two sections:


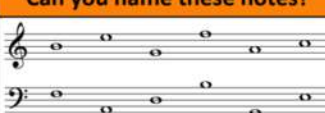
- Written and Listening Assessment – A 45-minute multiple-choice paper, including a computer-based listening activity.
- Practical Assessment – Performance tasks completed during lesson time.

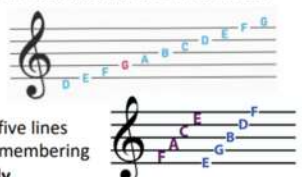
You will be assessed on your knowledge and understanding of music through general theory questions, including topics related to the keyboard, the Elements of Music, and basic treble clef staff notation. Your practical assessment will evaluate your ability to perform set keyboard pieces, demonstrating instrument-specific skills, music reading and interpretation, as well as correct posture, fingering, pitch accuracy, and rhythm.

Revision Topics

- Basic understanding of musical notation such as treble clef staff notation.
- Understanding the different Elements of Music.
- Instrument identification through listening and appraising.

The Grand Stave	Middle C
	

Keyboard Layout	Can you name these notes?
 <p>C is to the left of the two black keys.</p>	 <p>Practice writing notes on a staff too!</p>

The Treble Clef
<p>A clef is written at the start of every staff to show how the letter names of notes fit on the lines and spaces.</p> <p>The treble clef is used for higher notes.</p> <p>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.</p>


Key Vocabulary

- The Elements of Music vocab such as: Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, Timbre, Harmony.
- Musical Notation: Treble Clef, Notation, Stave, Lines, Spaces, Black Notes, Sharps, Flats.

Music



Tips for Success

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 and listen to the extracts 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.



Online Resources Available:

As part of your assessment, you will be required to identify a musical instrument performing. If you do not play a musical instrument in a band or an orchestra this can be extremely difficult.

The best way to learn is to go to www.dsokids.com and here you can listen to all of the different orchestral instruments and learn what they sound like.

KS3 Music - BBC Bitesize

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>



The Elements of Music video collection- MAD T SHIRT musical elements 101

<https://www.youtube.com/watch?v=gfnaM6u9tE0&t=142s>



PE

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

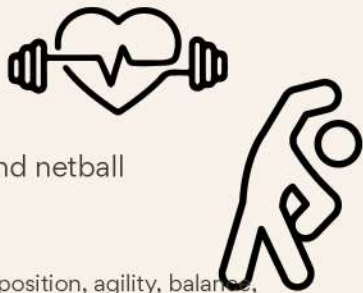
Location of major muscles

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

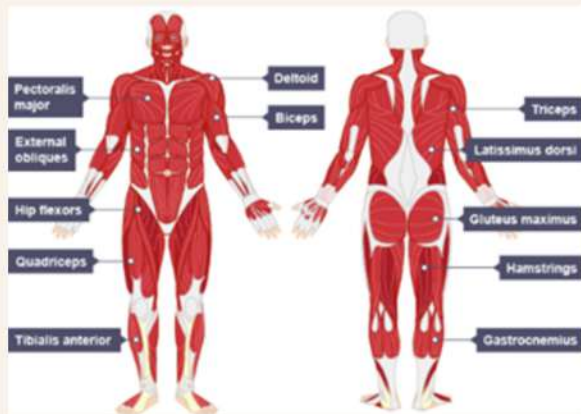
Stretches within the cool down are typically held for 30 seconds. As the muscle stretches blood flow is increased allowing for faster recovery. Muscles are better prepared for the next training session and soreness and pain experienced after training is reduced.

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



Science



THE HART
SCHOOL

Summary of content learned from September:

Biology	Chemistry	Physics
Genetics and Evolution Reproduction Photosynthesis and Respiration	Separating mixtures Climate and resources Metals and Acids	Forces and motion Space Electricity and Electromagnetism

Checklist of revision topics:

Genetics and Evolution <ul style="list-style-type: none">· Variation· Adaptations· Inheritance	Separating mixtures <ul style="list-style-type: none">· Chromatography· Filtration· Evaporation· Distillation
Forces and motion <ul style="list-style-type: none">· Equilibrium· Friction and drag· Distance time graphs	Reproduction <ul style="list-style-type: none">· Fertilisation· Reproductive systems· Pregnancy
Climate and resources <ul style="list-style-type: none">· Carbon cycle· Global warming· Extracting metals	Space <ul style="list-style-type: none">· Solar system· Planets and stars· Day night and seasons· Phases of moon
Photosynthesis and Respiration <ul style="list-style-type: none">· Aerobic respiration· Photosynthesis· Leaf structure and starch	Metals and Acids <ul style="list-style-type: none">· Trends in periodic table· Reactivity series· Neutralisation· Metals and Acids
Electromagnetism <ul style="list-style-type: none">· Current, p.d. and resistance· Series and parallel circuits· Static electricity	

Science

Tips for Success:

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

Revision links with key vocabulary

Genetics and Evolution



Separating mixtures



Forces and motion



Reproduction



Climate and resources



Space



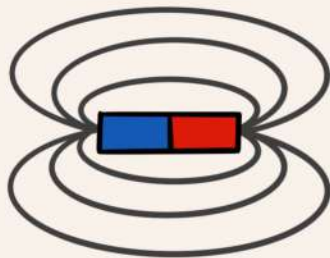
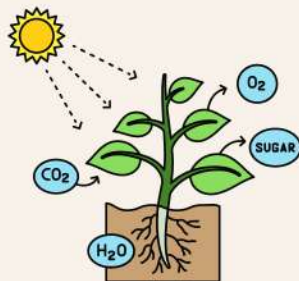
Photosynthesis and Respiration



Metals and Acids



Electromagnetism



Spanish



This document contains the key information that you will need for your assessment:

Some strategies to help maximise how you use this pack:

- The assessment will be on Module 1 & 2 . (see below)
- Test yourself on information (Look-Cover-Test-Check)

Some additional tasks that could help you:

- Create flash cards
- Create a mind map for each topic .
- Watch basic animation videos in Spanish to improve your listening skills
- Online Lessons: <https://quizlet.com/gb/516348242/sentence-builder-1-saludos-module-11-flash-cards/>
- Online resources: <https://quizlet.com/gb/516348242/sentence-builder-1-saludos-module-11-flash-cards/>

Spanish Greetings



<https://www.youtube.com/watch?v=CqN1ENPfaeQ>

Please note, there will be 2 assessments for Spanish - a writing and speaking assessment (1) and a reading and listening paper (2)

Spanish



THE HART
SCHOOL

Module 1: Personal Information

In Module 1, you need to be able to greet people, say how you are feeling, introduce yourself and give personal details. You should practise using the verb 'ser' (to be) and 'estar' (to be) correctly. You must describe where you live, your age, birthday, family members and pets. When describing people, adjectives must agree with gender and number. Use connectives such as 'y' and 'pero' to extend your answers and give reasons using 'porque'.

Key Vocabulary – Module 1

Hola – Hi
Buenos días – Good morning
Buenas tardes – Good afternoon/evening
Buenas noches – Good night
Estoy – I am
Me siento – I feel
bien – well
mal – bad
fenomenal – great
Me llamo – My name is
Vivo en – I live in
Tengo ... años – I am ... years old
Mi cumpleaños es el – My birthday is the
Mi familia – My family
hermano/hermana – brother/sister
mascota – pet
porque – because
y – and
pero – but



Module 2: Free Time, School & Opinions

Module 2 focuses on talking about your free time, hobbies, sports and school subjects. You should be able to give opinions using verbs such as 'me gusta', 'me encanta' and 'odio', and explain why using adjectives. You also need to say how often you do activities, when you do them and talk about your favourite subjects and teachers. Practise turning sentence builders into full answers to improve accuracy and confidence.

Key Vocabulary – Module 2

Me gusta – I like
Me encanta – I love
Odio – I hate
Prefiero – I prefer
porque – because
divertido/a – fun
aburrido/a – boring
interesante – interesting
juego – I play
hago – I do
escucho música – I listen to music
veo la televisión – I watch TV
a menudo – often
a veces – sometimes
nunca – never
los lunes – on Mondays
mi asignatura favorita – my favourite subject
el profesor/la profesora – the teacher



Pathways information

Target Grades

All students are set a target grade based on their achievements in their Year 6 SATS.

At the Hart school, we work towards a model of students working to achieve their target each year. For example, a student in Year 9 with a target of Gold will need to achieve Gold by the end of the academic year to be on track.

Pathway gradings

In Year 7, 8 and 9, we use a pathway grading system to demonstrate what grade students achieved in their formal assessments. This is not colour coded on the reports and is just written in each subject report.

Bronze - equivalent to a grade 1 or 2 at GCSE

Silver - equivalent to a grade 3 at GCSE

Gold - equivalent to a grade 4 or 5 at GCSE

Platinum - equivalent to a grade 6 or 7 at GCSE

Diamond - equivalent to a grade 8 or 9 at GCSE

Colour coding on reports

On your child's summer report, you will see colour coding - please note what each colour means below:

Working above minimum target grade

Working at minimum target grade

Working below minimum target grade

Working 2 or more grades below minimum target grade



THE HART
SCHOOL

Contact Information

Mrs Payton - KS3 Curriculum Lead
tilly.payton@hartschool.org.uk

Mr Hallam - Assessment Lead
liam.hallam@hartschool.org.uk

WE CAN . WE WILL. WE DO