



The Sutton Academy



YEAR 8 TRACKING 2 ASSESSMENT

Week Commencing 19th January 2026

Student Name: _____ Form Tutor _____

SUPPORTING STUDENT SUCCESS

Information, advice and guidance for students, parents and cares to support success in tracking assessments.

A Message from your Achievement Leader

Dear Year 8 Student,

Your Tracking 2 assessments will consist of a mix of in class assessments and formal exams for your core subjects, English Maths and Science. As you approach these important exams I wanted to take a moment to share some thoughts on why exams are so significant in your education and how they can positively impact you in the future.

Exams may seem like a daunting challenge, but they are not just a way to test your knowledge—they are an opportunity to demonstrate your hard work, perseverance, and growth. They provide a chance for you to reflect on everything you've learned so far and to show how well you can apply your knowledge and skills under pressure. This process is a valuable part of your academic development.

The process of studying, preparing, and sitting for exams teaches you time management, discipline, and the ability to stay focused in the face of challenges. These skills are crucial not just for school but for many areas of your life, whether in future studies or in your career.

Exams also give you a sense of accomplishment when you do well, boosting your confidence and motivating you to continue striving for excellence. But remember, exams are not the only measure of your abilities. If things don't go as planned, don't be discouraged—use it as an opportunity to learn and improve for the future.

Finally, the results of these exams can play a role in your future choices, whether that's deciding on subjects for the next year, selecting courses for your GCSEs, or even considering different career paths. How you perform in exams will give you and your teachers valuable insights into your academic strengths and areas that may need further attention.

I encourage you to approach this time with a positive mindset, stay organized, and remember that you are capable of achieving great things. Don't hesitate to ask for help if you need it, and most importantly, believe in yourself. This is an important step in your journey, and I am confident you will rise to the challenge.

Mr R. Hughes

Achievement Leader – Year 8

Planning Your Revision

Key points:

- Performing well in assessments requires time out of school preparing.
- Your outcome will depend on how well you use this time.
- Revision plans vary from student to student but should be well structured.

It's never too soon to make a plan and start revising!

The main reason to begin revision early to avoid cramming just before the assessment which can cause stress and affect performance. By completing small amounts of revision regular and often, you will have revised all of the topics you need.

- Ensure you know when all your tracking 1 assessments are.
- Write the dates on the assessment timetable in this booklet
- Make sure you know what you need to revise – revision lists are included in this booklet.
- Topics don't always need to be revised in the exact same order they were taught
- Starting revision with topics you find easier will help boost confidence, but starting with topics you struggle with will have more impact.
- Make sure you have a balance between revision and social time
- Be flexible if something special comes along such as family celebrations
- Don't plan a revision timetable which is unrealistic.

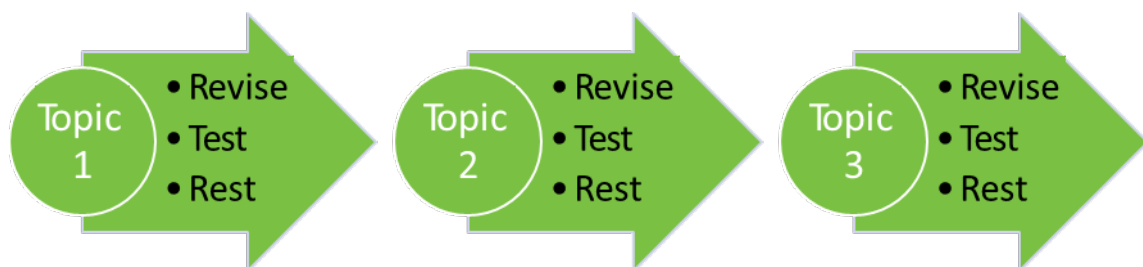
Step 1	Use the timetable template in this booklet.
Step 2	Make a list of all your subjects.
Step 3	Add in any non-school commitments for the week such as leisure activities, going out, seeing friends, time to relax, etc.
Step 4	Enter in when to revise each subject for the week, keeping in mind the following: <ul style="list-style-type: none">• balance of revision time between subjects• space out the revision for each subject• vary the subjects revised on each day.
Step 5	Keep this timetable to you can tick off when you have completed each subject.

Effective Revision: How to Avoid the trap of 'Busy Work':

Busy work is when you spent time completing activities that may feel easy to do in the moment, but have little value to your revision. This could include things like making posters or highlighting information!

- Effective revision strategies involve active processing.
- A proven strategy is creating flashcards.
- Create flashcards from reliable sources such as knowledge organisers.
- Once you have made flash cards, test yourself on them.
- Pull out any flash cards that you are unsure of.
- Keep testing yourself on these flash cards until you are confident.

Revision sessions should be structured as so:



An effective revision session should be a reasonable length of time with regular short breaks. A suggested session could be timed as follows:

1. 40 minutes revising, 10 minutes testing, 10 minutes resting
2. 20 minutes revising, 5 minutes testing, 5 minutes resting.

The best way to keep concentration levels high is to take regular breaks. A general guide is for every hour of revision you should take a 10 minute break.

Effective Revision: Tackling the Tough Stuff!

Teachers have spent time inputting your marks for individual questions to identify precisely your **gaps in knowledge** or your **misconceptions**.

They have used this information to create Personal Learning Checklists (PLCs) which will focus your time, effort and revision on the most important things.

Topics	What do I need to revise?	
Definition and types of natural hazard	Use the link to watch the video and answer the following questions on 'what is a natural hazard?' https://continuityoak.org.uk/Lessons?r=593	Green
Drawing a pie chart	Using SPARX complete the following: Drawing Pie Charts - U508, U172	Red
Basic % calculation	Using SPARX complete the following: Percentages of amounts (non calc) - U554 Percentages of amounts (calc) - U349	Green
Two differences continental vs oceanic crust?	Create a table to show the differences between oceanic and continental crust. https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/2	Red
Describe world distribution of volcanoes	Use TEA (Trend, example, anomalies) to describe the distribution (spread) of earthquakes & volcanoes https://rossettgeography.weebly.com/distribution-of-earthquakes-and-volcanoes.html	Yellow
Does higher magnitude = worse earthquake effects?	Watch the video and make notes on why magnitude of an earthquake does not always determine worse effects. https://www.youtube.com/watch?v=4BFPx5o2Dwo	Green
One reason why largest earthquakes = most deaths	Use the earthquake timeline to determine if the largest earthquakes do cause more deaths. Write a summary paragraph to explain your findings. https://www.bbc.co.uk/news/world-12717980	Yellow
The three plate margins: Constructive/Destructive/Conservative	Watch the video to draw three annotated diagrams of the three plate boundaries. https://www.youtube.com/watch?v=Uqwf6laE_k	Green
Conservative plate margins	Create a flash card on the San Andreas fault line and conservative plate boundaries. https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/7	Green
How earthquake and volcanoes form at destructive plate margins.	Draw a flow diagram to outline how earthquakes and volcanoes form at destructive plate boundaries. https://www.internetgeography.net/topics/destructive-plate-margins/	Yellow
Long and short term responses to tropical storms	Create a table to outline the short and long term responses of tropical storm. https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z8dk8hv#:~:text=Tropical%20storms%20can%20cause%20devastation,the%20wealth%20of%20a%20	Yellow
Spelling, Punctuation and Grammar		Yellow
One advantage of living near volcano	Mind map the advantages of living near a volcano. https://www.bgs.ac.uk/discovering-geology/earth-hazards/volcanoes/living-with-volcanoes/	Green
How can we reduce the effects of earthquakes?	Describe and explain one way we can predict, protect and prepare for	Yellow

- ✓ In every subject, there will be certain topics we don't like, so when it comes to revision we avoid them.
- ✓ It is typical for students to 'pray and hope' that this topic just won't come up on the exam.
- ✓ Use the time before you assessments to **tackle the tough stuff**.
- ✓ Use your teachers if you need to.

Expectations before the assessment:

- ✓ Remain in silence once you have entered the classroom
- ✓ Check you've got all of your equipment out on the desk ready
- ✓ Fill in your name on the front your paper and wait for instructions from your teacher.

Expectations whilst you complete the assessment:

- ✓ Assessments are a great opportunity to demonstrate at least a good ATL.
- ✓ Your teacher will be circulating the classroom every 15 minutes to monitor your progress.
- ✓ Remain in silence at all times.
- ✓ If you need anything during the assessment raise your hand – do not shout out.
- ✓ No non-verbal communication
- ✓ Answer every question to the best of your ability
- ✓ No heads on desks
- ✓ No graffitiing/drawing on your assessments

If you think you have finished...

- You must go back through from the beginning and check your answers carefully
- Remain silent until every paper has been collected by your teacher.

Assessments will last for approximately
55 minutes.



Tracking 2 Assessment Timetable

Use this table to record when each assessment is taking place.
All Year 8 Core Exams Start at 11:10

Week Commencing 19 th January 2026 (Week 2)					
Period	Monday 19 th	Tuesday 20 th	Wednesday 21 st	Thursday 22 nd	Friday 23 rd
1					
2					
3	Science 1 Hour	No Exam	English Paper 1 1 Hour	Maths Paper 1 1 Hour	Maths Paper 2 1 Hour
4					
5					

Tracking 2 Assessment Timetable

Use this table to record when each assessment is taking place.
There is one remaining core exam on Monday 27th.

Week Commencing 27 th January 2025 (Week 1)					
Period	Monday 26 ^h	Tuesday 27 th	Wednesday 28 th	Thursday 29 th	Friday 30 th
1					
2					
3	English Paper 2 1 Hour				
4					
5					

Revision Lists & Knowledge Organisers

*This section of the guide contains your revision lists and knowledge organisers. Revision lists clearly identify the topics you need to revise in preparation for the assessment. Many of the revision lists contain internet links to useful websites where you can find the information. Alternatively there will be a **knowledge organiser** included in this booklet which will contain the information you need.*

Revision List for English

Topic	Revision links	Tick when revised
Language Analysis	https://teachers.thenational.academy/lessons/analysing-the-writers-use-of-language-6ruk2e Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Solitary	https://dictionary.cambridge.org/dictionary/english/solitary Write your own definition of the word on a flashcard and list some synonyms. Use it in a sentence about Will.	
Similes and Metaphors	https://www.youtube.com/watch?v=hYqK8V_GUE8 Watch the video. Write a definition on a flashcard and provide examples. Annotate the tenor and the ground.	
Free Verse	https://www.youtube.com/watch?v=GnlwOn94uJs Write a definition on a flashcard. How is Free Verse used in Long Way Down?	
Accent/Dialect	https://www.youtube.com/watch?v=ouG91cFXwk Write a definition of both on flashcards with some examples.	
Symbolism	https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zwq33j6 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Abstract noun	https://www.youtube.com/watch?v=3AF_rN-yN-Y Create a list of abstract nouns and write a definition of an abstract and concrete noun on a flashcard.	
Tragic conventions	https://www.youtube.com/watch?v=eVRU5MVYNiw Watch the video and write down the conventions of a tragedy on a flashcard. List the texts we have studied that are tragedies.	
Inference	https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Sentence Types	https://www.youtube.com/watch?v=aLd_gEu_iVo Create flashcards for each sentence type.	
Allusion	https://www.youtube.com/watch?v=vUMOmBxC3Cg Write a definition on a flashcard with some examples. What are the effects of using allusion?	
Motif	https://www.youtube.com/watch?v=isBKolORntI Create a flashcard to explain what a motif is and how they are used.	
Alliteration	https://www.youtube.com/watch?v=NZNuIQWOJLY Watch the video and write a definition. Add a list of examples.	
Plosive	https://curvelearn.com/2013/04/sounds-in-poetry-sibilant-plosive.html Read the plosive definition and put the information on a flashcard. What is the effect of this sound?	
Pathetic Fallacy	https://www.youtube.com/watch?v=3v8fyzpJLM8 Write a definition on a flashcard. Why would some writers use pathetic fallacy?	
Caesura	https://www.youtube.com/watch?v=V8XYbWQogKQ&t=23s Write a definition of a Caesura and list some of its effects on a flashcard.	
Inference	https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Enjambment	https://www.youtube.com/watch?v=SnFCygbecDw Write a definition and list some effects of the device on a flashcard.	
Bildungsroman	https://www.youtube.com/watch?v=9bpdzkPn5rc Write a definition on a flashcard and give some conventions of the genre.	
Simple Past Tense	https://www.youtube.com/watch?v=Ml3S3kdkofo Create a flashcard of rules for the simple past tense	
Long Way Down Plot/Themes	https://carnegiegreenaway.org.uk/wp-content/uploads/2020/10/Long-Way-Down.pdf Read through and complete the questions. https://www.sparknotes.com/lit/long-way-down/	
Metaphor	https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382 Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.	
Practice Question 1	How does Reynolds present the character of Will in Long Way Down? Plan your answer before you write your response. Use the text to help you find evidence. longwaydownpdf.pdf	

Revision List for Maths

Use the detailed revision lists with Sparx clips and alternative videos to practise and revise solving mathematical problems in the following topics:

Topic	Tick when revised
Place Value	
Calculations Rounding and Estimations	
Factors Multiples and Primes	
Powers and Roots	
Fractions Decimals and Percentages	
Ratio and Proportion	
Algebraic Expressions	
Expressions and Equalities	
Sequences and Graphs	
Units of Measure	
Angles	
Constructions, Loci and Bearings	
2D Shapes, Area and Perimeter	
3D Shapes, Surface Area and Volume	
Similarity Congruence and Transformation	
Representing and Interpreting Data	
Probability	

Revision List for Science

Use the recommended websites below to create flash cards for each of the topics. Don't forget to regularly test yourself or ask someone to test you. Sort your cards into 3 piles based on how well you know them so you know which areas you need to continue to practice!

Topic	Revision Website	Revision Task	Tick when revised
Organelles in plant and animal cells	https://www.bbc.co.uk/bitesize/articles/zj67wnb#zj4htrd	<i>Draw an animal and plant cell, label each of the key parts</i>	
Particle arrangement of solids, liquids and gases.	https://www.bbc.co.uk/bitesize/articles/z3qyydm#zknkhcw	<i>Make a flash card about the arrangement and properties of each state of matter</i>	
Law of conservation of energy	https://www.bbc.co.uk/bitesize/guides/z8hsrwx/revision/4	<i>Make a flash card for each of the energy stores.</i>	
The 7 life processes	https://www.bbc.co.uk/bitesize/articles/zj67wnb#z8gxm39	<i>Make a mind map with Life processes in the middle. Give an example of each of the processes</i>	
Classifications of species	https://senecalearning.com/en-GB/revision-notes/gcse/biology/aqa/higher/6-4-1-classification-of-living-organisms	<i>Make a flash card about Linnaeus' system for classifying living things</i>	
Simple circuits	https://www.bbc.co.uk/bitesize/articles/zd794xs#zw2k96f	<i>Make flash cards to define conductors and insulators</i>	

Revision List for Geography

	Revision Topic	Tick When Flash Card Created	Tick when revised
The Geography of China	Describing human & physical characteristics		
	What influences population distribution?		
	How is China's population distributed?		
	How has China tried to control population growth?		
	How and why have Chinese cities grown?		
Our Connected World	What is globalisation?		
	What are TNCs and who do they benefit?		
	Shell in Nigeria – Advantages & Disadvantages		
	What is child labour?		
	Who makes the iPhone? (Foxconn)		
	Is globalisation a good or bad thing?		
	Covid-19 and the impact on globalisation		
Africa	The location of Africa		
	Climate in Africa		
	Biomes in Africa		
	Tectonics in Africa (Rift valleys)		
	Development in Africa: LIC's, HIC's and NEE's		
	Colonialism in Africa		
	The positive and negative impacts of colonialism in Africa		

The Geography of China

Lesson title:	Key takeaways
<p>What are the features of population?</p>	<ul style="list-style-type: none"> • Population density- is the concentration of individuals within a species in a specific geographic area. • Population distribution - is a term that is used to describe how people are spread across a specific area. • "Densely Populated- Where there are many people per km² (e.g. in a city) • "Sparsely populated - Where there are few people per km² (e.g. in the countryside). • Students will know that Asia and Europe have high population density, and Oceania and Antarctica sparse density.
<p>What influences population distribution?</p>	<ul style="list-style-type: none"> • Students will know that physical causes of distribution are climate and relief. • Relief -refers to the way the landscape changes in height. Upland areas are high above sea level. They are often (but not always) mountainous. Lowland areas are not very high above sea level. • Students will know that human causes of distribution are job opportunities and transport infrastructure e.g. trade routes.
<p>How is China's population distributed?</p>	<ul style="list-style-type: none"> • Students will know that about 94% of the Chinese population is distributed in the eastern half of the country, and only 6% are distributed in the southwest, northwest, and northern frontiers. • The highest population density is concentrated in the lower Yellow River and Yangtze River areas. • Students will know that the Hu line is used to represent the uneven spread of population across China.
<p>How has China tried to control population growth?</p>	<ul style="list-style-type: none"> • Students will know the reasons why China decided to introduce the one child policy. • Students will understand how the policy was enforced and will be able to give the pros and cons of the policy. • Students will be able to infer changes to population structure from a population pyramid and attempt to suggest future problems the population changes may cause for China in the future.
<p>How and why have Chinese cities grown?</p>	<ul style="list-style-type: none"> • Urbanisation - is the process through which cities grow, and higher and higher percentages of the population comes to live in the city. • Rural-Urban migration - the process of people moving from rural areas to cities. • Students will know that urbanisation in China has been happening at a rapid rate. • Students will know that urbanisation has led to the growth of megacities in China. • Megacity - a city with a population of 10m people or more. • Students will know that urbanisation can bring many positive and negative impacts – example of Chongqing. • Students will be able to explain the push and pull factors for people moving to the region.

Our Connected World

Lesson title:	Key takeaways
What is the process of globalisation?	<ul style="list-style-type: none"> Students will know that globalisation is the process by which the world is becoming increasingly interconnected, socially, economically and politically. Students will know that improvements in technology have accelerated globalisation Students will see how 'globalised' we are by investigating where our things come from Students will see other examples of cultural and political globalisation, for example McWorld
What are TNC's and who do they benefit?	<ul style="list-style-type: none"> Students will know that TNC stands for Trans National Corporation Students will know that a TNC operates internationally through manufacturing and trade. Students will know that different parts of the business will be located in different parts of the world, for example manufacturing in NEE, Research and Development in HIC Students will know the example of Coca Cola violating workers rights and causing water shortages in India.
What impact is the TNC shell having in Nigeria?	<ul style="list-style-type: none"> Students will know that Nigeria is located in the West of Africa and that it is a developing country. Students will know that Shell pays tax to the Nigeria's Government which enables them to develop the countries infrastructure which can benefit human development Students will know that Shell have caused environmental problems in the Niger delta, some of which lead directly to human health problems for example polluted drinking water Students will know that Shell have been accused of paying low wages and violating the human rights of the indigenous Ogoni people who live in the Niger delta Students will know how to structure an answer to the question 'Is Shell a good or bad thing for Nigeria?' referencing both sides of the argument before coming to a conclusion.
What are the impacts of child labour?	<ul style="list-style-type: none"> Pupils will know that a sweatshop is a factory or workshop, especially in the clothing industry, where manual workers are employed at very low wages for long hours and under poor conditions. Pupils will know that people will work in sweatshops helps people provide for their basics needs Pupils need to know that child labour is widely seen as unacceptable but that worldwide millions of children, due to the pressures of poverty, do work often in dangerous situations. Students will know that most sweat shops are located in Asia
Why are my things made in China?	<ul style="list-style-type: none"> Students will know there has been a global shift in manufacturing from Europe and N. America to SE Asia Students will know that Chinese workers earn less per hour and are willing to work longer hours which attracts businesses to want to locate there Students will know that Shenzen is one of the key manufacturing areas of China where Foxxcon is located, Foxxcon is a Taiwanese company that manufactures Iphones for Apple. Students will know that the advantages of working for Foxxcon are that wages are relatively higher than in other jobs and there is dormitories for workers to stay next to the factory. Students will know that the disadvantages of working for Foxxcon are that they are expected to work long hours and work conditions are strict that have led to suicides
Is the process of globalisation positive or negative?	<ul style="list-style-type: none"> Foreign Direct Investment (FDI) - are substantial investments made by a company into a foreign concern. Students will summarise the main negative arguments for globalisation, such as the rapid spread of disease, the increase in power of big companies and the destruction of local companies and local culture, the exploitation of poorer countries for low wages, poor working conditions and the pollution of the environment. Students will be able to draw upon examples to illustrate these positive and negative points of globalisation such as, Apple in China. Coca Cola in India, Shell in Nigeria and Nike across the

Knowledge Organiser for Geography








Africa

Lesson title:	Key takeaways
To investigate the location of Africa	<ul style="list-style-type: none"> • Africa is a continent • A topological map only shows the features of the earth's surface specifically height of land and bodies of water. • Students will know how to use a topological map to locate the following physical features of Africa; Sahara Desert, Ethiopian Highlands and the Niger River
African Climate Zones	<ul style="list-style-type: none"> • The green and tan colours on a satellite image shows that Africa's climate is wetter at the equator, and drier in the North and South. • A climate graph shows the average precipitation and temperature of a location over a 12-month period. • Precipitation is presented as a bar chart, and temperature as a line graph.
Biomes in Africa	<ul style="list-style-type: none"> • A biome is a large area characterised by its climate, vegetation, wildlife and soil. • Students need to know that the three largest biomes in Africa are the tropical rainforest, desert and savannah. • Biomes occur in geographic patterns directly relating to latitude. Rainforests occur near the equator, savannah above and below and deserts 30 degrees N/S • Each biome has different climate characteristics, relating to temperature and precipitation. E.g. The rainforest is hot and wet all year round. The Savannah is semi-arid and only has 2 seasons. • Each biome has differing levels of biodiversity, which gets lower the further from the equator the biome is.
Tectonics in Africa	<ul style="list-style-type: none"> • The Great Rift Valley is in Eastern Africa. • The valley is created by the movement of the Nubian, Somalian and Arabian tectonic plates. • As they move apart, the crust thins, creating deep depressions in the landscapes. • These valley can eventually fill with water, forming great lakes. • In the future, the land may 'split apart' creating a new 8th continent.
Development in Africa	<ul style="list-style-type: none"> • Countries in Africa can be classified as HIC, NEE and LIC's. LIC's include Chad and Somalia. The wealthiest countries include Morocco. • Development can be measured using the following indicators: GDP per capita, life expectancy, average food intake and literacy rate. • Development indicators can be shown on a choropleth map, which indicates that development is not equal across Africa
The impacts of colonialism	<ul style="list-style-type: none"> • Colonialism is the policy or practice of acquiring full or partial political control over another country, occupying it with settlers, and exploiting it economically. • Historically, Africa was colonised by several European powers including the UK and France. • Colonialism had negative impacts on Africa in the form of increased taxation, resource exploitation, preventing political development and exploiting Africans for cheap labour • Colonialism also had positive impacts on Africa in the form of investment in infrastructure and the introduction of formal education and western medicine.

Revision List for History

	Revision Topic	Tick When Flash Card Created	Tick when revised
English Civil War	Causes of the English Civil War		
	Events of the English Civil War including St Helens		
	The role of women in the English Civil War		
	The Republic		
	Restoration		
	The Glorious Revolution		
West African Kingdoms	Achievements of West Africa		
	Achievements of Benin		
	Achievements of Songhay		
	Achievements of Asante		
Transatlantic Slave Trade	What was the Transatlantic Slave Trade?		
	The conditions on the Middle Passage		

Knowledge organiser: Yr 8 The English Civil War Title: Why did the Monarchy lose power by the end of the 17th century?

Keyword	Definition	Lesson title:	Key takeaways
Civil War	A war between two rival sides in a country.	1. What caused the English Civil War?   	<ul style="list-style-type: none"> The Stuarts believed in the divine right of kings, this led to conflict with Parliament. Parliament were sent away for 11 years as they sent Charles a list of complaints called the Grand Remonstrance. Charles taxed the people of England, which led to support for Parliament over the monarchy. January 1642 the King attempted to arrest 5 leading MPs Parliament saw this as Charles had effectively declared war on them. 22 August 1642, King Charles I raised his battle standard and declared war against his enemies in Parliament.
Parliament	A group of people who make the laws for a country.		
Confiscated	When something is taken away from you, usually used as a punishment.	2. Events of the English Civil War: How did the King become a Prisoner? 	<ul style="list-style-type: none"> Those who supported the King were known as Royalists, they were nicknamed the Cavaliers. They vowed to defend the position of the king at the top of the social order. Those who supported Parliament were known as Parliamentarians, they were nicknamed the Roundheads. They aimed to protect the rights of parliament to perform its traditional role, which they saw as working with the king to decide on matters such as taxes and important laws. Parliament improved their army under Cromwell which became known as the 'New Model Army'. The Scottish Royalists on behalf of Charles versus Cromwell's forces took place in between St Helens and Warrington. By 26 votes to 20 in Parliament, it was decided that King Charles would be put on trial for treason and executed.
Divine Right of Kings	A medieval idea that Kings were chosen by god and answered to no one but God – they were in total control.		
Siege	A military operation in which enemy forces surround a town or building.	3. How did the ECW affect the lives of women? 	<ul style="list-style-type: none"> Women were expected to encourage their sons and husbands to fight in the war. Women played a key role, such a Henrietta Maria and Brilliana Harvey who both contributed to the Royalist and Parliamentary forces. Some women were made to lose their land for who their family fought for, they had to plead for it back.
Interregnum	Time period when England had no monarch- from the execution of Charles I in 1649 to the Restoration of Charles II in 1660.		
Republic	A country without a king or queen, an example is America.	4. What happened during the Interregnum and why did it only last for 11 years? 	<ul style="list-style-type: none"> Cromwell refused the title of King, he wanted to be known as the Lord Protector, but continued to act like one. Cromwell makes huge changes to England: He closed down parliament himself and divided England into 11 districts (areas) each run by a governor general- corrupt men. Sports, entertainment, celebration of Christmas, gambling, drinking alcohol was all banned- distracted people from worshipping God. (Known as the interregnum) In 1660, Charles II became King and the monarchy was restored. Charles brought back all of the sports and entertainments banned under Cromwell. Earned him the nickname the 'Merry Monarch'. This time period under Charles II was known as the restoration.
Revolution	A revolution is a sudden change in government.		
Constitution	The law of a country that everybody must follow.	5. How significant was the Glorious Revolution? 	<ul style="list-style-type: none"> The Glorious Revolution came about as Parliament were fearful of James II returning England to Catholicism forever, after having a son. Parliament encouraged James I daughter, Mary and her husband William to invade England and take over as they were protestants. James II, his wife and son ran away to France. There was no fighting at all, but a revolution had taken place, and the ruler had been replaced. Protestants called this a 'Glorious Revolution'. Mary and William agreed to the 'Bill of Rights' which effectively reduced their power and prevented Catholics from monarchy to this present day.
Cavaliers	Supporters of the King also known as Royalists		
Roundheads	Supporters of Parliament also known as Parliamentarians.		





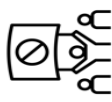

Knowledge Organiser for History

Knowledge organiser: Yr 8 West African Kingdoms EQ2: What was life like in West African Kingdoms pre-colonisation?

Keyword	Definition	Lesson title:	Key takeaways
Colonisation	The process of establishing control over the indigenous people of an area.	1. What were the main achievements of West Africa prior to colonisation?	<ul style="list-style-type: none"> The Kingdoms of West Africa flourished in the centuries prior to the onset of European colonisation. For example: exquisite works of art- illustrated manuscripts, sculptures and statuary. West African Kingdoms heavily engaged in international trade and similar to many European nations. The origins of much modern music (e.g blues music) lie in the instruments developed in West Africa long before the slave trade to the New World began. The study of West Africa is complicated due to the nature of the source material available. African kingdoms did not keep written records therefore their history must be studied through a variety of alternative sources.
Artefacts	An object that has been made by humans, which is of cultural and historical interest.	2. What were the cultural achievements of the Benin Kingdom?	<ul style="list-style-type: none"> The oba was the most powerful person in Benin City. He led a council of chiefs, who carried out his orders. The people of Benin worshipped many gods and believed the oba was a descendant of Osanobua, the god who created the world. The people of the kingdom of Benin believed in two worlds: the human world and the invisible world of the gods. Women were only allowed to join the weavers' guild, spinning yarn or making cloth. They were forbidden to touch the metal or tools used by the brass casters. They most likely spent much of their time looking after their children, husbands and homes.
Benin Bronzes	A group of more than a thousand metal plaques and sculptures that decorated the royal palace of the Kingdom of Benin.	3. What were the cultural achievements of the Songhay Kingdom?	<ul style="list-style-type: none"> The Songhay people grew very rich by trading gold. Arab traders and scholars (highly educated people) travelled from the Middle East, all the way across the Sahara Desert, to trade with the Songhay people. Hundreds of Qur'anic schools (schools where the Quran, the holiest book in Islam, is studied). Sankore University also grew to 25,000 students, which is impressive when you think the city had only 100,000 inhabitants. The dias (rulers) of the Kingdom of Songhay needed money to maintain their wealthy lifestyles and finance the battles that expanded the kingdom. People who worked on the land paid taxes to the government. The Kingdom of Songhay controlled trade routes by taxing caravans entering their land.
Oba	Ruler of the Benin Kingdom.	4. What were the cultural achievements of the Asante Kingdom?	<ul style="list-style-type: none"> In 1471, Portuguese explorers reached what they came to call the Gold Coast of West Africa. The Portuguese quickly realised the Akan people had a lot of gold and were willing to trade. By the 1750s, the Kingdom of Asante controlled the Akan gold mines, the largest gold-mining area in West Africa. The gold was used as a currency, traded, and displayed to demonstrate wealth and power. Gold was a sign of wealth and status. Gold was used not only as currency within the Kingdom of Asante. It was traded for many different things, including cloth, salt and alcohol. The Kingdom of Asante was a matriarchal society. The Asantehema of the Kingdom of Asante was an older female from the royal family who advised the Asantehene (ruler).
Scholars	Highly educated people.		
Caravans	A group of people, especially traders or pilgrims, travelling together across a desert.		
Matriarchal society	A social system in which positions of dominance are held by women.		
Akan	The native people of the Asante Kingdom.		

Knowledge Organiser for History

Knowledge Organiser EQ2: How significant was Britain's role in the Transatlantic Slave Trade?

<p>What was the Transatlantic Slave Trade?</p> 	<ul style="list-style-type: none"> Africans were present in Britain for centuries before the slave trade even began. Britain's involvement in trading slaves began after the English Civil War (1642-1649) Trading of slaves prior to this time period was much less common in Britain. Transatlantic Slave Trade was the transportation of enslaved Africans to the Americas, they were then sold and used to produce materials such as coffee, sugar, tobacco and cotton. 	<p>What impact did the Transatlantic Slave Trade have upon the city of Liverpool?</p>  <ul style="list-style-type: none"> Liverpool's superior position as a leading trading port. Liverpool benefitted from the slave trade (location, mayors supported the trading and also traders in Liverpool were very knowledgeable). Liverpool benefitted from slavery politically, economically and socially. 								
<p>What was life like for enslaved Africans on the Middle Passage?</p> 	<ul style="list-style-type: none"> The Middle Passage is the set route that transported enslaved Africans to their final destination in the Americas. The enslaved Africans suffered terrible conditions on their journey to the New World; there was a terrible stench, overcrowded conditions and diseases. Enslaved Africans worked on plantations. Africans were auctioned off when they arrived in the Americas, they were sold to the person who paid the most 	<p>What impact did the sugar trade have upon the island of Barbados?</p>  <ul style="list-style-type: none"> The island of Barbados, in the Caribbean, was a location that traded enslaved Africans. The sugar trade dramatically changed the island of Barbados, increasing its wealth and population. Men from Europe, travelled to the Americas and settled there, in the hope of creating a better life for themselves. These men bought a plot of land and created plantations. 								
<p>How did enslaved Africans rebel against their captivity?</p> 	<ul style="list-style-type: none"> Africans began rebellions upon the slave ships- on their journey to the New World. Communities of runaway slaves, who have escaped their captivity. One in particular being the Maroons. Significant revolt from Toussaint Louverture who was granted freedom from his master, he began to inspire other enslaved Africans to rebel and run away from the plantations. 	<p>What key events occurred which led to the Abolition of the Slave Trade Act in 1807?</p>  <ul style="list-style-type: none"> Many people in Britain believed that slavery should have been abolished- petitions and posters were created. William Wilberforce was an influential MP who campaigned for the end of slavery. Slavery was abolished in England in 1807. 								
<p>Enslaved</p> <p>Someone who has lost their freedom.</p>	<p>Significance</p> <p>Importance.</p>	<p>Transatlantic Slave Trade</p> <p>The trading of enslaved Africans by European countries to the Americas on a set triangular route.</p>	<p>Middle Passage</p> <p>Enslaved Africans were forcibly transported to the Americas as part of the triangular slave trade.</p>	<p>Plantations</p> <p>An estate on which crops such as coffee, sugar, and tobacco are grown.</p>	<p>Rebellions</p> <p>Resisting authority or control.</p>	<p>Captivity</p> <p>Being imprisoned or confined.</p>	<p>Merchant</p> <p>A person or company that sells good or services around the world</p>	<p>Migration</p> <p>The movement of people from one country to either: settle in another country, or to move to another location in their home country.</p>	<p>Abolition</p> <p>When a system, practise or institution becomes illegal.</p>	<p>Liberty</p> <p>Freedom.</p>



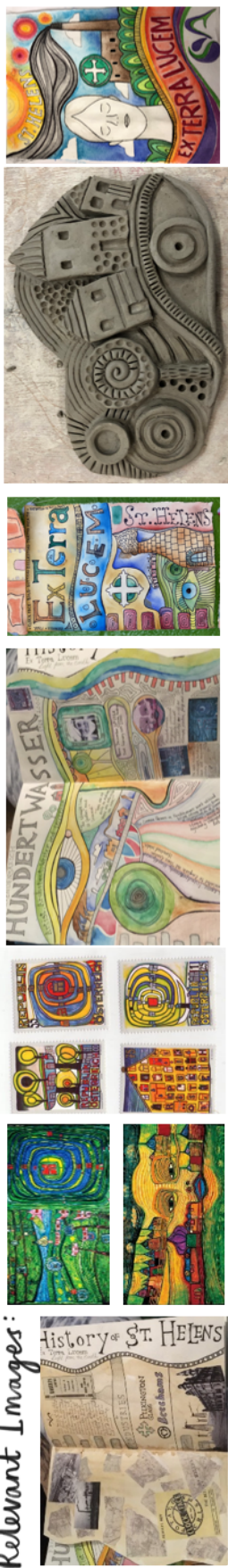
Revision List for Spanish

Topic	KO Page	Revision Link to Test Knowledge	Tick when revised
Activities online <i>You will have studied what activities you can do online</i>	2	https://quizlet.com/gb/984337675/y8-tracking-2-activities-online-flash-cards/?i=2fpt5n&x=1jqt	
Using se puede + infinitive <i>You will have studied how to describe what you can do online</i>	2	https://quizlet.com/gb/984338326/y8-tracking-2-se-puede-infinitive-flash-cards/?i=2fpt5n&x=1jqt	
Social media <i>You will have studied how to describe what activities you do on social media.</i>	2	https://quizlet.com/gb/984338623/y8-tracking-2-social-media-flash-cards/?i=2fpt5n&x=1jqt	
Advantages and disadvantages <i>You will have studied advantages and disadvantages of the internet.</i>	2/3	https://quizlet.com/gb/984343498/y8-tracking-2-advantages-and-disadvantages-flash-cards/?i=2fpt5n&x=1jqt	
The impact of social media on mental health <i>You will have studied the advantages of disadvantages of social media on your mental health.</i>	4	https://quizlet.com/gb/984343694/y8-tracking-2-mental-health-flash-cards/?i=2fpt5n&x=1jqt	
Shopping <i>You will have studied where you can go shopping and what you can buy.</i>	4	https://quizlet.com/gb/984343982/y8-tracking-2-shopping-flash-cards/?i=2fpt5n&x=1jqt	
The preterite tense <i>You will have studied how to form the preterite (past) tense.</i>	4	https://quizlet.com/gb/984349683/y8-tracking-2-preterite-tense-flash-cards/?i=2fpt5n&x=1jqt	

Revision List for Art

Revision Topic	Revision Task	Tick when revised
Architecture and Architect	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The History of St Helen's	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Colour Theory	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Texture	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The work of Ian Murphy	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Composition	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The Formal Elements	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Hundertwasser	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Clay techniques	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Knowledge Organiser for Art

 <h2 style="font-size: 2em; margin: 0;">ART Knowledge Organiser</h2>		<p>YEAR: 8</p> <p>TERM: 2</p>
<p>Topic: Architecture</p>		
<p>History / Context:</p> <p>Cultural Capital: Students will research the history of St Helens, its buildings and structures to create a contextual sketchbook page.</p> <p>Students will produce an A5 St Helens outcome inspired by the style and colours of the artist Hundertwasser and a low relief clay slab inspired by Hundertwasser's shapes and patterns focussing on creating textures and colour.</p>	<p>Artists/Craftspeople/Designers:</p> <p>Hundertwasser: Hundertwasser was born in Vienna in 1928. His work portrays a respect for nature, bright vibrant colours, dream-like landscapes and wavy and curvy lines. Later on in life Hundertwasser ventured into architecture and designed imaginative buildings, he described buildings as our "third skin" and believed we should live in places that made us feel happy. He also designed posters, stamps, coins and flags.</p>	<p>Key Vocabulary:</p> <p>Architecture: The art of practice of planning, designing and constructing buildings or other structures.</p> <p>Collage: A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.</p> <p>Composition: The action or art of producing a creative work such as a poem or piece of music.</p> <p>Texture: Created using different marks to represent actual texture.</p> <p>Drybrush: A painting technique in which a paint brush that is relatively dry, but still holds paint. The resulting brush strokes have a characteristic scratchy look that lacks the smooth appearance that washes or blended paint commonly have.</p>
<p>Skills/Techniques:</p> <ul style="list-style-type: none"> Coffee Background Wash Collage Composition Application of watercolour onto fabric Refinement Stitching and embellishment Clay modelling Drybrush Tonal Pencil work 	<p>Prior Learning:</p> <p>Harmonious colours : Colours that are next to each other in the colour wheel.</p> <p>Score and slip: Cross hatch and add the slip (glue) to add any piece on clay onto clay.</p> 	<p>Careers/Opportunities:</p> <p>Architect: An architect is a skilled professional who plans and designs buildings and in many cases also supervises their construction.</p> <p>Cross curricular links with history and geography.</p>
<p>Relevant Images:</p> 		

Revision List for Design & Technology

Revision Topic	Revision Task	Tick when revised
Workshop hand tools	https://technologystudent.com/despro_flnh/mats_basiceq1.html https://technologystudent.com/equip1/try1.htm https://technologystudent.com/equip1/coping1.htm	
Workshop safety: hand tools	https://technologystudent.com/health1/ed1.htm https://technologystudent.com/health1/safetyr1.htm https://www.bbc.co.uk/bitesize/articles/zq89qyc	
Electronic components	https://www.technologystudent.com/elec1/stelec1.htm chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://www.technologystudent.com/mobapps/PCB1.pdf	
Input process outputs	https://www.bbc.co.uk/bitesize/guides/zkrvgdm/revision/2	

Revision List for Digital Literacy

Revision Topic	Revision Task	Tick when revised
Digital Artefacts – Logo Creation using Adobe Photoshop	https://www.adobe.com/uk/learn/photoshop?topic=get-started	
Digital Artefacts – Navigation buttons using Adobe Photoshop	https://www.adobe.com/uk/learn/photoshop/web/add-text-to-image	
Digital Artefacts – Video Editing using Adobe Premiere Pro	https://www.adobe.com/uk/learn/premiere-pro?topic=sequences	
Web Authoring – Audience and Purpose	Web authoring Lesson 1 resources on MS Teams	
Web Authoring – Sourcing and Selecting assets	Web authoring Lesson 2 resources on MS Teams	
Web Authoring – Using Adobe Dreamweaver	Web authoring Lesson 3 and Lesson 4 resources on MS Teams	
Text based programming – Algorithms and Introducing Python	Text based programming Lesson 1 resources on MS Teams	
Text based programming – Variables and Inputs	Text based programming Lesson 2 resources on MS Teams	
Text based programming – Sequence	Text based programming Lesson 3 resources on MS Teams	
Text based programming – Selection	Text based programming Lesson 4 resources on MS Teams	
Text based programming – Iteration	Text based programming Lesson 5 resources on MS Teams	

Text Based Programming Knowledge Organiser

Algorithms and Programming	IDLE	Variables and Functions
<ul style="list-style-type: none"> • Algorithms • An algorithm is a step-by-step rules or instructions designed to perform a task and solve a particular problem. An algorithm can be set out as a flowchart or in normal language. • Programming • Programming is the process of designing and building a computer program to solve a task or particular problem. • The text-based language which we have used is Python. 	<ul style="list-style-type: none"> • To execute (run) a Python program, you need a Python interpreter. • We have used the software IDLE to do this. • IDLE colour codes the different parts of the program such as green for string (text) and purple for functions. • An interpreter translates and executes each line of code and identifies where the errors are happening. • This then allows you to fix the errors which is also known as debugging. • To execute (run) the program we press F5. 	<ul style="list-style-type: none"> • Variable – a variable is a container which holds a value which can change. We use an equals symbol to assign the value. • name = "Claude" • age = 13 • Print function – the print function is used to display text or a message when the program is run. • print ("Hello World!") • Input function – the input function allows the user to enter information into the program. • name = input("Please enter your name:") • Inputting numbers – You need to include int (integer) before your input function. • age = int(input("Please enter your age:"))

Web Authoring Knowledge Organiser

Purpose and Audience	Website Features	Sourcing Images
<ul style="list-style-type: none"> • The purpose means the reason why the product was created. • Advertise – Trying to convince the user to buy a product or service. • Educate – Helping the user the learn about and understand a new topic. • Entertain – Something which is fun and enjoyable for the user. • Inform – Providing lots of information for the user on a particular topic. • Promote – Making the user aware of an organisation or an important message. • Persuade – Trying to convince the user to make one choice over another. • Target Audience • Age Range – This is the age range that the product would be more suited to. • Gender – Is the product aimed at males or females or is it gender neutral? • Interests – What would users be interested in with this product? 	<ul style="list-style-type: none"> • Features • A feature is the different parts of the website. • Text – This is used for titles, headings and paragraphs to provide the main source of information on the website. • Images – These are used next to the text to make the website more visual. • Navigation – This is a bar of buttons or links at the top of the page to help you access every page on the website. • Video – This is a visual and audio form of information and can make it more entertaining and appealing to the user. • Animation/Effects – This is anything that moves or scrolls to catch the eye of the user. • Interactivity – This is anything that the user can click on or select. 	<ul style="list-style-type: none"> • Copyright Law – The Copyright, Designs and Patents Act (1988) is there to protect people’s original creations from being used by someone else. You would need to get permission if you wanted to use them. • Primary Assets – A primary asset is something which has been created by yourself. Examples of this are the website banner and navigation buttons which you created. • Secondary Assets – A secondary asset is something which use on the website that you have got from somewhere else. Examples of this are the images that you collected from the internet. • Source – Source means where the image has come from. This would be the website link where you

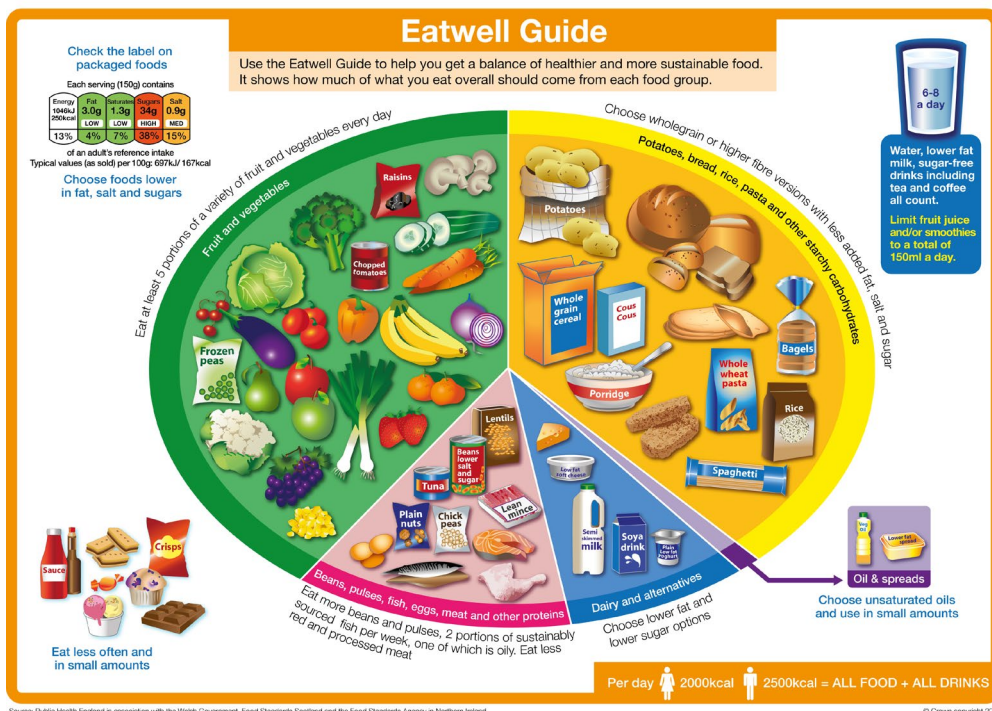
Revision List for Food Technology

Revision Topic	Revision Task	Tick when revised
Nutrition	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Fish and Protein Science	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Food Waste in the UK	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Allergens and Intolerances	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Raising Agents	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	

Knowledge Organiser for Food Technology

Food & Nutrition

Lesson title:	Key takeaways
Nutrition	<ul style="list-style-type: none"> Three macronutrients: Fat, Protein, Carbohydrates. Protein functions: Growth, repair, and energy. Nutrients in vegetables: B group vitamins, Vitamin C, and Fiber. Types of carbohydrates: Starch, sugar, and fibre. Potatoes are tubers
Fish and Protein Science	<ul style="list-style-type: none"> Fish categories: White fish (e.g., cod, haddock, plaice), Oily fish (e.g., mackerel, salmon, tuna), and Shellfish (e.g., prawns, crabs, scallops). Fish is high in protein, and oily fish contains vitamins A and D. Cooking affects fish protein: Heat causes denaturation and coagulation (e.g., fish firms up when cooked)
Food Waste in the UK	<ul style="list-style-type: none"> Most wasted foods: bread, cheese, dairy, meat, fish, fruits, and vegetables. Average household wastes £70 per month on food, totalling £840 annually. Suggestions to reduce waste: Use leftovers (e.g., bread for breadcrumbs, chicken for curry).
Allergens and Intolerances	<ul style="list-style-type: none"> Common allergens: Milk, eggs, nuts, soy, fish, shellfish, wheat, sesame. Food intolerances: Lactose (milk sugar) and gluten (found in wheat, barley, rye). Celiac disease: Gluten intolerance causing bloating, diarrhoea, and weight loss
Raising Agents	<ul style="list-style-type: none"> Bicarbonate of Soda: Reacts with acids (e.g., buttermilk) to release carbon dioxide for rising. Baking Powder: Reacts with heat and moisture to release gas, used in cakes and scones. Self-raising flour contains baking powder



Source: Public Health England in association with the Welsh Government, Food Standards Scotland and the Food Standards Agency in Northern Ireland

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Revision List for RE

Next assessment in Religious Education (RE) is the end of unit assessment on Islam. The topics we have covered should be revised.

There is an assignment for you to complete on Microsoft Teams. You will find more information about this by logging on. Attached to this assignment you will see copies of Power Point Presentations and information sheets that will help you to revise

	Revision Task	Tick when revised
The Life of Muhammad	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The Qur'an	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The Five Pillars of Islam	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Akhirah (the afterlife)	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Islam

<p>Introduction to Islam</p>	<p>Muslims follow the religion of Islam. Allah is the God of Islam. Muhammad is the final prophet. Muslims believe in life after death, heaven and hell. Muslims read the Qur'an and have an obligation to follow the five pillars,.</p>	<p>Zakah</p>	<p>Zakah is a duty for Muslims and to do Zakah they give 2.5% of their wealth to help others. This helps others and stops Muslims being greedy. The term Zakah literally means to cleanse or purify. Muslims should give money to help the poor and to support the ummah (the family of Islam). Muslims believe that everything they have belongs to Allah.</p>
<p>Muhammed</p>	<p>Muhammad is the final prophet in Islam. The religion of Islam started when the Qur'an was revealed to Muhammad. Muhammad was asked to 'recite' the words of the Qur'an. To recite is to speak something from memory.</p>	<p>Sawm</p>	<p>Muslims fast during the daylight hours of the month of Ramadan. Ramadan is the time when Muslims remember when the Qur'an was revealed to Muhammad. During this time, Muslims give up: food, liquids, smoking and sexual activity during daylight hours.</p>
<p>The Qur'an</p>	<p>Muslims believe the Qur'an is the word of Allah, it has rules about how a Muslim should live (worship God, be kind to your parents, do not kill, do not eat pork, do not drink alcohol) and rules about what a Muslim should believe Muslims prepare for reading the Qur'an by performing wudu, a ritual washing.</p>	<p>Hajj</p>	<p>Hajj is pilgrimage, a religious journey to a religious place. There are different stages to Hajj: Tawaf is circling the Ka'bah, the first place built to worship Allah. During Hajj Muslims visit Arafat to ask for forgiveness. They also throw stones at large pillars in Mina to represent resisting temptation or the devil. Muslims on pilgrimage to Hajj wear Ihram, white clothing that symbolises equality.</p>
<p>The 5 Pillars</p>	<p>There are five pillars of Islam. The Shahadah is a statement of belief. Salah is prayer, Zakah is giving 2.5% of your wealth to help others, Sawm is fasting and Hajj is pilgrimage.</p>	<p>Death and the Afterlife</p>	<p>Muslims believe in judgement day when they will be judged by Allah based on how they have lived their lives, they will go to heaven or hell. Muslims believe their soul lives on after death and they will enter a state of waiting called 'barzakh'. Heaven is described in the Qur'an as gardens of pleasure, it is the reward for faith and good deeds. The Qur'an describes hell as a place of fire and great torment. It is the punishment for those who reject God and do evil.</p>
<p>Shahadah and Salah</p>	<p>The Shahadah is a statement of belief that says 'There is no God but Allah and Muhamad is His messenger'. This is used during prayer, when becoming a Muslim and, ideally, is the first/last thing a Muslim hears when they are born and when they die. Salah is prayer. There are 5 set prayers each day. Muslims perform wudu (ceremonial washing) before they pray. The jummah is the Friday prayer, many Muslims go to the mosque (a religious place of worship for a Muslim) to complete jummah.</p>		

Revision List for PE

Pupils will complete six fitness tests and try and achieve their personal best. To prepare for the following tests, 3-minute run, 30m sprint, burpee test, Illinois agility test, hand wall ball toss, standing broad jump test, pupils could do the following activities to improve their performance:

Test	Physical Activities to Improve Performance	Tick when revised
Stamina/Cardiovascular Test: 3 Minute Run	Shuttle runs Continuous jogging outside Skipping Cycling	
Speed Test: 30M Sprint	Park/track sprints Hamstring stretches to improve stride length Quadricep stretches to improve stride length Gastrocnemius (calf) stretches to improve stride length Hill sprints	
Muscular Endurance Test: Burpee	Burpees Mountain climbers Touch floor – vertical jumps Press Ups	
Power Test: Standing Broad Jump	Hopping/hop scotch Jumping lunge Jumping sideways over objects (hurdles) Jumping forwards over objects (hurdles)	
Coordination Test: Hand Wall Toss	Keepy ups Hand toss throwing and catching a tennis ball against the wall Juggling Catching and throwing tennis ball with a partner	
Agility Test: Illinois Agility Test	Zig Zag cone runs Ladder runs Side bounds Short shuttle runs	

Circuit training at home

- Choose 6-10 of the exercises
- In an appropriate space (garden, yard, bedroom floor, spare room) perform the exercises for 30 seconds, then have a 30 second rest before doing the next exercise and repeat.
- Once all the exercises are completed you have completed one set.
- Have a 2-minute rest before doing a second set and if you can even try a third set if you have the energy.



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