



YEAR 8

CUMULATIVE ASSESSMENT



REVISION GUIDE



Dear Parents/Carers,

Our Year 7, 8 and 9 students will be sitting their cumulative assessments in term 3. The assessments will assess students' knowledge and understanding of the content they have covered in these subjects to date. Students will receive dates of these assessments from their class teachers. Assessments will take place in classrooms with class teachers for each subject during normal timetabled lessons. Students entitled to access arrangements will sit their assessments in their normal classroom and the class teacher will oversee the arrangement as their normal way of working. Students entitled to higher level arrangements will carry out their assessments in a separate venue to ensure they can access their support in an appropriate environment.

Whilst these assessments are internal, rather than the externally assessed ones that are taken at the end of Year 11 and Year 13, it is nevertheless important that students take them seriously and engage fully in revising at home and in all the revision activities their teachers will deliver in lessons. Revision really helps students consolidate learning, builds their confidence, and embeds the core knowledge they will need for future success in these subjects. There is no such thing as being 'bad at revision' - it is a skill that needs lots of practice for students to become efficient at it and it takes time – the main thing is to persevere and use the techniques recommended by their subject teachers and in this KS3 Revision Guide which are tried and tested, and often also supported by research into memory and retrieval.

These assessments are also an excellent opportunity for students to become more accustomed at completing assessments in formal conditions, something we want them to feel confident and relaxed about later in their school careers. At the same time, we must stress that we do not want students to get unnecessarily worried about the assessments, and we ask for your support here. Above all else, the assessments are a valuable opportunity for teachers to assess the areas students have grasped well and those where further consolidation may still be required.

However, it really is not the end of the world if an assessment does not go as well as expected. Revision at home is important, but it is equally important not to over-do-it. We suggest that an average of 60 minutes of revision per night during the couple of weeks before these assessments will be plenty for students to be well-prepared, assuming that they have been working hard in lessons. These 60 minutes of revision should be broken down into 3 periods of 20 minutes, in 3 different subjects. We ask our subject staff that when homework is set, it relates directly to the assessments to support students' revision as much as possible. Please do take the time to help your child prepare for these assessments.

Some things you could do to support them are:

- Reassure them about the exams – we all want them to do their best but if they go wrong, it is not the end of the world.
- Read through this KS3 Revision Guide together to understand what is expected of them in each assessment and recommendations about revision. Encourage them to talk to you about different subjects and topics.
- Talk to your child about any subjects they are more worried about and consider creating a little more time for these subjects in their revision plan. Encourage them to speak to their teachers if they are worried or have questions.
- Create a revision timetable (see template included) – aim for 60 minutes per day – this 60 minutes of revision is best completed as 3 x 20 min blocks in 3 different subjects, with a break in between the blocks.

- Test your child on what they have learnt by asking them questions based on the content in their curriculum booklets or any other recommended techniques from the Revision Guide.
- Encourage your child to pin up key definitions and concepts on post-it notes around their room.
- Think about creating a separate folder for revision materials, revision notes, revision quizzes and exam questions.

To help you support your child with their revision in Year 7, 8 or 9, please use the information in this KS3 Revision Guide that students will also receive a copy of. This booklet contains the topics the assessments will cover, suggested revision activities and where to go for more help. If your child loses their booklet, this can be accessed electronically via Teams and the school website.

Once papers have been completed, marked, and moderated, we will report your child's percentage score on each exam. We will also report the average (mean) percentage – these will be sent in the next set of reports. For any subject-specific queries, please contact your child's teacher for that subject. For any other more overarching queries relating to the exams, please get in touch with your child's Head of Year. Finally, may I take this opportunity to wish your child the best of luck with their assessments and encourage them to speak with subject teachers, their Form Tutor, Pastoral Leader or Guidance Manager if they have any worries or questions.

Yours sincerely,

Mark Burrows
Assistant Headteacher



TIPS FOR SUCCESSFUL REVISION

How should I organise my revision?

- Make your own revision timetable or a tick list of topics for each subject
- It is important to spend some time deciding what to revise and when, so that you are fully prepared for every subject. Use a diary or wall chart to organise the time you have available for revision
- Try to vary the subjects you are revising
- Try tackling the subject you least like / find most difficult first and working towards a preferred one, rather than leaving difficult topics to the end of the day
- Do not plan to revise too late into the evening as your revision will be much less effective if you are too tired.

Action points for students

- Create the revision timetable (use the template in this booklet) and put it somewhere your family can see it; the fridge is a good place!
- Ask your teachers for help if there is something you do not understand
- Attendance is key; aim for 100% attendance and also attend revision and support sessions after school.

What can families do to support students?

- Provide a quiet study environment
- Help students construct a revision timetable and keep a copy somewhere visible
- Consider places students can work; a parent's home office, an attic room, a relative's house
- Be positive, particularly in moments of panic
- Offer help and support; carry out regular revision "book looks"
- Offer some incentives to work
- Consider taking students away from the house for scheduled breaks
- Make sure they have a healthy balanced diet whilst revising
- Try to avoid tension or arguments
- Encourage regular exercise.

What should I be doing just before a test or examination?

The night before...

- get plenty of sleep.
- pack your equipment.
- double check what examinations you have, where they are and what equipment you will need.

On the day...

- arrive in good time.
- consider walking to school and getting fresh air, this can help wake you up.
- do not drink too much water but have some with you to sip throughout the examination.
- remember your clear pencil case or plastic bag for essential stationary.

In the examination room...

- read any instructions carefully before you start.
- ask the teacher if you are not sure about something before you begin.
- allow enough time for every question.

What are the most effective ways to revise?

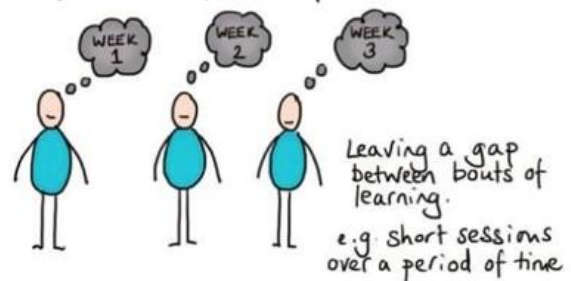
- 1.** Create a study plan: Setting aside specific times and dates to revise is a great way to be organized and prepared
- 2.** Review notes and re-read the material: Going over class notes, lectures, and reading materials can help solidify the material in your mind and help you identify areas you need to focus on
- 3.** Retrieval practice: Make flash cards or notes on key facts or definitions. Try to recall the knowledge and repeat at a later date just as you are starting to forget it (see the diagrams below)
- 4.** Take practice tests: Taking practice tests or quizzes can help you understand what types of questions may be on an upcoming exam and prepare you for it
- 5.** Explain concepts to others: Explaining concepts to others can help you better retain the information. It can also help you identify any gaps in your understanding
- 6.** Connect the material to real life: Connecting the material to real life examples can help make the material more meaningful and help you remember it
- 7.** Use mnemonic devices: Mnemonic devices are memory tools such as acronyms, rhymes, and stories that can help you remember key concepts
- 8.** Ask for help: If you are having difficulty understanding a topic, don't be afraid to ask for help. Talking to a teacher, parent, or classmate can help you understand the material better.

4 'BEST BETS' for LEARNING from RESEARCH

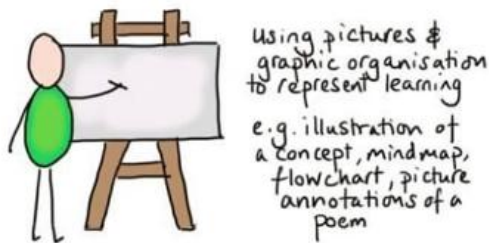
RETRIEVAL PRACTICE



SPACED LEARNING



DRAWING your UNDERSTANDING



ELABORATION / making connections



4 Methods of Retrieval Practice

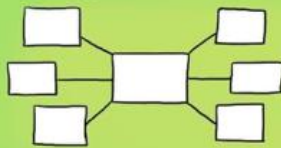
Before you start put away all your books & classroom materials.

Retrieval Practice Examples

- * Exit Tickets
- * Starter quizzes
- * Multiple choice quizzes
- * Short answer tests
- * Free write
- * Think, pair, share
- * Ranking & sorting
- * Challenge grids

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

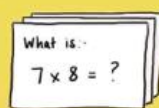
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

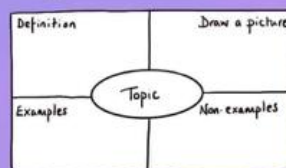
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly

KNOWLEDGE ORGANISERS

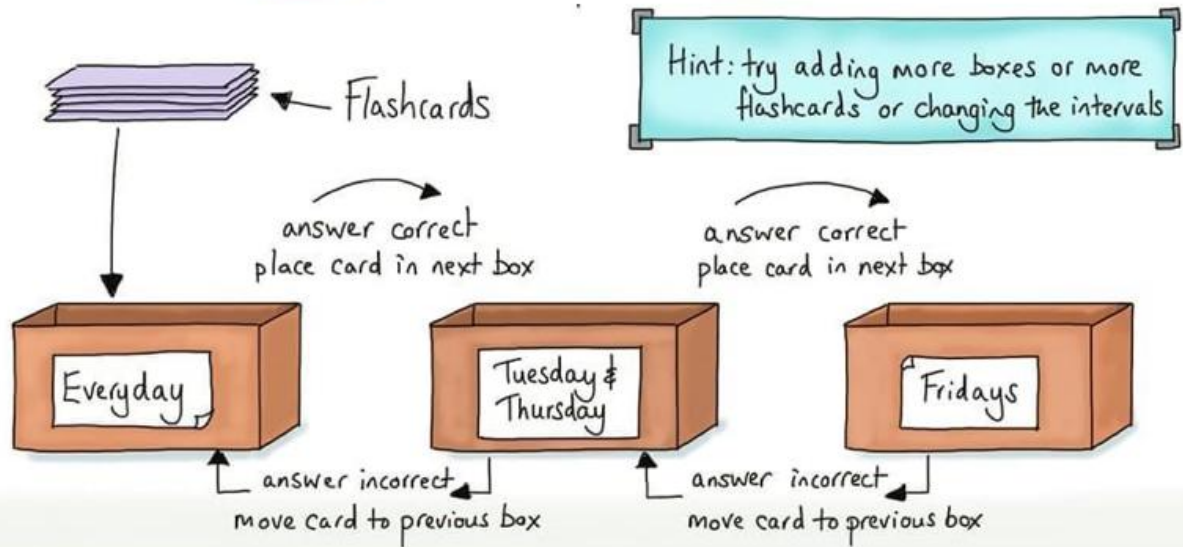
Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

LEITNER Flash card method



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

EXAM COMMAND WORDS

@ImpactWales Analyse	Break down into its fundamental parts and examine each in detail, stating its significance.		key point 1 this shows/operates/gives/illustrates. Name and describe each key point.
Compare	Identify differences and similarities between two or more sources of evidence.		however, whereas, larger than, greater, smaller, more than....
Describe	Write about the features of a source of evidence using factual details.		patterns, trends, characteristics, distributions, effects, relationships
Discuss	Build up a balanced argument with supporting details.		Fact.. this is supported by shown by, you can see that, exemplified by, an example of this is....
Evaluate	Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.		This shows that.... I believe that.... In my opinion.... The evidence shows us that....
Explain	Give reasons or causes for. Show an understanding of how or why something has occurred.		this happened and this shows... causes a reaction... shows how it can/will
Summarise	Draw your key ideas and key points on a source of evidence together in one short section of writing.		Must be: Concise, accurate, objective Condenses information into key points



SUPPORT FOR REVISION AND HOMEWORK

The following pages contain a range of information for each subject with tips and links designed to assist students in their revision. If students would like further support with revision, please encourage them to contact their guidance team, tutor or subject teachers.

A reminder that we also offer homework club before and after school in the library and at lunchtime in B3. Teachers and computers are available at all these times to support you with homework as required.



EXAMPLE REVISION TIMETABLE

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM - 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM - 10AM	BREAKFAST/SHOWER	BREAKFAST/SHOWER
4PM - 5PM	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	TV/GAMING/SOCIAL MEDIA	HOMEWORK	10AM - 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM - 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM - 1PM	SEEING FRIENDS/LUNCH	SPORT/LUNCH
6PM - 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM - 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM - 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM - 5PM	OUT WITH FAMILY	SPORT/TV/GAMING
8PM - 9PM	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	FREE TIME/SHOWER	6PM - 8PM	DINNER/FREE TIME	DINNER/FREE TIME



3D DESIGN, ART & TEXTILES



In term 3 you will be assessed on your current project. You will be assessed on the quality of your all your sketchbook work and your final practical outcomes.

Tips for successful assessment:

- Watch and listen to your teacher carefully in lessons when they are modelling step by step instructions.
- Try to copy your teacher's techniques to your best ability.
- Listen to verbal feedback/advice to develop and refine your work well
- Use your curriculum resource booklets to support your work in lessons.
- Present your work carefully and creatively in your sketchbook.
- When writing about artists and evaluating your work use the support sheets provided:

Analysing artists/designers – Structure your writing using the writing frames in your resource booklets. Use the suggested keywords in your writing to demonstrate your understanding of the mediums and techniques you are using and the artists/designers you have researched.

Evaluations - Describe and explain your processes and techniques throughout the project thoroughly. Be reflective and write about what and who inspired your project. Explain how your ideas have developed, what went well and how you could develop and improve in the future.

As students work through the KS3 curriculum in preparation for GCSE level at KS4. Students will be marked using the four GCSE assessment objectives in the table below. This gives us an indication of their starting point in Year 7 and throughout their journey into Year 11. Students are marked out of 96 marks in total.

Examples of high-quality KS3 sketchbook presentation:



We expect learners to be working between the following levels each year but there may be some exceptions where students go beyond or below:

Year 7 – Levels 1-2 (5 - 34 marks)

Year 8 – Levels 2-3 (34 - 47 marks)

Year 9 – Levels 3-4 (35 - 53 marks)

Level boundaries		Assessment Objective 1 (AO1) Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment Objective 2 (AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment Objective 3 (AO3) Record ideas, observations and insights relevant to intentions as work progresses.	Assessment Objective 4 (AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	0	Work not worthy of any marks.			
0-9 Marks = U	1 Just	Minimal ability to develop ideas through investigations.	Minimal ability to refine ideas.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions.
	2 Adequately				
	3 Clearly				
10-21 Marks = level 1	4 Convincingly	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to demonstrate understanding of visual language.	Minimal ability to demonstrate understanding of visual language.
	5 Just	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions.
6 Adequately					
22-34 Marks =level 2	7 Clearly	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to demonstrate understanding of visual language.
	8 Convincingly				
35-47 marks =level 3	9 Just	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions.
	10 Adequately				
	11 Clearly				
48-53 marks =level 4	12 Convincingly	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to demonstrate understanding of visual language.	A moderate ability to demonstrate understanding of visual language.
	13 Just				
54-60 marks =level 5	14 Adequately	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A consistent ability to competently present a personal and meaningful response and realise intentions.
	15 Clearly				
61-67 marks =level 6	16 Convincingly	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to demonstrate understanding of visual language.	A consistent ability to demonstrate understanding of visual language.
	17 Just				
68-73 marks =level 7	18 Adequately	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	19 Clearly				
74-80 Marks =level 8	20 Convincingly	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to demonstrate understanding of visual language.	A highly developed ability to demonstrate understanding of visual language.
	21 Just				
81-96 Marks =level 9	22 Adequately	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	23 Clearly				
	24 Convincingly				
		An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.		An exceptional ability to demonstrate understanding of visual language.



DRAMA



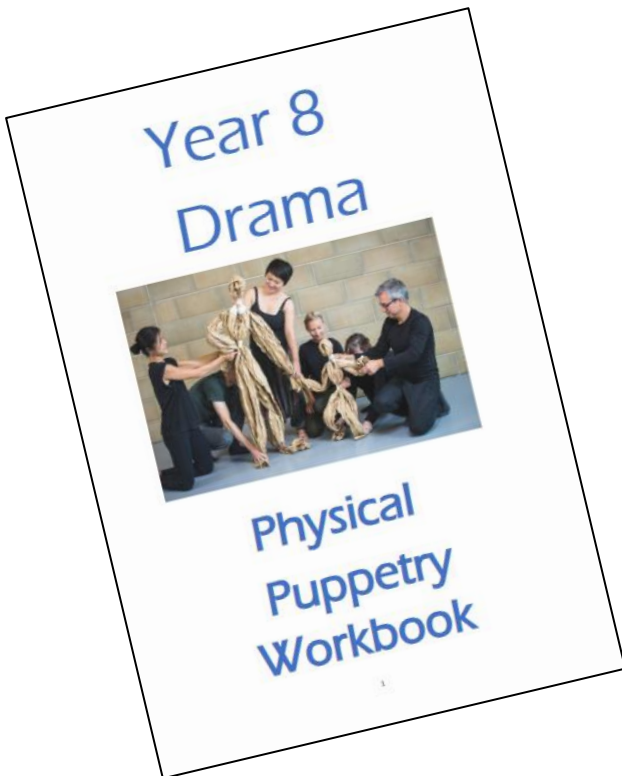
At the start of term 3 you will have a written cumulative assessment in your music and drama lessons. This will test you on your knowledge and understanding of the keywords taught in terms 1 and 2.

Your teacher will have given you back your term 1 and 2 workbooks and you should use these to revise from. Have a look at your low stakes tests in your booklets to see if you can identify the keywords that you are not confident with and begin with these.

Use the following tips for revision to help you:

- Read through the keywords
- Cover up the meaning of the word and test yourself
- Cover up the keyword and see if you can write down the keyword
- Ask someone at home to test you

Once completed, your score for your written cumulative assessment will be added to the score for your practical assessment which you have done in class this term, giving you an overall grade.



Name		
Class		
Key Words		
Manipulation	Moving an object with your hands to bring it to life.	
Direct Contact	You are in 'Direct Contact' with a puppet if you are physically touching it.	
Breath	Moving the puppet to show that it is alive, this can also be an indicator of how they are feeling.	
Weight	Showing that the puppet weighs more than it looks. This might change if the puppet is walking, falling, swimming, stamping, etc...	
Focus	Showing where the puppet is looking by moving their head.	
Stance	How a character stands.	
Body Language	Communication coming from movement or the position of a body, this is non verbal (without talking).	
Gesture	A movement of the hands and arms to indicate something.	
Torso	The body and main part of the puppet.	
Proxemics	How close or far you are from another performer.	



ENGLISH



In term 3 you will be completing a cumulative assessment for English. It will be one assessment that will include questions on your previous learning. The topics you studied, which will appear in the assessment, are outlined on your knowledge organiser in your curriculum booklet.

Tips for preparing:

1. Use your **term 1 and term 2 curriculum booklets**. Find the **'Knowledge Organiser'** pages and use these to help you revise for each topic. (See an example from year 7 below).
2. Use the **revise it** tasks in your **homework booklets** to test yourself.
3. Spend time revising the topics you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method.

Knowledge Organiser

New Terminology		
Terminology	Definition	Examples
Fragment	A fragment is a group of words that is not a complete sentence. Usually a fragment lacks a subject, verb or both.	ate a great meal Robert and Jack settled near rivers
Sentence	A group of words that has a subject and a verb and that expresses a complete thought.	Robert and Jack ate a great meal.
Main Clause	A clause that expresses a complete thought and could stand alone as a sentence.	As soon as Carl left , it started to rain.
Subordinate Clause	A clause that does not express a complete thought and cannot stand alone in a sentence.	As soon as Carl left, it started to rain.
Coordinating Conjunction	Conjunctions that join two or more independent clauses such as <i>and, but, or, yet, nor, for</i> and <i>so</i> .	Terrell ate quickly, yet he was still late.
Relative Clause	A clause can be used to give additional information about a noun. They are introduced by a relative pronoun such as <i>that, which, whose, where</i> and <i>when</i> .	The footballer that missed the penalty has retired.
Noun Appositive	A second noun, or a phrase or clause equivalent to a noun, that is placed beside another to explain it more fully.	George Washington, a great general , was the first president of the United States.

Revise and Edit Checklist

Does Your Draft Follow Your Outline?

- ✓ Is your topic sentence clearly stated?
- ✓ Is your topic sentence interesting? Have you used one of the following strategies: an exclamatory, interrogative or imperative sentence; a noun appositive; starting with a subordinating conjunction?
- ✓ Are the supporting details in the best sequence?
- ✓ Do the supporting details support your topic sentence?
- ✓ Is your concluding sentence clearly stated, using a concluding sentence starter?

Can You Improve Your Sentences?

- ✓ Did you use different types of sentences?
- ✓ Are your sentences varied in length?
- ✓ Are there sentences that should be combined?
- ✓ Are there sentences that should be expanded?

Consider the following sentence types and structures:

- ✓ declarative, interrogative, exclamatory and imperative sentences;
- ✓ a main clause;
- ✓ two main clauses joined by a coordinating conjunction;
- ✓ a subordinate clause created by either a subordinating conjunction or a present participle;
- ✓ a relative clause;
- ✓ a noun appositive;
- ✓ a single clause sentence;
- ✓ a multi clause sentence created by a main clause, subordinate clause and a noun appositive.

Can You Improve Your Style?

- ✓ Are your words, phrases, and ideas repetitive?

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Transition Words and Phrases			Sentence Types																																			
Time and Sequence	Conclusion	Illustration	Change of Direction	Emphasis																																		
Demonstrates a sequence or steps in a process.	Summary, cause and effect or steps in a process.	First Second In addition After Last Then Next Also Before Finally Later	Initially Previously Soon Later on At Last Additionally Currently Earlier Meanwhile Ultimately During	In conclusion In closing In summary As a result Consequently Finally Therefore So Thus In the end																																		
Give examples, supports details, explains a statement.	Shows contrasting thoughts.	Prove a point, confirm something you have said.																																				
For example For instance Specifically Particularly As an illustration Namely Such as Expressly Like Including In particular	However Even though In contrast Otherwise On the other hand Although But Yet Instead On the contrary	Especially In particular Obviously Above all Most important Primarily Certainly Particularly Moreover Notably Keep in mind																																				
		<table border="1"> <thead> <tr> <th colspan="2">Coordinating Conjunctions</th> <th rowspan="2">Concluding Sentence Starters</th> <th rowspan="2">Subordinating Conjunctions</th> </tr> <tr> <th>Letter</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>For</td> <td>A literary word for 'but'</td> <td>• Before • After • If • When • Even though • Although • Since • While • Unless • Whenever • As • Inasmuch • Despite • Because</td> </tr> <tr> <td>A</td> <td>And</td> <td>Joins two related clauses</td> <td></td> </tr> <tr> <td>N</td> <td>Nor</td> <td>Joins two negative possibilities</td> <td></td> </tr> <tr> <td>B</td> <td>But</td> <td>Joins two negative possibilities</td> <td></td> </tr> <tr> <td>O</td> <td>Or</td> <td>Connects two possibilities</td> <td></td> </tr> <tr> <td>Y</td> <td>Yet</td> <td>Another ways of saying 'despite'</td> <td></td> </tr> <tr> <td>S</td> <td>So</td> <td>Another ways of saying 'therefore'</td> <td></td> </tr> </tbody> </table>			Coordinating Conjunctions		Concluding Sentence Starters	Subordinating Conjunctions	Letter	Meaning	F	For	A literary word for 'but'	• Before • After • If • When • Even though • Although • Since • While • Unless • Whenever • As • Inasmuch • Despite • Because	A	And	Joins two related clauses		N	Nor	Joins two negative possibilities		B	But	Joins two negative possibilities		O	Or	Connects two possibilities		Y	Yet	Another ways of saying 'despite'		S	So	Another ways of saying 'therefore'	
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S	So	Another ways of saying 'therefore'																																				



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SOCIAL STUDIES

In term 3, you will be completing a cumulative assessment for social studies. It will be one assessment that will include all themes you have studied in term 1 and term 2. Questions can be the same, similar or related to the topics you have studied with the teacher in the classroom or asked to research independently in your homework tasks.

Tips for preparing:

- Spend time reading and reflecting on the topics we have written in the classrooms in your curriculum booklets.
- Read all PowerPoint Presentations delivered by your Social Studies teacher on your Social Studies Teams group.
- Make and use flashcards for any key terms you have learnt in the lessons.

Some useful links to support some of your lessons:

Does Religion Help People to be Good:	YouTube Video - Does Religion Help People to Be Good?
Is Death the End? Does it Matter?	https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zbgp7nb
How do people express the spiritual through the arts?	https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/ziqcf4j
Does living biblically mean obeying the whole Bible?	https://www.youtube.com/watch?v=tvGTbVP_jlA
Is the Earth Sacred?	https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z729vk7
Does it matter how we treat animals?	https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zns2kmn
Fundamental British Values	https://www.youtube.com/watch?v=jUg8ue5_vvA



FOOD TECHNOLOGY

Term 3 assessment will be based on a practical assessment in class to be decided by each individual class teacher. Pupils will all be told in advance and the information will be posted on TEAMS and BROMCOM. Pupils will be provided with a recipe card to follow in class. Pupils will attempt to cook the dish unaided by the class teacher and present their dish for assessment before the end of the lesson. Washing up correctly, following hygiene rules and safety rules will also be assessed.

Term 5 will be a theory test based on work they have covered that year as well as topics from previous years. All topics will be posted on BROMCOM, and resources will be available on TEAMS to aid revision. Pupils will also be able to bring home their class books to aid revision but must be returned on the day of the test.

For any specific enquiries please contact your child’s teacher directly.

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GEOGRAPHY



In term 3 you will be completing a cumulative assessment for geography. It will be one assessment that will include questions on your term 1 and 2 learning. The topics you studied, which will appear in the assessment, are outlined below.

Tips for preparing:

1. Use your term 1 and term 2 curriculum booklets. Find the 'Knowledge Organiser' pages and use these to help you revise for each topic.
2. Use the quick quizzes on the following page of the curriculum booklet to test yourself.
3. Spend time revising the topics you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method.

» *Topic 1 – Population and Migration*

- Patterns of recent population changes on a global scale
- Factors which can impact population change, i.e. access to clean drinking water, good healthcare etc
- Key terms e.g. Birth rates, death rates, life expectancy, LEDC and MEDC
- The impact of contraception on birth rates
- Population density and distribution across the UK
- China's one child policy, the aims and outcomes of the policy
- How to read and interpret population pyramids

» *Topic 2 – Settlement*

- What a settlement is and examples of different settlement types, e.g. village, town, city
- Favourable site factors, reasons why a settlement site is selected based on its natural site factors, e.g. access to water, wood, resources, flat land etc.
- The definition of the term 'urbanisation', what causes this process and the consequences of it
- Causes of migration
- The definition of a 'mega-city' and where they are growing the fastest
- The living conditions of a slum



HISTORY



You will complete your History cumulative assessments in Term 2 and Term 4.

Tips for preparing:

1. Use your knowledge organisers to revise the key terms and information. You have a knowledge organiser and relevant application questions in each of your curriculum booklets per topics.
2. Use the activities you have completed in your curriculum booklets in class to remind yourself of the most important information.
3. BBC Bitesize will also be useful to revise any content you are unsure of or have missed. <https://www.bbc.co.uk/bitesize/subjects/zk26n39>

The assessment could include questions on the following units.

- Enquiry 1: What led to change during the Renaissance?
- Enquiry 2: Why did the English fight the English (English Civil War)
- Enquiry 3: Did life improve for ordinary people between 1750 and 1900? (Industrial Revolution)
- Enquiry 4: How do historians know about the Kingdom of Mali?
- Enquiry 5: What were the most significant consequences of the British Empire?

Knowledge Organiser

Section 1 – Key Terms	Section 2 – Key Changes
<p>Industrial: Having to do with industry, business or manufacturing</p> <p>Revolution: A huge change or a change in the way things are done</p> <p>Industrial Revolutions: A change from making things by hand to making them in factories.</p> <p>Agriculture: The practice of farming the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.</p> <p>Domestic System: A business or manufacturing activity carried on in people's homes usually by hand or using small machinery.</p> <p>Factory System: The production of manufactured goods on a large scale using machines in factories.</p> <p>Rural: a geographic area that is located outside towns and cities.</p> <p>Urban: a human settlement with a high population density and infrastructure of built environment.</p> <p>Population: inhabitants of a certain place</p> <p>Dwellings: A house, flat or other place of residence</p>	<p>Population: The amount of people living in Britain increased from 11 million to 40 million.</p> <p>Transport: The only way to travel in 1750 was by foot, horse or boat but in 1900 at the end of the Industrial Revolution there were fast railways all over Britain.</p> <p>Health and Medicine: At the beginning of the Industrial Revolution there were many killer diseases, such as smallpox but by 1900 doctors had enough understanding to stop many of the killer diseases.</p> <p>Work: Farming was the most common job in 1750 whereas factory work was more common at the end of the Industrial Revolution with more machinery than working by hand.</p> <p>Living conditions: In 1750 no one knew that living in dirty conditions could make you sick and many towns and cities became overcrowded places but by 1900 water was piped into towns, streets were cleaned up and sewers were improved.</p>
	Section 3: Key changes to work and conditions
	<p>The Domestic System: Also known as the Cottage System. This was in place prior to the Industrial Revolution in England. In the Domestic System, manufacturing was carried out in the home, whereby goods were made by hand or by using small machinery. There were no set hours or work, workers usually worked all day until the job was done. Workers were highly skilled however due to the nature of the industry, levels of production were small. During the early years of the Industrial Revolution, the Domestic System was not able to produce the quantity of goods needed for growing towns and newly established cities and therefore the change to the Factory System took place.</p> <p>The Factory System: The Factory replaced the Domestic System. Production of goods and manufacturing shifted from being carried out in the home to large scale factories. These were built in the growing cities of England such as Manchester and Birmingham. Machines replaced human labour, resulting in unskilled labour however they were able to produce goods at a large scale quantity. People left their farms to work in the towns and therefore large scale rural to urban migration took place.</p>

Knowledge Organiser Application Questions:

<p>Section 1:</p> <ol style="list-style-type: none"> 1. Define the term Industrial Revolution. 2. Describe the difference between the Domestic System and the Factory System. 3. Define the term Rural. 4. Define the term Urban.
<p>Section 2:</p> <ol style="list-style-type: none"> 1. Describe the population increase that took place in Britain during the Industrial Revolution. 2. What enabled quicker transportation across Britain during the Industrial Revolution? 3. Identify one disease and illness that took place in Britain during the Industrial Revolution. 4. What jobs replaced farming during the Industrial Revolution? 5. How were living conditions improved during the Industrial Revolution? 6. Why did the changes to living conditions take place?
<p>Section 3:</p> <ol style="list-style-type: none"> 1. What was the Domestic System also known as? 2. Where was work carried out in the Domestic System? 3. Identify the advantages of the Domestic System. 4. Identify the disadvantages of the Domestic System. 5. What replaced the Domestic System during the Industrial Revolution? 6. Where was work carried out in the Factory System? 7. Identify the advantages of the Factory System. 8. Identify the disadvantages of the Factory System. 9. What caused mass migration from rural to urban areas during the Industrial Revolution?



MATHS



Please see below a guide on how the maths department structure assessments, how you will know that your child has an upcoming assessment and what your child needs to do in order to prepare for the assessment.

There are approximately 12-14 units of work for each year group taught with an approach where the pace of the lesson matches the students rather than being pre-prescribed, therefore each class will complete assessments at a time which is right for them. The assessments are completed in class under timed exam conditions. There will be a cumulative assessment at the end of the school year to establish what learning over time has been achieved.

When your child completes a unit of work, they are informed that in 2 weeks' time they will sit their end of unit assessment and part of their homework will be to revise for this. As this is set as their homework you will be informed of this through the Bromcom app and can begin to support your child with this revision.

To prepare for their assessment your child should use the curriculum booklet which they will be bringing home (these can also be found on Teams and downloaded from our [website](#)). In this is a list of content of the unit which has been covered. It has steps to success which you can use to support your child in understanding the methods needed to answer the questions that will be on their assessment, worked examples to further support understanding.

Key vocabulary which is needed to be able to interpret the question being asked. Your child will also have their homework booklet which can enhance their revision further. Websites which can be used are Sparx, Corbettmaths, Maths Genie, YouTube to name a few, using their search engines and the list of content will provide you with video links, worked solutions and exam questions for further practice in preparation.



MUSIC



At the start of term 3 you will have a written cumulative assessment in your music and drama lessons. This will test you on your knowledge and understanding of the keywords taught in terms 1 and 2.

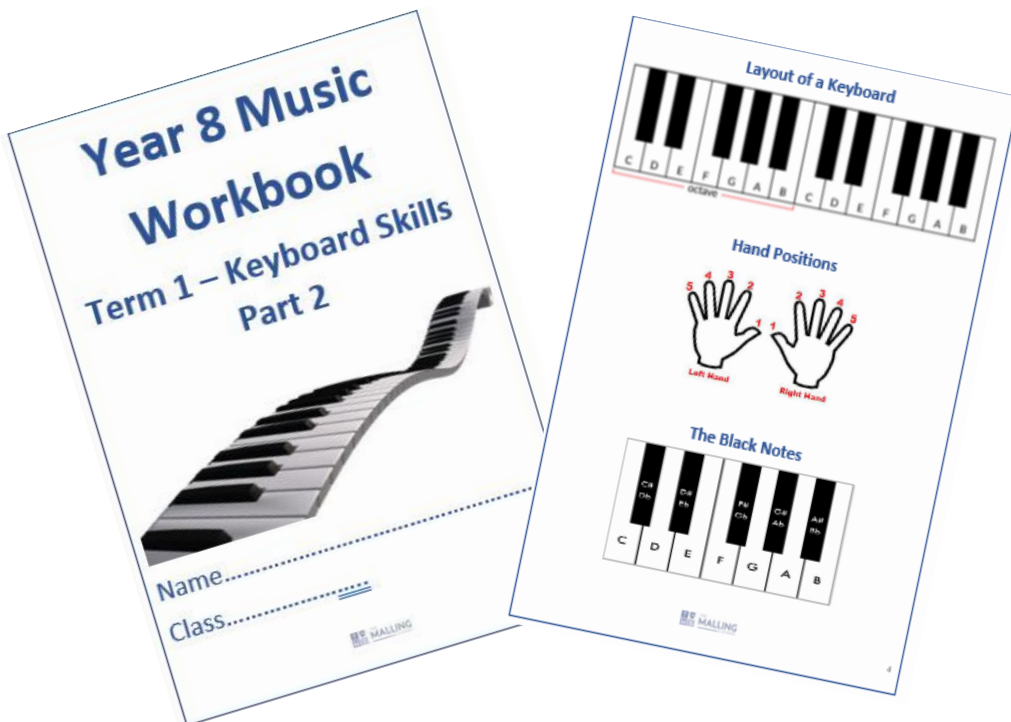
Your teacher will have given you back your term 1 and 2 workbooks and you should use these to revise from. Have a look at your low stakes tests in your booklets to see if you can identify the keywords that you are not confident with and begin with these.

Use the following tips for revision to help you:

- Read through the keywords
- Cover up the meaning of the word and test yourself
- Cover up the keyword and see if you can write down the keyword
- Ask someone at home to test you

For music, pay particular attention to the layout of the keyboard, including the names for the black and white keys, finger positions and chords.

Once completed, your score for your written cumulative assessment will be added to the score for your practical assessment which you have done in class this term, giving you an overall grade.





SCIENCE

Cumulative assessments are completed after Rates of reactions & energy changes and Using energy. Your teacher will inform you of the date. In each assessment, you can be assessed on anything you have studied up to that point.

Tips for preparing:

1. Use your curriculum and exercise books to check what you need to know.
2. Use the quizzes on BBC bitesize ([BBC Bitesize](#)) to test yourself.
3. Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: [Flashcards & the Leitner system](#).

Green topics can be assessed in cumulative assessment 1 & 2, yellow topics can be assessed in cumulative assessment 2 only. White topics are taught in year 8 but following cumulative assessment 2. These may appear in cumulative assessments in year 9.

Topic	Curriculum booklet name	BBC Bitesize link
What is science?	Energy	What is science?
Converting units of measurement		Converting units
Energy		Energy
States of matter	States of Matter	States of matter
Elements, mixtures and compounds	Atoms, elements & compounds	Elements, mixtures and compounds
Separating techniques		Separating techniques
Pure and impure substances		Pure and impure substances
Chemical and physical changes	Chemical & Physical changes	Chemical and Physical changes
Concentration calculations		Concentration calculations
Conservation of mass		Conservation of mass
Writing word equations		Writing word equations
Life processes	How animals work	Life processes
Respiration		Respiration
Organs and Organ systems		Cells, organs & organ systems
Animal cells	How animals work and How plants work	Animal & Plant cells
Specialised cells	How animals work	Specialised animal cells
Photosynthesis	How plants work	Photosynthesis
Plant cells and structures		Specialised plant cells & structures
Microscopes		Microscopes
Diffusion		Diffusion - chemistry Diffusion - biology
Forces	Forces and motion	Forces
Balanced and unbalanced forces		Resultant forces
Moments and levers		Moments
Speed and relative motion		Speed & Relative motion
Distance-time graph		Distance-time graphs

Reactivity & displacement	Chemical reactions	Displacement
Extracting metals		Extracting metals
Man-made materials		Man-made materials
Acids and alkalis		The pH scale
Reactions of acid		Neutralisation: acid + metal hydroxides Acids + metals
Breathing	The human body	Structure & function of gas exchange system
Skeleton and movement		The skeletal system
Digestive system		Structure of the skeletal system Enzymes Healthy diet
Sexual reproduction and puberty		Human reproduction
Structure of the Earth		Structure of the Earth
The rock cycle	Earth and space	Types of rock The rock cycle
The atmosphere		Earth's atmosphere
The seasons		The seasons
The universe		The solar system
Properties of waves		Waves
Sound	Sound The human ear and sound The speed of sound	
Light	Visible light	
Lenses and refraction	Refraction and lenses	
Colour	Colour	
Rates of reaction and factors affecting rates of reaction.	Rates of reactions & energy changes	
Exothermic and endothermic reactions		Exothermic & Endothermic reactions.
Variation, DNA, evolution and adaptation	Variation, inheritance, and reproduction	Inheritance and genetics
Fertilisation & Gestation		Human reproduction Menstrual cycle
Electricity	Electricity and magnetism	Electricity
Magnetism		Magnetism Magnets & Magnetic materials
Leaves and photosynthesis	Plants and the environment	Plants & photosynthesis
Plant reproduction		Plant reproduction
Sampling the environment		Studying the environment
Unicellular organisms	Unicellular organisms	Unicellular organisms
Anaerobic respiration		Anaerobic respiration
Using energy in the home and calculating energy transfers	Using energy	Energy in the home
Energy resources		Energy resources & generating electricity
Hooke's Law	Using forces	Hooke's Law
Weight and mass		Weight and mass
Pressure		Pressure