



The Sutton Academy



YEAR 8 TRACKING 3 ASSESSMENT

Week Commencing 1st June 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,

As we approach the end of a busy and exciting school year. It's hard to believe how quickly time has passed, and now, as we look ahead, it's time to talk about something very important: **your end-of-year assessments.**

You might be feeling a little nervous or unsure about what's to come, but I want to take a moment to remind you of just how valuable these assessments are—not just for your grades, but for your personal growth and learning. Here are a few reasons why they matter:

1. **A Chance to Reflect on Your Progress.** End-of-year assessments give you an opportunity to look back at how much you've learned over the year. It's a time to see how much you've improved and what you've achieved. The skills and knowledge you've built throughout the year are all coming together in these final assessments.
2. **Building Confidence for the Future.** While assessments can feel a little stressful, they also help build confidence in your abilities. By preparing for and doing your best in these exams, you gain a sense of accomplishment and the confidence to tackle bigger challenges in the future, whether it's in Year 9 or beyond.
3. **A Valuable Learning Experience.** Remember, it's not just about the final grade—it's about the process. The way you prepare, the study techniques you use, and how you manage your time are all skills that will help you in future learning. If you approach this with the mindset that it's an opportunity to improve and learn, it will help you in the long run.
4. **They Help Us Understand How We Can Support You.** End-of-year assessments are also a way for us as teachers to see how well we've taught you throughout the year. If there are areas where you or the class as a whole need more support, we can work together to address those and help you do even better next time.

Whether you're aiming to improve in a specific subject, work on your study habits, or learn how to manage your time better, the results from these assessments can guide you in making those goals a reality.

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 3 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.

The most effective way to test yourself on your flashcards is to use a friend. In Year 8 you are all sitting the same assessments to require the same knowledge.

If you are revising alone, you can use mini whiteboards and the following strategy:



Research suggests that it takes on average between 3-5 repetitions to transfer knowledge into your long term memory.

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 3 Assessment Timetable

Use this table to record when each assessment is taking place.










Week Commencing 1 st June 2026 (Week A)					
Period	Monday 1 st	Tuesday 2 nd	Wednesday 3 rd	Thursday 4 th	Friday 5 th
1					
2					
3					
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

Below is a list of topics that year 8 have covered so far this year. This will help you revise for your tracking 3 exams.

Topic	Revision links	QR code
Metamorphosis Patriarchal Poignant Juxtaposition Submissive Obedient Romanticism Philanthropy	Google the words and write your own definition of the word on a flashcard and list some synonyms	
Oxymoron	https://www.bbc.co.uk/bitesize/guides/zy3gkhw/revision/6 Complete the tasks on the website and show your teacher	
Soliloquy	https://www.youtube.com/watch?v=4ogkXqh2HaU Write a definition of a soliloquy on a flashcard and list <u>soliloquy's</u> from texts we have studied.	
Fate	https://pmt.physicsandmathstutor.com/download/English-Literature/GCSE/Notes/AQA/Romeo-and-Juliet/Themes/Fate%20and%20Freewill.pdf Write your own explanation of fate and how it is shown in Romeo and Juliet.	
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.	
ARIPEFOREST	https://www.youtube.com/watch?v=jgyKm11PYWw Write your own flashcards and examples for each term.	
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.	
Nature vs. Nurture	https://www.youtube.com/watch?v=83mrHuRallA Watch the video and create a flashcard to explain the debate.	
Sentence Types	https://www.youtube.com/watch?v=aLd_gEu_jVo Create flashcards for each sentence type.	
Romeo and Juliet Plot, Characters, Quotes,	https://www.bbc.co.uk/bitesize/topics/zfdj6sg Make flashcards of key information about the plot, theme, character and make flashcards for key quotes.	

Revision List for English

4 Romeos and 4 Juliets	Learn the four Romeos and 4 Juliets, make flashcards out of them and include the matching quotes. Test yourself!	
Thesis Statement	https://www.youtube.com/watch?app=desktop&v=RxeWY5rz910&feature=youtu.be Watch the video and make a flashcard explaining how to make a thesis statement	
Topic Sentence	https://www.youtube.com/watch?v=CQXLtBfbP9k Watch the video and make a flashcard explaining how to use topic sentences	
Evidence analysis	https://www.youtube.com/watch?v=iESRDkzvaHQ&t=1s Watch the video and make a flashcard explaining how to analyse evidence	
Thesis Statement	https://www.youtube.com/watch?app=desktop&v=RxeWY5rz910&feature=youtu.be Watch the video and make a flashcard explaining how to make a thesis statement	
Onomatopoeia	https://www.youtube.com/watch?v=2BFH004PEnM Watch the video and make a flashcard explaining what onomatopoeia is and some examples.	
Proper Nouns	https://www.youtube.com/watch?v=8WY4hhpJVDk Watch the video and make a flashcard explaining proper nouns and common nouns.	
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 Shakespeare present Romeo in Act 3 Scene 2 Page 12 and the rest of the play? Write about him during the beginning, middle and end, use thesis statements, topic sentences and well-chosen evidence.	
Practice Question 2	How does Shakespeare present Juliet in Act 4 Scene 3 pg15 and the rest of the play? Write about the theme during the beginning, middle and end, use thesis statements, topic sentences and well-chosen evidence.	

Revision List for Maths - Support

Topic	Sparx Code
Solving Problems with the four operations	M347, M355, M928, M187
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying and Dividing Powers of 10	M113
Multiplying Integers	M187
Multiplying Decimals	M803
Dividing Decimals	M262, M263
Roots and Powers	M135
BIDMAS	M521
Estimation	M878
Product of Prime Factors	M108
Multiples	M227
Factors	M823
Simplifying Fractions	M671
Adding and Subtracting Fractions	M835
Dividing Fractions	M110, M265
Adding and Subtracting Mixed Numbers	M931
Multiplying and Dividing Mixed Numbers	M197, M265
Converting Fractions, decimals and percentages	M264
Finding Percentages of amounts	M437, M905
Multiplying and Dividing algebra	M120
Expanding single brackets	M237
Substitution	M417
Solving one step equations	M707
Nth term	M991
Place Value Problem	M704
Ordering negative numbers	M527
Negative Numbers	Q566, M527
Rounding to decimal places	M431
Rounding to significant figures	M994, M131
Factors, Multiples and Primes	M823, M227, M322
Highest common factor	M698
Ordering fractions	M335
Fractions of an Amount	M695, M684
Expressing a number as a percentage	M235
Percentages of amounts	M437, M905
Increase and decrease percentages	M476
Collecting like terms	M795, M531
Factorising expressions	M100
Function machines	M175
Solving two step equations	M509
Inequality signs	M384
Inequalities on a number line	M384
Generating sequences using nth term	M381

Topic	Sparx Code
Plotting Coordinates. Drawing Lines of Graphs.	M618, M797
Drawing Straight Lines Graphs	M843
Writing and Simplifying Ratios	M885
Sharing With a ratio	M525
Recipes	M478
Best Buys	M681
Converting Currency	*U610
Units of Measure	M772
Properties of 2D Shapes	M276
Symmetry, Rotational Symmetry	M523
Types of Angles	M502
Measure and Draw Angles	M780/M331
Angles on Straight Lines and About a Point	M818
Vertically Opposite Angles	M163
Angles in Triangles	M351
Angles in quadrilaterals	M679
Constructing triangles	M565
Perimeter	M635/M690
Area of rectangles	M390
Area of triangle	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Identifying parts of circles	M595
Circumference and area of circles	M169/M231
Pythagoras' theorem	M677
Congruency	M124
Similarity	M377/M324
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D Shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface Area	M661
Volume of Prisms	M765/M722
Volume of Cylinders	M697
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934
Range	M328
Bar charts	M460/M738

Revision List for Maths - Core

Topic	Sparx Code
Solving Problems with the four operations	M347, M355, M928, M187
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying and Dividing Powers of 10	M113
Multiplying Integers	M187
Multiplying Decimals	M803
Dividing Decimals	M262, M263
Roots and Powers	M135
BIDMAS	M521
Estimation	M878
Simplifying Expressions using Index Laws	M120
Converting standard form	M719, M678
Product of Prime Factors	M108
Multiples	M227
Factors	M823
Simplifying Fractions	M671
Adding and Subtracting Fractions	M835
Dividing Fractions	M110, M265
Adding and Subtracting Mixed Numbers	M931
Multiplying and Dividing Mixed Numbers	M197, M265
Converting Fractions, decimals and percentages	M264
Finding Percentages of amounts	M437, M905
Simple Interest	*U533
Multiplying and Dividing algebra	M120
Expanding single brackets	M237
Substitution	M417
Solving one step equations	M707
Solving Inequalities	M732/M118
Nth term	M991
Place Value Problem	M704
Ordering negative numbers	M527
Negative Numbers	Q566, M527
Rounding to decimal places	M431
Rounding to significant figures	M994, M131
Error intervals	M730
Factors, Multiples and Primes	M823, M227, M322
Highest common factor	M698
Ordering fractions	M335
Fractions of an Amount	M695, M684
Expressing a number as a percentage	M235
Percentages of amounts	M437, M905
Increase and decrease percentages	M476
Collecting like terms	M795, M531
Simplifying Expressions using Index Laws	M120
Expanding Brackets	M237
Expand double brackets	M960
Factorising expressions	M100
Function machines	M175
Solving two step equations	M509
Inequality signs	M509
Inequalities on a number line	M384
Sequences – next terms	M384
Generating sequences using nth term	M381

	Sparx Code
Plotting coordinates. Drawing lines on graphs	M618, M797
Drawing Straight line graphs	M843
Equations of straight lines	M888/M544
Drawing quadratic graphs	*U989
Writing and simplifying ratios	M885
Sharing with a ratio	M525
Recipes	M478
Best buys	M681
Converting currency	*U610
Units of measure	M772
Properties of 2D shapes	M276
Symmetry/Rotational symmetry	M523
Types of angles	M502
Measure and draw angles	M780/M331
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Angles in polygon	M653
Angles on parallel lines	M606
Constructing triangles	M565
Constructing bisectors	M239/M232
Perimeter	M635/M690
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Identifying parts of circles	M595
Circumference of circles	M169
Area of circles	M231
Pythagoras' theorem	M677
Trigonometry – finding sides	*U283
Congruency	M124
Similarity	M377/M324
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area	M661
Volume of prisms	M765/M722
Volume of cylinders	M697
Speed, distance and time	*U151
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934
Range	M328
Averages from frequency tables	M127
Averages from grouped frequency tables	M287
Bar charts	M460/M738

Revision List for Maths - Prime

Topic	Sparx Code
Solving Problems with the four operations	M347, M355, M928, M187
Adding and Subtracting Negative Numbers	M106
Multiplying and Dividing Negative Numbers	M288
Multiplying and Dividing Powers of 10	M113
Multiplying Integers	M187
Multiplying Decimals	M803
Dividing Decimals	M262, M263
Roots and Powers	M135
BIDMAS	M521
Estimation	M878
Simplifying Expressions using Index Laws	M120
Converting standard form	M719, M678
Multiplying and Dividing Standard form	U264*
Product of Prime Factors	M108
Multiples	M227
Factors	M823
Adding and Subtracting Fractions	M835
Dividing Fractions	M110, M265
Adding and Subtracting Mixed Numbers	M931
Multiplying and Dividing Mixed Numbers	M197, M265
Converting Fractions, decimals and percentages	M264
Finding Percentages of amounts	M437, M905
Simple Interest	*U533
Multiplying and Dividing algebra	M120
Expanding single brackets	M237
Factorising into two brackets	M908
Substitution	M417
Solving one step equations	M707
Solving Equations with unknowns on both sides	M554
Solving Inequalities	M732/M118
Special Sequences	U680*
Nth term	M991
Finding the Equation of a line	M544
Ordering negative numbers	M527
Negative Numbers	Q566, M527
Rounding to decimal places	M431
Rounding to significant figures	M994, M131
Error intervals	M730
Factors, Multiples and Primes	M823, M227, M322
Highest common factor	M698
Lowest Common Multiple	M227
Simplifying Fractions	M671
Ordering Fractions	M335
Fractions of an Amount	M695, M684
Expressing a number as a percentage	M235
Percentages of amounts	M437, M905
Increase and decrease percentages	M476
Reverse Percentages	U286*
Collecting like terms	M795, M531
Simplifying Expressions using Index Laws	M120
Factorising expressions	M100
Function machines	M175
Solving two step equations	M509
Solving two step equations	M509
Inequality signs	M384
Inequalities on a number line	M384
Generating sequences using nth term	M381
Plotting coordinates. Drawing lines on graphs	M618, M797
Drawing Straight line graphs	M843
Solving Simultaneous Equations	M852, U760*

Topic	Sparx Code
Equations of straight lines	M888/M544
Solving simultaneous equations graphically	M852
Drawing quadratic graphs	*U989
Writing and simplifying ratios	M885
Sharing with a ratio	M525
Recipes	M478
Best buys	M681
Converting currency	*U610
Direct proportion	M472
Inverse proportion	M665
Units of measure	M772
Properties of 2D shapes	M276
Symmetry/Rotational symmetry	M523
Types of angles	M502
Measure and draw angles	M780/M331
Angles on straight lines and about a point	M818
Vertically opposite angles	M163
Angles in triangles	M351
Angles in quadrilaterals	M679
Angles in polygon	M653
Angles on parallel lines	M606
Bearings	M260
Constructing triangles	M565
Constructing bisectors	M239/M232
Constructing loci	M253
Perimeter	M635/M690
Area of rectangles	M390
Area of triangles	M610
Area of parallelograms	M291
Area of trapezia	M705
Area of compound shapes	M269
Identifying parts of circles	M595
Circumference of circles	M169
Area of circles	M231
Pythagoras' theorem	M677
Trigonometry – finding sides	*U283
Trigonometry – finding angles	*U545
Congruency	M124
Similarity	M377/M324
Translations	M139
Reflections	M290
Rotations	M910
Enlargements	M178
Properties of 3D shapes	M767
Nets of 3D shapes	M518
Plans and elevations	M229
Surface area of prisms	M661
Surface of cylinders	M936
Volume of prisms	M765/M722
Volume of cylinders	M697
Mass, density and volume	*U910
Speed, distance and time	*U151
Real-life graphs	M771
Mean	M940
Mode	M841
Median	M934
Range	M328
Averages from frequency tables	M127
Averages from grouped frequency tables	M287
Bar charts	M460/M738

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 well you know them so you know which areas you need to continue to practice!

	Topic	Revision Website	Revision Task	Tick when revised
Earth's Resources	Earth's structure	BBC Bitesize: Earth's Structure	<ul style="list-style-type: none"> Draw a diagram of Earth's interior. Make a flashcard summarizing each of the four layers 	
	Greenhouse effect	Kay Science: Greenhouse effect	<ul style="list-style-type: none"> Make a flashcard explaining the greenhouse effect. 	
	Chemical, physical and biological weathering	BBC Bitesize: Types of Weathering	<ul style="list-style-type: none"> Make a flashcard for each of the three types of weathering. 	
	Earth's resources	MME Revise: Earth's Resources	<ul style="list-style-type: none"> Make flashcards for how we use each of Earth's resources 	
Forces, Light	Calculating speed	BBC Bitesize: Speed	<ul style="list-style-type: none"> Make a flashcard on the speed equation 	
	Interpreting motion graphs	BBC Bitesize: Distance Time Graphs	<ul style="list-style-type: none"> Make a flashcard for each type of distance time graph 	
	Reflection	BBC Bitesize: Reflection	<ul style="list-style-type: none"> Draw the ray diagram for reflection, labelling key parts 	
	Refraction	BBC Bitesize: Refraction	<ul style="list-style-type: none"> Draw a labelled diagram for refraction 	
Health, Lifestyle & Biochemistry	Aerobic and anaerobic respiration	BBC Bitesize: Respiration	<ul style="list-style-type: none"> Make flashcards summarising aerobic and anaerobic respiration. 	
	Food chains	BBC Bitesize: Food chains	<ul style="list-style-type: none"> Create flash cards using information from the link 	
	Food webs	Crash Course Kids: Food Webs	<ul style="list-style-type: none"> Make a flashcard defining interdependence 	
	Diet and food tests	BBC Bitesize: Required Practical - Food Tests	<ul style="list-style-type: none"> Make a flashcard describing each of the four food tests. 	
Reproduction	Fertilisation	BBC Bitesize: Fertilisation	<ul style="list-style-type: none"> Make a flashcard defining fertilisation. Make flashcards explaining an adaptation for each type of sex cell. 	
	Menstrual cycle	BBC Bitesize: Menstrual cycle	<ul style="list-style-type: none"> Make a flashcard for each stage of the menstrual cycle. 	
	Forms of contraception	BBC Bitesize: Contraception	<ul style="list-style-type: none"> Make a flashcard for each type of contraception, including an advantage and disadvantage. 	

Revision List for Geography

	Revision Topic	Tick When Flash Card Created	Tick when revised
Dark Tourism	What is dark tourism?		
	Pompeii – Mount Vesuvius eruption.		
	Is North Korea safe to visit?		
	What is slum tourism?		
	Is it safe to visit nuclear disaster sites - Chernobyl?		
	Cambodia killing fields – darkest tourism?		
	Ground Zero – 9/11 Memorial		
Asia	Human and physical features of Asia		
	Contrasting wealth Asia – HICs, NEEs & LICs		
	Has geography impacted Japan’s development?		
	Why is Singapore the best place in Asia?		
	Sustainable tourism in Thailand		
China	Describing global population distribution		
	Causes for population distribution		
	Population distribution in China		
	Urban Vs Rural China		
	Environmental Impacts of Urbanisation in China		
Globalisation	What is globalisation?		
	Who are the big global companies?		
	How does trade connect the world?		
	How did manufacturing make Britain powerful?		
	Why did the UK’s factories close?		
	Are workers exploited by globalisation?		
	Can investment in AI transform the UK economy?		
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		

Dark Tourism

Lesson title:	Key takeaways
Dark Tourism	<ul style="list-style-type: none"> • Dark Tourism: Tourism that involves travelling to places associated with death and suffering. • Predilection: a preference or special liking for something • Macabre: disturbing because concerned with or causing a fear of death. • Genocide: the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group. • Critics of dark tourism argue that issues relating to inappropriate tourist behaviour, the altering of historical fact and the drive for profits make it immoral. For example, Justin Beiber at the house of Anne Frank. • Some who have experienced dark tourism argue that it brings history to life, and allows for greater capacity and emotion. For example, the 2014 Tower of London poppy event was a powerful anti-war message
Should people visit sites of natural disasters?	<ul style="list-style-type: none"> • The 79AD eruption of Mt Vesuvius destroyed the town of Pompeii, via tectonic hazards such as pyroclastic flows and volcanic bombs. • Benefits of tourism in Pompeii include providing children with educational experiences, gaining insight into Roman culture, providing money for preservation organisations and providing jobs for local people. • Negatives of tourism in Pompeii include the erosion of mosaics, tourists breaking statues for souvenirs, graffiti and litter related to cigarettes.
Is North Korea safe to visit?	<ul style="list-style-type: none"> • North Korea is located in Asia, which is east of the UK. Physical features include the Hamgyong mountains and the river Taedong. • Tourism in North Korea is tightly controlled by the North Korean government. All tourism is organized by one of several state-owned tourism. • The majority of tourists visit from China, with less than 5,000 from western countries. • Tourists who visit North Korea risk imprisonment for not following the strict laws in the country, with phones often bugged. • A tourist who visited the Arirang Mass Games, intended as a propaganda tool, stated that the 100,000-participant Games outshone every Olympics opening ceremony they had seen.
Can tourists visit Chernobyl?	<ul style="list-style-type: none"> • Chernobyl is a failed nuclear reactor located in the North of Ukraine. • Following nuclear meltdown, the town on Pripjat was completely abandoned. • Chernobyl is unsafe for a number of reasons. These include the need for guides to avoid areas of high radiation, dangerous weather changes and shattered glass around the site. • Tours insist Chernobyl is safe because tourists receive the same radiation dose as a long-haul flight as tours are time limited, while tour groups are limited to ensure they remain with the guide.
Why are killing fields a popular tourist site in Cambodia?	<ul style="list-style-type: none"> • Cambodia is located in South East Asia, bordering Thailand and Vietnam. • Between 1975 and 1979, two to three million people were killed in Cambodia by the extreme communist guerrilla group the Khmer Rouge. • The tours offer a chance to learn about a genocide not taught in Western schools, enhancing tourist's cultural capital. • Some tourists disrespect the site, including taking inappropriate photographs.
Does New York have a dark tourist site?	<ul style="list-style-type: none"> • The 9/11 terrorist attacks occurred on September 11th 2001 • Eyewitnesses of the attack saw the collapse of the twin towers, and subsequent death of hundreds of people. • In 2022, the 9/11 memorial in NYC was the 4th most popular attraction on trip advisor. • Tourists flock to the site to pay respects to a tragedy within living memory for many people around the world.
Who benefits from slum tourism?	<ul style="list-style-type: none"> • Slum tourism, involves tourism to impoverished areas • Positives of slum tourism include tour companies reinvesting profits in the slums, changing perceptions and challenging local governments to act. • Negatives of slum tourism include locals feeling exploited, profits staying in the hands of tour companies and locals feeling like zoo animals.

Knowledge Organiser for Geography

Asia

Lesson title:	Key takeaways
Asia: What is its location and characteristics?	<ul style="list-style-type: none"> • Asia is the largest continent in the world. • The following are examples of physical features in Asia Lake Baikal, Yangtze River, Arabian Desert and Ural Mountains. • The features can be located accurately using an atlas. • The following cities are examples of human features: Jakarta, Ho Chi Minh City, Tokyo, Yangon, Kuala Lumpur, Hanoi. • The cities can be located accurately using an atlas.
How does development vary across Asia?	<ul style="list-style-type: none"> • The wealth of countries in Asia varies dramatically. • Wealth is influenced by a range of physical and human factors. • As a low-lying country situated on the Bay of Bengal, Bangladesh is one of the most vulnerable countries to violent weather patterns that regularly destroy crops, homes and lives. • The Philippines is the most vulnerable country to typhoons, earthquakes and volcanic eruptions in the world. The frequent occurrences cost the country lives, illness, malnutrition, and denial of education and health services. • Japan is one of the largest and most developed economies in the world. It has a well-educated, industrious workforce and its large, affluent population makes it one of the world's biggest consumer markets.
Has Japan's geography impacted development?	<ul style="list-style-type: none"> • Archipelago: A small group of islands, often in a line called a chain. • Japan is largely isolated from other countries. • Surrounded by the Pacific Ocean, the Sea of Okhotsk, the Sea of Japan, and the East China Sea. • Landscape is rugged, with more than four-fifths of the land surface consist of mountains. • Mount Fuji (3,776 meters), is Japan's highest mountain. • Situated along the Ring of Fire, an area where several tectonic plates meet. • Vulnerable to many natural disasters: earthquakes, tsunamis, volcanoes. • Many active and dormant volcanoes, including Mount Fuji. • Typhoons sometimes hit Japan as they move north from the South Pacific • Japan has used technology to adapt to its physical challenges • .Bullet trains connect all four islands (199mph). • Technology means warnings can be sent to warn seconds before an earthquakes hits, saving lives. • Mountains host skiing and hiking for tourists, boosting economy . • Being an island has meant a diverse fishing industry has thrived in Japan.
Why is Vietnams economy growing so fast?	<ul style="list-style-type: none"> • Vietnam is located in the South of Asia. Nearby countries include Cambodia and Laos to the west and China to the North. • After the wars in Vietnam, which lasted from 1955 to 1975, the economy entered a period of decline. • Many sanctions were place on Vietnam, including those relating to trade. • This lead to widespread poverty and underdevelopment. • Now, Vietnam attracts companies from the US, Japan, and the EU. • In the first quarter of 2024 Vietnam welcomed over 4.6 million foreign tourists • Its strategic location in East Asia is close to global supply chains.
Have has sustainable tourism benefitted Thailand?	<ul style="list-style-type: none"> • Tourism: the commercial organization and operation of holidays and visits to places of interest. • Tourist numbers to Thailand boomed after the Vietnam war, due to the arrival of western military bases. • Economic benefits of tourism include earning money to improve infrastructure, gaining reserves of foreign currency and allowing locals to sell crafts. • Challenges include many jobs being low paid, seasonal and dependent on seasons. It also poses threats to environmental damage. • Closing beaches, restricting chemical use like sunscreen and banning plastic bottles has protected the environment and allowed coral reefs and biodiversity to recover.
Why is Singapore ranked as the best country in Southeast Asia?	<ul style="list-style-type: none"> • Social: Highly Skilled Teaching Force: Singapore invests heavily in its teaching force, recruiting top graduates and providing comprehensive training at the National Institute of Education. • Economic: Singapore's economy is built on a free-market model, attracting foreign investment and fostering business • Environmental: Renewable energy sources and rainwater harvesting have become standard on all buildings in Singapore, including the lotus-shaped Art Science museum nearby which filters light into exhibition spaces. The Marina Bay Sands complex is topped by a 340m-long Skypark with capacity for 3,900 people.

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.

Knowledge Organiser for Geography

Globalisation	
Lesson title:	Key takeaways
What is globalisation?	<ul style="list-style-type: none"> Globalisation is the process where countries are becoming more interconnected through trade, culture, technology and politics. It involves the movement of goods, people, money and ideas across the world. Trade links countries together, for example selling products made in one country to another. Technology such as the internet, social media and video calls allows people to communicate globally. Countries also work together politically through organisations like the United Nations. Globalisation increases interdependence, meaning countries rely on each other more.
Who are the big global companies?	<ul style="list-style-type: none"> A Transnational Corporation (TNC) is a company that operates in multiple countries. TNCs connect countries through jobs, trade and investment. Examples include Apple, McDonald's and Amazon, which operate globally. TNCs often adapt products to local cultures (e.g. different McDonald's menus worldwide). They create employment and economic growth in many countries. However, they can cause environmental damage and poor working conditions in some places.
How does trade connect the world?	<ul style="list-style-type: none"> Global trade is the buying and selling of goods and services between countries. Imports are goods brought into a country, while exports are goods sold to other countries. Trade allows countries to access resources, products and services they cannot produce themselves. It supports economic growth and job creation. Containerisation has made trade faster and cheaper by transporting goods in large containers. Global shipping routes connect major ports and allow goods to be moved efficiently worldwide.
How did manufacturing make Britain powerful?	<ul style="list-style-type: none"> Manufacturing is the process of making goods from raw materials using machines and factories. The Industrial Revolution began in the UK in the late 1700s and transformed production. People moved from rural areas to cities to work in factories. Industries such as coal, steel, textiles and glass helped Britain become a global leader. Improved transport (railways and canals) allowed goods to be moved across the country. Britain became known as the "workshop of the world" due to its manufacturing power.
Why did the UK's factories close?	<ul style="list-style-type: none"> Deindustrialisation is the decline of traditional industries such as coal, steel and textiles. Many factories closed from the 1950s onwards as production moved abroad. Countries with cheaper labour made goods more cheaply than the UK. Automation reduced the need for workers as machines replaced jobs. Increased global competition from countries like China and Japan led to factory closures. This caused job losses and economic decline in many UK industrial areas.
Are workers exploited by globalisation?	<ul style="list-style-type: none"> Globalisation can lead to worker exploitation in developing countries. Workers may receive low wages, long hours and unsafe working conditions. Fast fashion companies produce cheap clothing quickly using low-cost labour. Factories are often located in countries such as Bangladesh, India and Vietnam. Events like the Rana Plaza collapse (2013) highlight unsafe conditions. However, factories can also provide jobs and income for people in poorer countries
Can investment in AI transform the UK economy?	<ul style="list-style-type: none"> Artificial Intelligence (AI) is when machines can think, learn and make decisions like humans. AI is used in business, healthcare and transport to improve efficiency. It can create new industries and high-skilled jobs. AI helps businesses analyse data and make better decisions. However, it may lead to job losses as machines replace workers. There are also concerns about cost, skills gaps and dependence on technology.

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		
	The events of the English Civil War		
	The Interregnum		
	The Restoration		
	The Glorious Revolution		
Transatlantic Slave Trade	Advancements of West Africa prior to European colonisation		
	The conditions of the Middle Passage		
	Impact of the Transatlantic Slave Trade on Africa		
	Impact of the Transatlantic Slave Trade on Liverpool		
	Impact of the Transatlantic Slave Trade on Barbados		
	Emergence of the Industrial Revolution		
	Abolition of the Transatlantic Slave Trade		
	Protest and Reform in the 19 th Century	Causes of public anger during the 19 th century (social reasons)	
Causes of public anger during the 19 th century (political reasons)			
Impact of the French Revolution on Britain			
Age of Enlightenment			
Peterloo Massacre			
Great Reform Act			
Chartist Movement			

Title: How did the English Civil War shape English Democracy?

Lesson title:	Key takeaways
1. What caused the English Civil War?	<ul style="list-style-type: none"> The monarchy believed in the divine right of kings = chosen by god to be monarch and only answers to god. Ship money was introduced to pay for wars with France and Scotland. The Grand Remonstrance was published – list of 204 complaints against Charles I. Charles attempted to arrest 5MPs following this. Charles married Henrietta Maria – a Catholic from France. Parliament were concerned that England could become Catholic again.
2. How did England lose their monarch in 1649? ?	<ul style="list-style-type: none"> Parliament created a New Model Army – this improved their position in battle and won the English Civil War. King Charles I was tried for treason and executed – this meant England became a republic as there was no monarch.
3. How significant was the Interregnum?	<ul style="list-style-type: none"> England became a republic for 11 years – no monarchy. Cromwell refused the title of King instead he became known as “Lord Protector”. There was a loss of rights for many people e.g. illegal to drink alcohol, celebrate Christmas or play sports.
4. How did the Restoration transform England?	<ul style="list-style-type: none"> Oliver Cromwell died and his son Richard didn’t want to be “Lord Protector” = King Charles II became monarch. Aspects of life made illegal by Cromwell were made legal again e.g. celebrating Christmas Charles II became known as the “merry monarch”.
5. How significant was the Glorious Revolution?	<ul style="list-style-type: none"> Parliament fearful of King James II making England Catholic – James, wife and son flee to France. Daughter Mary and William of Orange sent by Parliament to invade England and keep the country Protestant. Mary and William became joint monarchs, but they had to sign the Bill of Rights first – parliament gained more control and monarchy lost some power. This is still use today.

Civil War	Divine Right of Kings	Treason	Interregnum	Republic	Revolution
A war between two rival sides in a country.	A medieval idea that Kings were chosen by god and answered to no one but God – they were in total control.	The crime of betraying your country	Time period when England had no monarch- from the execution of Charles I in 1649 to the Restoration of Charles II in 1660.	A country without a king or queen, an example is America.	A revolution is a sudden change in government.

Cavaliers	Roundheads	Executed	Restoration	Constitution
Supporters of the King also known as Royalists	Supporters of Parliament also known as Parliamentarians.	To carry out a sentence of death.	To restore the monarchy.	The law of a country that everybody must follow.

Title: What was the global impact of the Transatlantic Slave Trade?

Lesson title:	Key takeaways
1. How advanced was West Africa before the Transatlantic Slave Trade?	<ul style="list-style-type: none"> Benin had an Oba (king) who held great power and ruled over a strong kingdom. Songhay was highly educated and advanced, with Sankore University attracting up to 25,000 students. Asante controlled the Akan gold mines, which made them wealthy. They traded gold for salt with Europe.
2. How was Africa impacted by the Transatlantic Slave Trade?	<ul style="list-style-type: none"> Around 15 million Africans were enslaved and transported to the Americas for forced labour. This forced migration led to the African Diaspora, with people of African heritage now living across America and Europe. Britain became very wealthy due to the slave trade – money was invested in banking, towns and ports were expanded.
3. How significant was the Middle Passage?	<ul style="list-style-type: none"> The Middle Passage was the journey enslaved Africans took across the Atlantic to the Americas. Conditions were horrific – people were cramped, whipped, and many died from disease. Once in the Americas, enslaved people were auctioned off to the highest bidder.
4. How did enslaved Africans rebel against their captivity?	<ul style="list-style-type: none"> Rebellions sometimes took place on the slave ships during the journey. In Jamaica, the Maroons helped enslaved Africans escape and form free communities in the Blue Mountains. The Haitian Revolution was led by Toussaint Louverture, a formerly enslaved man who inspired others to fight for their freedom.
5. How was Liverpool impacted by the Transatlantic Slave Trade?	<ul style="list-style-type: none"> Liverpool became the most powerful port city in Britain and Europe during the slave trade. Its success was due to its location, strong political support, and experienced traders. Liverpool grew politically, economically, and socially from its involvement in slavery.
6. What impact did the sugar trade have upon the island of Barbados?	<ul style="list-style-type: none"> Barbados, in the Caribbean, was a key location for trading enslaved Africans. The sugar trade transformed Barbados, increasing its wealth and population. Many European men migrated to the Americas to start a new life, buying land and building plantations.
7. How did the Transatlantic Slave Trade lead to the Industrial Revolution?	<ul style="list-style-type: none"> People migrated from villages to cities to work in factories. Goods from the Americas, like cotton, were turned into cloth using machines like the Spinning Jenny. Cities grew rapidly – for example, Manchester's population reached 700,000 by 1901.
8. What key events occurred which led to the Abolition of the Slave Trade Act in 1807?	<ul style="list-style-type: none"> Many people in Britain believed slavery was wrong and campaigned to end it such as the Abolition committee. William Wilberforce, an MP, played a key role in the campaign to abolish slavery. The Slave trade was abolished in 1807, but Slavery continued.

Oba	Colonisation	Enslaved	Auction	Rebellion	Revolt	Captivity
A local King in Nigeria.	The action or process of settling among and establishing control over the indigenous people of an area.	Complete loss of freedom.	A public sale in which goods or property are sold to the highest bidder.	When people fight back or refuse to obey those in charge.	To take violent action against an established government or ruler.	Being kept as a prisoner and not allowed to be free.

Population	Mayor	Cash crops	Plantations	Industrial Revolution	Abolitionist
The total number of people living in a specific area.	The head of a borough or council.	A crop planted for profit rather than for consumption.	An area of land which cash crops are grown.	A time when factories became a more popular means of production as opposed to domestic. More people worked in factories than in fields.	A supporter of the abolition (ending) of slavery.

Title: Why did democracy transform in 19th century Britain?

Lesson title:	Key takeaways
1. What were the social causes of anger in the 19th century?	<ul style="list-style-type: none"> • Lower class people had poor working conditions in factories. • Workers would work 12 hours per day and had dangerous jobs e.g. scavengers. • Lower class people had poor living conditions e.g. cramped housing and dirty water.
2. What were the political causes of anger in the 19th century?	<ul style="list-style-type: none"> • Only upper-class men had the vote. • Rotten boroughs = only one person able to vote in a village and had MP. • No representation in Parliament meant lower- and middle-class people had no rights.
3. How significant was the French Revolution?	<ul style="list-style-type: none"> • France had an economic collapse and working class paid high tax. • The French people overthrown the government. • King Louis of France was executed and France became a republic.
4. What was the Age of Enlightenment ?	<ul style="list-style-type: none"> • There was a focus on learning and understanding science. • There was an increase in ideas of freedom and equality = removal of absolute monarchy • Ideas used as a reason of the French Revolution.
5. Why was the Peterloo Massacre significant?	<ul style="list-style-type: none"> • In August 1819, a large crowd of about 60,000 working class people from the Greater Manchester area met at St Peter's fields in Manchester. • The local magistrates sent in the cavalry (soldiers on horseback) to stop the meeting, saying it was against the law. Armed with swords, they charged into the crowd like they were in battle and at least 11 people were killed. • After this event, the British government made a new law to restrict large numbers meeting. This was called the 'Six Acts'.
6. How Great was the 'Great Reform Act'	<ul style="list-style-type: none"> • In 1832, MPs realised that reform was needed and introduced a new system of voting. This was known as the Great Reform Act of 1832. • More people were allowed to vote – it increased voters from 500,000 to 800,000. • Women, rich or poor, still could not vote. • working class had no property so still could not vote.
7. How successful was the Chartist movement?	<ul style="list-style-type: none"> • The Chartist movement was the first mass movement driven by the working classes. It grew following the failure of the 1832 Reform Act to extend the vote beyond those owning property. • Chartism called for democracy and reform for the working class. • In 1838, these protestors published the People's Charter which had 6 main points.

Class system	Democracy	Protest	Rotten Boroughs	Absolute Monarch	Petition	Reform
A tiered system of dividing people, based on things like their income, job, and family background.	A country where the people vote for the leaders.	A statement or action expressing disapproval or objection.	A borough that was able to elect an MP despite having very few voters.	When a King or Queen holds complete power in a country.	A document that people sign to show support for a cause.	To make changes to the law.

Scavenger	Enlightenment	Luddite	Massacre	Ballot	Chartists
A job where children had to crawl under machinery and remove blockages.	A time when people experienced more knowledge than ever before and began to question ideas.	A person opposed to new technology or ways of working.	The violent killing of many people.	A method of voting, particularly in secret.	A working-class movement that demanded political reform.

Revision List for Spanish

Topic	KO Page	Revision Link to Test Knowledge	Tick when revised
Countries and Nationalities <i>You will have studied a range of countries and nationalities</i>	2	https://quizlet.com/gb/1025871676/y8-tracking-3-countries-and-nationalities-flash-cards/?i=2fpt5n&x=1jqt	
Describing a Town <i>You will have studied a range of opinions and adjectives to describe a town</i>	2	https://quizlet.com/gb/1025876352/y8-tracking-3-describing-a-town-flash-cards/?i=2fpt5n&x=1jqt	
Places in Town <i>You will have studied how describe places in a town</i>	3	https://quizlet.com/gb/1025876816/y8-tracking-3-places-in-town-flash-cards/?i=2fpt5n&x=1jqt	
House <i>You will have studied how to describe different rooms in a house</i>	3	https://quizlet.com/gb/1025877147/y8-tracking-3-house-flash-cards/?i=2fpt5n&x=1jqt	
Conditional Tense <i>You will have studied how to conjugate the conditional tense</i>	3	https://quizlet.com/gb/1025877593/y8-tracking-3-conditional-tense-flash-cards/?i=2fpt5n&x=1jqt	
Preterite Tense <i>You will have studied how to conjugate the preterite tense</i>	4	https://quizlet.com/gb/1025882818/y8-tracking-3-preterite-tense-flash-cards/?i=2fpt5n&x=1jqt	

Knowledge Organiser for Spanish

Places in town

What is there in your town?	¿Qué hay en tu pueblo?
In my town there is...	En mi pueblo hay...
In my town there is not...	En mi pueblo no hay...
A castle	Un castillo
A stadium	Un estadio
A museum	Un museo
A shopping centre	Un centro comercial
A cinema	Un cine
A library	Una biblioteca
A pharmacy	Una farmacia
A theatre	Un teatro
A shop	Una tienda
A square	Una plaza

Countries and continents

Where are you from?	¿De dónde eres?
I am from...	Soy de...
The UK	El Reino Unido
Spain	España
Venezuela	Venezuela
Ecuador	Ecuador
Bolivia	Bolivia
Argentina	Argentina
Colombia	Colombia
Africa	África
Asia	Asia
Europe	Europa
Latin America	Latinoamérica

My house

How many rooms are there in your house?	¿Cuántas habitaciones hay en tu casa?
In my house there is/are...	En mi casa hay...
A living room	Un salón
A kitchen	Una cocina
A dining room	Un comedor
A bathroom	Un cuarto de baño
A bedroom	Un dormitorio

Nationalities

What is your nationality?	¿Cuál es tu nacionalidad?
I am...	Soy...
Spanish	español(a)
English	inglés/inglesa
Venezuelan	venezolano/a
Bolivian	boliviano/a
Ecuadorian	ecuatoriano/a
Colombian	colombiano/a
Argentinian	argentino/a

Knowledge Organiser for Spanish

Adjectives to describe town

Industrial	Industrial
Important	Importante
Quiet	Tranquilo/a
Modern	Moderno/a
Historical	Histórico/a
Touristic	Turístico/a
Old	Viejo/a or antiguo/a
Big	Grande
Small	Pequeño/a
Pretty	Bonito/a
Ugly	Feo/a
Cheap	Barato/a
Expensive	Caro/a

Conditional tense examples

I would live	viviría
It would be	sería
It would have	tendría
There would be	habría
I would go	iría

Opinions

I like	Me gusta(n)
I really like	Me gusta(n) mucho
I really like	Me chifla(n)
I really like	Me flipa(n)
I love	Me encanta(n)
I don't like	No me gusta(n)
I really don't like	No me gusta(n) nada
I hate	Odio
I hate/detest	Detesto
I prefer	Prefiero

Conditional tense

- 1 Identify the verb (ar/er/ir)
- 2 Add the conditional ending (ia)

Preterite tense

- 1 Identify the verb (ar/er/ir)
- 2 Take off the ending
- 3 Add the correct ending depending on the person

Ser (to be) and ir (to go) - preterite

	ser	ir
I (yo)	fui	fui
You (tú)	fuiste	fuiste
He/she/it (él/ella)	fue	fue
We (nosotros)	fuimos	fuimos




Regular preterite tense endings

	ar	er/ir
I	é	í
You (s)	aste	iste
He/She/It	ó	ió
We	amos	imos

Revision List for Art

Revision Topic	Revision Task	Tick when revised
The History of St Helens	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Ex Terra Lucem	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Colour Theory – Primary, Secondary & Tertiary Colours (The Colour Wheel)	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Complementary & Harmonious Colours	<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>	
The Work of 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>	
Textile Painting Techniques	<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 8 Formal Elements	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Mendi (East Meets West)	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Knowledge Organiser for Art

 <h2 style="writing-mode: vertical-rl; transform: rotate(180deg);">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> 		



ART Knowledge Organiser

YEAR: 8

TERM: 2.2

East Meets West: Your project explores this fusion: combining *Eastern* patterns like Mendi with *Western* art elements in a creative collage.

History/Context:

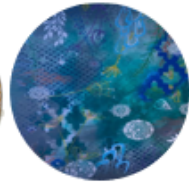
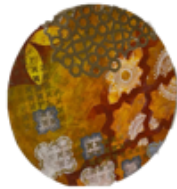
Art has always connected different cultures. As people traded and travelled, *Eastern* and *Western* styles mixed and influenced each other. The *Silk Road* helped share patterns and ideas between *Asia*, the *Middle East*, and *Europe*. *Islamic* art (with its patterns and calligraphy) inspired European designs.

In the 1800s, *Japanese* art influenced Western artists like *Van Gogh*. Today, artists like *Jill Ricci* blend global patterns, textures, and symbols in their work.

Mendi (henna) is an Eastern art form from *India* and the *Middle East*, using beautiful floral and geometric patterns. These designs are now used in modern art, mixing with *Western* styles to create something new.

Skills/Techniques:

Water colour and Acrylic Painting
 Colour blending
 Collage
 Stencilling
 Dry Brushing
 Layering
 Composition
 Relief



Visual Elements to Include

Eastern Patterns: Mendi designs, Arabic tiles, Japanese waves.

Western Symbols:

Typography, pop culture logos, architectural details.
Textures: Torn paper, fabric, paint drips.

Colours: Warm golds, deep reds (East); cool blues, neon tones (West).

Steps to Success:

- ✓ Your artwork fuses *Eastern* and *Western* influences.
- ✓ You have used at least **3 techniques** (e.g., collage, stencil, mendi).
- ✓ You show *layering* and *texture* inspired by Jill Ricci.
- ✓ Your composition is *balanced* and visually interesting with big and small shapes and motifs.
- ✓ You can explain your choices using key vocabulary.

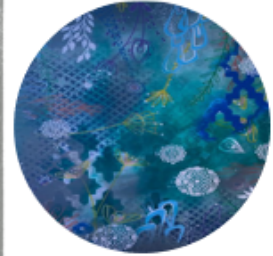
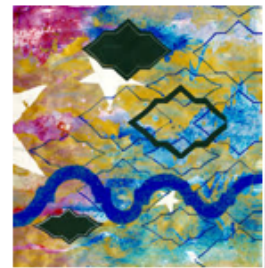
Key Vocabulary:

Fusion: Blending 2 styles into one.
Mandala: is a symbolic, circular, geometric design with deep roots in spiritual traditions
Motif: A recurring decorative design
Mixed Media: A combination of different materials in one piece of art.
Composition: The layout or arrangement of the formal elements.
Geometric Shapes: A figure or area closed by a boundary which is created by combining the specific amount of curves, points, and lines. E.g. Cube, Cone, Triangular Prism.

Jill Ricci

Contemporary American artist known for *collage*, *texture*, and *layering*.
 Combines patterns from *global* cultures: Middle Eastern tiles, Western typography, and Asian motifs.
 Uses *mixed media*: paint, paper, stencils, and found objects.
 Themes: cultural fusion, consumerism, beauty in decay.

Relevant Images:



Revision List for Design & Technology

Below is a list of topics that year 8 have covered so far this year. This will help you revise for your tracking 3 exams. Click the hyperlink to take you to the topic to be used as part of your revision

Topic	Link	Tick when revised
Sewing skills	https://crazylittleprojects.com/sewing-for-beginners-learn-to-sew/ https://www.gathered.how/sewing-and-quilting/sewing/sewing-for-beginners-guide https://sewing.com/basic-sewing-skills/	
Sewing safety	https://wunderlabel.com/en-gb/blog/p/14-essential-sewing-safety-tips-beginners/ http://yesterdaysthimble.com/articles/sewing-room-safety-14-tips/ https://www.ecofashionsewing.com/safety-sewing/safety-sewing-rules-room-equipment-people/	
Types of stiches	https://theinspiredsewist.com/10-basic-stitches-you-should-know/ https://www.redtedart.com/basic-hand-stitches-beginners/ https://sewinginspo.com/hand-stitch/types-of-hand-stitches/	

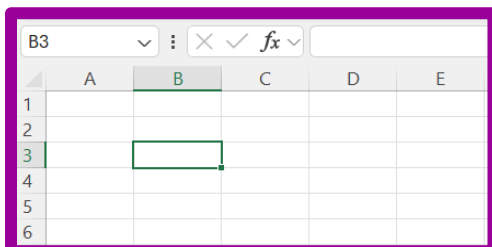
Revision List for Digital Literacy

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 Microsoft Clipchamp	https://clipchamp.com/en/training-center/	
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	

Real World Modelling Knowledge Organiser

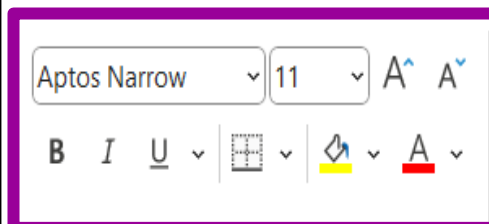
Spreadsheets

- The software that we used for spreadsheets was Microsoft Excel.
- Spreadsheets are used a lot in the real world for finances, data analysis and organisation.
- Spreadsheets are made up of cells (boxes) arranged in columns and rows.
- The cell reference is the name of cell. It starts with the letter of the column and then the number of the row.
- The cell reference in the example below is B3:



Formatting

- Formatting is adjusting the appearance of the text or layout to make the content visually appealing and easier to read.
- Fill Colour (Bucket Symbol) – this is for cell shading which will change the colour of a cell.
- Borders – Borders can be used to make the information be presented more as a table.
- Currency – This will format the numbers to show a £ symbol and also 2 decimal places.
- Font – You can also change the font, size and colour.



Formulae

- A formula is an expression in spreadsheets which allows for calculations to happen.
- All formulas must start with an = symbol.

Mathematical Operators:

- + Addition
- - Subtraction
- * Multiplication
- / Division

We use cell references instead of values in case the values need to be changed.

Formula Examples:

- =C4+D4
- =C4-D4
- =C4*D4
- =C4/D4

Real World Modelling Knowledge Organiser

Functions

- A function is a pre-defined formula which uses a range of cells or values to perform certain actions or calculations.
- Think of a function as a formula with a word in it.

Examples of Functions:

- The Autosum function will total up all of the values together
- =SUM(C4:C10)
- The Average function will work out the mean.
- =AVERAGE(C4:C10)
- The Minimum function will find the lowest value within the range.
- =MIN(C4:C10)
- The Maximum function will find the highest value within the range.
- =MAX(C4:C10)

Sorting & Filtering

Sorting

- Sorting is the process of arranging data in a specific order based on one or more columns. This helps in organising the data to make it easier to read and analyse.

Ascending Order:

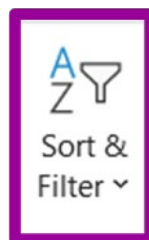
Smallest to largest or A to Z

Descending Order:

Largest to smallest or Z to A

Filtering

- Filtering is the process of displaying only the rows that meet certain criteria while hiding the others. E.g. Displaying all of the members with the surname 'Smith'.

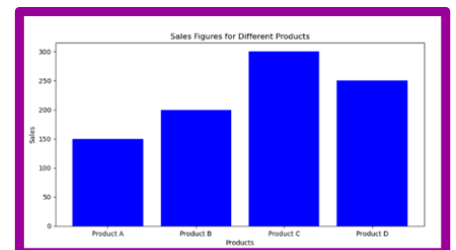


Graphs & Charts

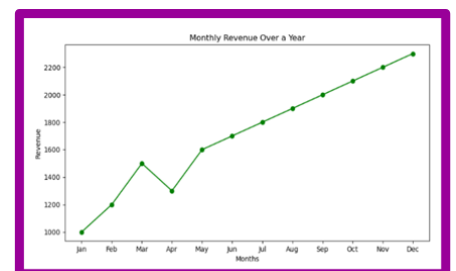
Graphs and charts in spreadsheets are visual representation which makes it easier to understand the data and analyse trends and patterns.

It is important that the X and Y axis are labelled to identify the data.

Bar Chart:



Line Graph

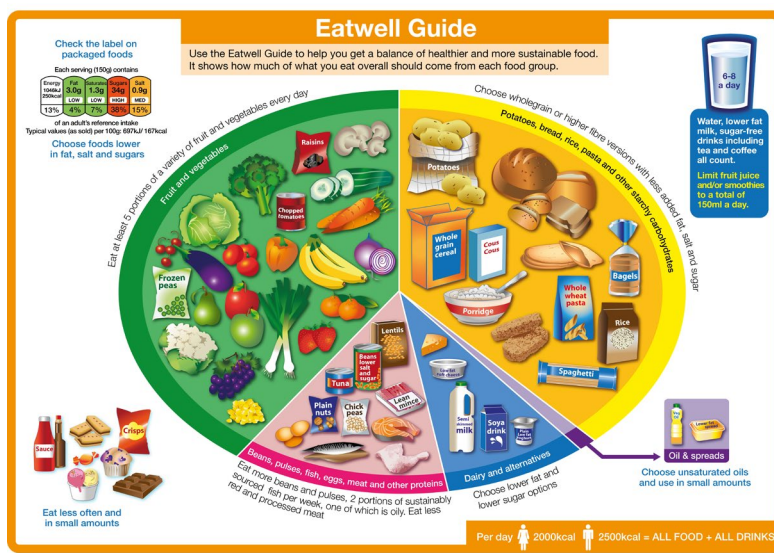


Revision List for Food Technology

Revision Topic	Revision Task	Tick when revised
Macronutrients	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Vegetables & Vitamins	<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
Macronutrients	<ul style="list-style-type: none"> Protein (meat, eggs, beans) helps repair and grow cells. Fat (oils, butter) keeps the body warm and protects organs. Carbohydrates (bread, rice) give energy. Fibre (vegetables, wholegrains) helps digestion.
Vegetables & Vitamins	<ul style="list-style-type: none"> Vegetables provide vitamins B and C, iron, calcium, and fibre. They are grouped into roots, stems, leaves, bulbs, fungi, pods and more. Eating 5-a-day including 3 vegetables is essential for good health
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). Coeliac 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



Revision List for Music

Revision Topic	Revision Task	Tick when revised
Characteristic Rhythms and Metres, Traditional Rhythm Patterns & Repetition and Ostinato	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Pitch & Melody and Harmony & Tonality	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Texture	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Dynamics	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Tempo	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Origins and Cultural Context of the Traditional Music	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Musical Characteristics of Folk Music	<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 Music

SAHARAN SOUNDS		Pitch & Melody and Harmony & Tonality		Form & Structure and Phrasing		
<p>African instruments are often made from plants and animal products such as hide and bone. African musicians are very fond of PERCUSSION instruments and use a wide variety of drums (called MEMBRAPHONES). Drums are traditionally used as an accompaniment to singing, dancing, working and communicating between villages. Drummers are typically the most respected members of their community.</p>	<p>Characteristic Rhythms and Metres, Traditional Rhythm Patterns & Repetition and Ostinato</p> <p>REPETITION and CYCLIC RHYTHMS used to organise music. A repeated rhythm pattern (OSTINATO or TIMELINE) is used as a basis for IMPROVISATION to "hold the piece together". Use of SYNCOPATION, POLYRHYTHMS (shown below right), CYCLIC RHYTHMS and CROSS-RHYTHMS (shown below left). MASTER DRUMMER can give musical 'cues' to performers to change rhythms during a performance and can also choose to ACCENT different beats within a RHYTHM CYCLE.</p>		<p>The MASTER DRUMMER can elaborate and decorate his solo drum part with ACCENTS and playing in a technically demanding style to "show off" to the rest of the drum ensemble and audience.</p>		<p>Umbundu</p>	
	<p>Most African melodies are based on a "limited number of pitches" - four, five, six or seven note SCALES and are normally short and simple, often expanded by REPETITION and IMPROVISATION. The pitch in African drumming is largely determined by the tuning of the drums. African singers often create vocal harmony by singing in thirds, fourths or fifths. UNISON and PARALLEL OCTAVE harmony is also common. The basic form of African Vocal Music is CHORAL SINGING known as CALL AND RESPONSE where one singer (SOLOIST) or small group of singers sings a line and the whole group (CHORUS) makes a reply (often a fixed REFRAIN) - like a "musical conversation" - in alternation with the "lead singer". The soloist often IMPROVISES. African singers often "shout words" (VOCABLES) and male and female singers enjoy using their highest VOCAL REGISTER known as FALSETTO. African singing can be accompanied by instruments but can also be unaccompanied (A CAPPELLA).</p>		<p>Ensemble</p> <p>A MASTER DRUMMER often leads giving signals to the rest of the group to change rhythms or sections of the piece and can also control the TEMPO. He often IMPROVISES highly complicated rhythms and can indicate the ending of a piece of music as well as playing the "CALL" to CALL AND RESPONSE SECTIONS which are 'responded' by the drum ensemble.</p>		<p>Artists, Bands & Performers of African Drumming</p> <p>Bojokaga Conde</p> <p>Ladysmith Black Mambazo</p>	
<p>Since African Drumming is often performed outside and at social gatherings and celebrations, the dynamics are generally LOUD (FORTE - f) or VERY LOUD (FORTISSIMO - ff) but like changes in tempo, can be indicated by the MASTER DRUMMER.</p>		<p>Tempo</p> <p>FAST - designed for dancing and social gatherings - tempo will match the dance steps. The MASTER DRUMMER can both establish the tempo as well as speed up (ACCELERANDO) or slow down (DECELERANDO) or even set a new tempo with musical 'cues'.</p>		<p>Musical Characteristics of Folk Music</p> <p>Traditional drums such as the DIEMBE, TALKING DRUM and DUNDUN remain popular in African music today, often combined with a number of percussion instruments, stringed instruments and woodwind instruments. RHYTHM remains a key feature of African drumming.</p>		<p>Impact of Modern Technology on Traditional Music</p> <p>African music has been a major influence on the development of popular music contributing rhythms, structures, melodic features and the use of improvisation to such styles as blues, gospel and jazz, brought over to America by slaves. High quality recordings of traditional African music are now possible with advanced recording techniques</p>
<p>In West Africa, drum ensembles have 3-5 players each with a distinctive method of striking their drum and playing interlocking rhythms. This creates a THICK and complex POLYPHONIC texture.</p>		<p>Origins and Cultural Context of the Traditional Music</p> <p>African Drumming is 'traditional' and handed down via the ORAL TRADITION (not written down). Not performed 'at a concert', rather everyone joins in by dancing or playing an instrument, singing or clapping. Combines other art forms and heard at special occasions and celebrations. Many Africans believe that music serves as a link to the spirit world.</p>		<p>Instrumentation - Typical Instruments, Timbres and Sonorities</p> <p>BALAFON MBIRA FLUTE GOURD MARACAS KORA</p>		
<p>Other percussion instruments such as clappers, maracas, scrapers, gongs and xylophones (called BALAFONS) produce their sound by vibration and are known as IDIOPHONES.</p> <p>DUNDUN</p> <p>TALKING DRUM</p>		<p>Stringed instruments (CHORDOPHONES) such as bows, lyres, zithers, harps and the KORA are popular as well as some woodwind instruments (AEROPHONES) such as whistles, flutes, reed pipes, trumpets and horns.</p>		<p>Instrumentation - Typical Instruments, Timbres and Sonorities</p> <p>BALAFON MBIRA FLUTE GOURD MARACAS KORA</p>		

Revision List for RE

Next assessment in Religious Education (RE) is the end of unit assessment on everything we have covered. Key words from all topics we have covered should be revised.

The list of topics we have covered are:

- Islam
- Buddhism
- Humanism

Key Terms		
Agnosticism	Hafiz	Samsara
Akhirah	Hajj	Sanga
Allah	Humanism	Sawm
Anatta	Karma	Shahadah
Anicca	Mayahana	Soul
Atheism	Paradise	The Golden Mean
Bodhisattva	Philosophy	Theravada
Dhammapada	Pilgrimage	Ummah
Dukkha	Ramadan	Wudu
Enlightenment	Salah	Zakah

Key Vocabulary

Agnosticism	The belief that there is no evidence for or against the existence of God.
Akhirah	The word used for beliefs about life after death in Islam
Allah	The Arabic word for God
Anatta	In Buddhism, the belief that we have no permanent self
Anicca	In Buddhism, the belief that everything is always changing.
Atheism	Belief that God does not exist.
Bodhisattva	In Buddhism, enlightened beings who help others achieve enlightenment. They delay going to paradise to do this.
Dhammapada	A collection of the teachings of the Buddha, the meaning of the word is 'teaching path'
Dukkha	The term used for suffering in Buddhism
Enlightenment	In Buddhism, to find the Truth (greater knowledge and understanding).
Hafiz	Someone who has learned the whole of the Qur'an
Hajj	The fifth of the five Pillars of Islam. A pilgrimage to Mecca
Humanism	A worldview that says people should base their beliefs on logic and reason rather than belief in a god
Karma	In Buddhism, justice, getting what you deserve. If you do good things, good things will happen to you
Mayahana	More liberal division of Buddhism. Here people may choose to stay in the cycle of samsara out of compassion for others.
Paradise	In Islam, a place of reward after death for those who have lived good lives
Philosophy	The study of knowledge, reality, and existence, especially when considered as an academic discipline.
Pilgrimage	A journey to a religious place for religious reasons
Ramadan	A month of fasting for Muslims
Salah	In Islam, 5 set prayers per day
Samsara	The continuous cycle of birth, life, death and rebirth in Buddhism.
Sanga	Buddhist monks who have chosen to make their religion the most important thing in their lives
Sawm	The word used for fasting during Ramadan.
Shahadah	Statement of belief in Allah
Soul	The part of a person that continues living after death
The Golden Mean	The desirable middle between two extremes, living with just enough of what you need.
Theravada	Older and the more conservative of the two main divisions of Buddhism and is often referred to as the 'traditions of the elders'.
Ummah	World wide family of Muslims
Wudu	A special way of washing before prayer or reading the Qur'an
Zakah	In Islam, the duty to give 2.5% of excess wealth to the less fortunate

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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