



The Sutton Academy



## **YEAR 8 TRACKING 1 ASSESSMENT**

**Week Commencing 12<sup>th</sup> October 2026**

# **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,

Every year in the Academy, you will complete three tracking assessments. Tracking assessments are an opportunity for you to demonstrate your knowledge and understanding to your teachers. They will also allow your teachers to identify your **gaps in knowledge** and any **misconceptions** you may have so they can be addressed.

I expect every student in Year 8 to demonstrate our Academy Values and have an excellent Attitude to Learning at all time, but especially so during tracking assessments.

You can ensure you are fully prepared for your assessments by:

- ✓ Having a 100% attendance to school.
- ✓ Having a Good/Excellent Attitude to Learning every lesson.
- ✓ Completing every assessment preparation task that you are set to the best of your ability.

It is also important that you prepare for these assessments by completing your own independent revision. This booklet will provide you with all the information you need to prepare for these assessments so they are a positive experience, and you will be proud of the outcomes you achieve. All students who show us examples of independent revision will receive a nomination for the Revision Revolution challenge and will be **awarded 10+ Achievement Points on Class Charts**.

We recognise that taking assessments in school can be challenging and would like to reassure all Year 8 students that we value **effort over outcome**. Please do not hesitate to speak to your tutor or one of the year team if you have any concerns.

Good Luck!!!

Miss Ayrton

Achievement Leader – Year 8



## 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.

## *Top Tip: Little and Often is Best!*

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 (Page 6)
- 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, it is OK to take a break. .

|        |                                                                                                                                                                                                                                                                                  |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | Use the timetable template in the back of 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"><li>• balance of revision time between subjects</li><li>• space out the revision for each subject</li><li>• vary the subjects revised on each day.</li></ul> |
| 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.

# Assessment Expectations

## 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 1 Assessment Timetable

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

| Week Commencing the 13 <sup>th</sup> October 2026 (A)<br>Tracking 1 Assessments |                         |                          |                            |                           |                         |
|---------------------------------------------------------------------------------|-------------------------|--------------------------|----------------------------|---------------------------|-------------------------|
| Period                                                                          | Monday 14 <sup>th</sup> | Tuesday 15 <sup>th</sup> | Wednesday 16 <sup>th</sup> | Thursday 17 <sup>th</sup> | Friday 18 <sup>th</sup> |
| 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

| Topic                                                | Revision links                                                                                                                                                                                                                                                                                                      | Tick when revised |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Characterisation                                     | <a href="https://www.bbc.co.uk/bitesize/guides/ztdmtvc/revision/1">https://www.bbc.co.uk/bitesize/guides/ztdmtvc/revision/1</a><br>Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                                   |                   |
| Language Analysis                                    | <a href="https://teachers.thenational.academy/lessons/analysing-the-writers-use-of-language-6ruk2e">https://teachers.thenational.academy/lessons/analysing-the-writers-use-of-language-6ruk2e</a><br>Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher. |                   |
| Appositives                                          | <a href="https://www.grammarly.com/blog/appositive/">https://www.grammarly.com/blog/appositive/</a><br>Create flashcards for rules for appositives.                                                                                                                                                                 |                   |
| Fragments                                            | <a href="https://classroom.thenational.academy/lessons/fragments-c9gp4c">https://classroom.thenational.academy/lessons/fragments-c9gp4c</a><br>Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                       |                   |
| Word Classes                                         | <a href="https://www.youtube.com/watch?v=YMPf77EhONg">https://www.youtube.com/watch?v=YMPf77EhONg</a> Create flashcards for rules about word classes.                                                                                                                                                               |                   |
| Symbolism                                            | <a href="https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zwg33j6">https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zwg33j6</a><br>Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                       |                   |
| Rhetorical Devices in Non-fiction                    | <a href="https://www.youtube.com/watch?v=6KUWYea-ih4">https://www.youtube.com/watch?v=6KUWYea-ih4</a><br>Create flashcards of non-fiction devices and their purpose                                                                                                                                                 |                   |
| Capital Letters and Full stops                       | <a href="https://www.bbc.co.uk/bitesize/topics/zr6bxvc/articles/zbwttrd">https://www.bbc.co.uk/bitesize/topics/zr6bxvc/articles/zbwttrd</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                          |                   |
| Inference                                            | <a href="https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1">https://www.bbc.co.uk/bitesize/guides/zcxqg82/revision/1</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                                      |                   |
| Sentence Types                                       | <a href="https://www.youtube.com/watch?v=aLd_gEu_jVo">https://www.youtube.com/watch?v=aLd_gEu_jVo</a> Create flashcards for each sentence type.                                                                                                                                                                     |                   |
| Thesis statement, topic sentences, evidence, analyse | <a href="https://sites.google.com/view/oat-english/implementation/c25k-writing/the-deconstructed-essay">https://sites.google.com/view/oat-english/implementation/c25k-writing/the-deconstructed-essay</a><br>Make flashcards on the different parts of an essay.                                                    |                   |
| Frankenstein Context                                 | <a href="https://www.youtube.com/watch?v=GbTuQb-VC2w">https://www.youtube.com/watch?v=GbTuQb-VC2w</a><br>Create flashcards of the key contextual knowledge                                                                                                                                                          |                   |
| Mary Shelley                                         | <a href="https://kids.kiddle.co/Mary_Shelley">https://kids.kiddle.co/Mary_Shelley</a><br>Create flashcards for key knowledge about Mary Shelley                                                                                                                                                                     |                   |
| Frankenstein the plot                                | <a href="https://www.bbc.co.uk/bitesize/topics/zwpfwvx/articles/zmh8jsg">https://www.bbc.co.uk/bitesize/topics/zwpfwvx/articles/zmh8jsg</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                          |                   |
| Frankenstein the characters                          | <a href="https://www.bbc.co.uk/bitesize/topics/zwpfwvx/articles/zmh8jsg">https://www.bbc.co.uk/bitesize/topics/zwpfwvx/articles/zmh8jsg</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                          |                   |
| Frankenstein themes                                  | <a href="https://www.bbc.co.uk/bitesize/topics/zwpfwvx/articles/zmh8jsg">https://www.bbc.co.uk/bitesize/topics/zwpfwvx/articles/zmh8jsg</a><br>Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                       |                   |
| Analysing a play                                     | <a href="https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/z69q4xs">https://www.bbc.co.uk/bitesize/topics/zsn4h39/articles/z69q4xs</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                          |                   |
| Romanticism                                          | <a href="https://kids.kiddle.co/Romanticism">https://kids.kiddle.co/Romanticism</a><br>Create flashcards of the key knowledge of Romanticism.                                                                                                                                                                       |                   |
| Simple Past Tense                                    | <a href="https://www.youtube.com/watch?v=MI3S3kdkofo">https://www.youtube.com/watch?v=MI3S3kdkofo</a><br>Create a flashcard of rules for the simple past tense                                                                                                                                                      |                   |
| Annotating an extract                                | <a href="https://www.bbc.co.uk/bitesize/guides/ztwxhv4/revision/2">https://www.bbc.co.uk/bitesize/guides/ztwxhv4/revision/2</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                                      |                   |
| Metaphor                                             | <a href="https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382">https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382</a><br>Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher.                                                       |                   |
| Practice Question                                    | How does Pullman present the character of the monster in the play?<br>Plan your answer before you write your response. <a href="#">4. Frankenstein Play Whole Text.pdf</a> Use the play to help you find evidence.                                                                                                  |                   |

# Revision List for Maths Support

| Topic                                                        | Sparx Clip | Tick when revised |
|--------------------------------------------------------------|------------|-------------------|
| Place value                                                  | M704       |                   |
| Ordering integers                                            | M704       |                   |
| Ordering negative numbers                                    | M527       |                   |
| Ordering decimals                                            | M522       |                   |
| Adding integers                                              | M928       |                   |
| Subtracting integers                                         | M347       |                   |
| Adding decimals                                              | M429       |                   |
| Subtracting decimals                                         | M152       |                   |
| Negative Numbers - Adding and Subtracting                    | M106       |                   |
| Negative Numbers - Multiplying and Dividing                  | M288       |                   |
| Multiplying and dividing with powers of 10                   | M113       |                   |
| Multiplying integers                                         | M187       |                   |
| Multiplying decimals                                         | M803       |                   |
| Dividing integers                                            | M355       |                   |
| Dividing decimals                                            | M262, M263 |                   |
| Powers and Roots                                             | M135       |                   |
| BIDMAS                                                       | M521       |                   |
| Rounding to powers of 10                                     | M111       |                   |
| Rounding to decimal places                                   | M431       |                   |
| Rounding to significant figures                              | M994, M131 |                   |
| Estimation                                                   | M878       |                   |
| Converting standard form                                     | M719, M678 |                   |
| Use of a calculator                                          | M757       |                   |
| Factors                                                      | M823       |                   |
| Highest common factor                                        | M698       |                   |
| Identifying multiples and finding the lowest common multiple | M227       |                   |
| Prime numbers                                                | M322       |                   |
| Finding the product of prime factors                         | M108       |                   |
| Representing fractions of diagrams                           | M158       |                   |
| Constructing fractions                                       | M939       |                   |
| Equivalent fractions                                         | M410       |                   |
| Simplifying fractions                                        | M671       |                   |
| Ordering fractions                                           | M335       |                   |
| Converting between mixed numbers and improper fractions      | M601       |                   |
| Adding and subtracting fractions                             | M835       |                   |
| Multiplying fractions                                        | M157       |                   |
| Dividing fractions                                           | M110       |                   |
| Fractions of amounts                                         | M695, M684 |                   |
| Converting between fractions, decimals and percentages       | M264       |                   |

# Revision List for Maths Core

| Topic                                                        | Sparx Clip | Tick when revised |
|--------------------------------------------------------------|------------|-------------------|
| Place value                                                  | M704       |                   |
| Ordering integers                                            | M704       |                   |
| Ordering negative numbers                                    | M527       |                   |
| Ordering decimals                                            | M522       |                   |
| Adding integers                                              | M928       |                   |
| Subtracting integers                                         | M347       |                   |
| Adding decimals                                              | M429       |                   |
| Subtracting decimals                                         | M152       |                   |
| Negative Numbers - Adding and Subtracting                    | M106       |                   |
| Negative Numbers - Multiplying and Dividing                  | M288       |                   |
| Multiplying and dividing with powers of 10                   | M113       |                   |
| Multiplying integers                                         | M187       |                   |
| Multiplying decimals                                         | M803       |                   |
| Dividing integers                                            | M355       |                   |
| Dividing decimals                                            | M262, M263 |                   |
| Powers and Roots                                             | M135       |                   |
| Numerical index laws                                         | M608       |                   |
| BIDMAS                                                       | M521       |                   |
| Rounding to powers of 10                                     | M111       |                   |
| Rounding to decimal places                                   | M431       |                   |
| Rounding to significant figures                              | M994, M131 |                   |
| Error intervals                                              | M730       |                   |
| Estimation                                                   | M878       |                   |
| Converting standard form                                     | M719, M678 |                   |
| Use of a calculator                                          | M757       |                   |
| Factors                                                      | M823       |                   |
| Highest common factor                                        | M698       |                   |
| Identifying multiples and finding the lowest common multiple | M227       |                   |
| Prime numbers                                                | M322       |                   |
| Finding the product of prime factors                         | M108       |                   |
| Finding HCF and LCM using Venn diagrams                      | M365       |                   |
| Representing fractions of diagrams                           | M158       |                   |
| Constructing fractions                                       | M939       |                   |
| Equivalent fractions                                         | M410       |                   |
| Simplifying fractions                                        | M671       |                   |
| Ordering fractions                                           | M335       |                   |
| Converting between mixed numbers and improper fractions      | M601       |                   |
| Adding and subtracting fractions                             | M835       |                   |
| Multiplying fractions                                        | M157       |                   |
| Dividing fractions                                           | M110       |                   |
| Fractions of amounts                                         | M695, M684 |                   |
| Converting between fractions, decimals and percentages       | M264       |                   |

# Revision List for Maths Prime

| Topic                            | Sparx Clip   | Tick when revised |
|----------------------------------|--------------|-------------------|
| Place value                      | M704         |                   |
| Ordering integers                | M704         |                   |
| Ordering negative numbers        | M527         |                   |
| Ordering decimals                | M522         |                   |
| Adding integers                  | M928         |                   |
| Subtracting integers             | M347         |                   |
| Decimals +/-                     | M429/ M152   |                   |
| Negative Numbers +/- x/+         | M106/ M288   |                   |
| Powers of 10 x/+                 | M113         |                   |
| Multiplying integers             | M187         |                   |
| Multiplying decimals             | M803         |                   |
| Dividing integers                | M355         |                   |
| Dividing decimals                | M262, M263   |                   |
| Powers and Roots                 | M135         |                   |
| Numerical index laws             | M608         |                   |
| BIDMAS                           | M521         |                   |
| Surds                            | U338*        |                   |
| Rounding to powers of 10         | M111         |                   |
| Rounding to decimal places       | M431         |                   |
| Error intervals                  | M730         |                   |
| Estimation                       | M878         |                   |
| Converting standard form         | M719, M678   |                   |
| Standard form x ÷                | U264*        |                   |
| Standard form + -                | U290*        |                   |
| Use of a calculator              | M757         |                   |
| Factors                          | M823         |                   |
| Highest common factor            | M698         |                   |
| Multiples/LCM                    | M227         |                   |
| Prime numbers                    | M322         |                   |
| Product of prime factors         | M108         |                   |
| HCF/LCM Venn Diagrams            | M365         |                   |
| Fractions - Diagrams             | M158         |                   |
| Constructing fractions           | M939         |                   |
| Equivalent fractions             | M410         |                   |
| Simplifying fractions            | M671         |                   |
| Ordering fractions               | M335         |                   |
| Improper fractions/Mixed Numbers | M601         |                   |
| Adding and subtracting fractions | M835         |                   |
| Multiplying fractions            | M157         |                   |
| Dividing fractions               | M110         |                   |
| Fractions of amounts             | M695, M684   |                   |
| Converting FDP                   | M264         |                   |
| Recurring Decimals               | U550*, U689* |                   |

\* For any topics with a \* you need to change the curriculum to GCSE. The topics are KS3 topics however they are also on the GCSE curriculum and so appear there instead.

# Revision List for Science

| Topic                                                    | Revision Website                                                                                                                                                                                                                                                                                        | Revision Task                                                                                                                                                                                 | Tick when revised |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Definitions of solute, solvent, soluble, insoluble       | <a href="https://www.bbc.co.uk/bitesize/guides/zrqbbdm/revision/4#:~:text=For%20example%2C%20when%20salt%20is,in%20is%20called%20the%20solvent">https://www.bbc.co.uk/bitesize/guides/zrqbbdm/revision/4#:~:text=For%20example%2C%20when%20salt%20is,in%20is%20called%20the%20solvent</a>               | Use the video link to make flashcards on the key definitions then complete the questions and gap fill at the end of the video.                                                                |                   |
| Physical and chemical reactions                          | <a href="https://www.bbc.co.uk/bitesize/articles/zs7qqfr#zvdwwnb">https://www.bbc.co.uk/bitesize/articles/zs7qqfr#zvdwwnb</a>                                                                                                                                                                           | Use BBC bitesize to make flashcards on the key topics then take the quiz at the end to test your knowledge.                                                                                   |                   |
| Identifying reactants and products in any given reaction | <a href="https://senecalearning.com/en-GB/revision-notes/ks3/science/national-curriculum/2-2-1-chemical-reactions">https://senecalearning.com/en-GB/revision-notes/ks3/science/national-curriculum/2-2-1-chemical-reactions</a>                                                                         | <a href="https://www.youtube.com/watch?v=RV8wMgpGvQk">https://www.youtube.com/watch?v=RV8wMgpGvQk</a><br>Use the video to practice identifying reactants and products for chemical reactions. |                   |
| Combustion                                               | <a href="https://www.bbc.co.uk/bitesize/articles/zcwxcj6#z3g7h4j">https://www.bbc.co.uk/bitesize/articles/zcwxcj6#z3g7h4j</a>                                                                                                                                                                           | Use the BBC Bitesize link to make flashcards and then take the quiz at the end.                                                                                                               |                   |
| Identifying variables                                    | <a href="https://www.bbc.co.uk/biteze/articles/zyc9r2p#zscx2v4">https://www.bbc.co.uk/biteze/articles/zyc9r2p#zscx2v4</a>                                                                                                                                                                               | Use BBC bitesize to make a mind map for all of the variables with examples for each.                                                                                                          |                   |
| Calculating the mean                                     | <a href="https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/numerical-summaries-of-data/lessons/calculating-the-mean#video">https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/numerical-summaries-of-data/lessons/calculating-the-mean#video</a> | Use the video to make flashcards on how to calculate the mean then complete the practice questions.                                                                                           |                   |

# Revision List for Geography

| Topic  | Revision Topic                                                                                                                                                                                            | Tick When Flash Card Created | Tick when revised |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------|
| Africa | <b>Describe the location of Africa</b><br><br>Using compass points, lines of latitude and name surrounding oceans.<br><br><i>Please use the knowledge organiser on Class Charts to make a flash card.</i> |                              |                   |
|        | <b>Outline the climate in different regions of Africa</b> Interpreting climate graphs.<br><br><i>Please use the knowledge organiser on Class Charts to make a flash card.</i>                             |                              |                   |
|        | <b>Describe the characteristics of biomes in Africa</b><br><br>Desert, Savannah, Rainforest.<br><br><i>Please use the knowledge organiser on Class Charts to make a flash card</i>                        |                              |                   |
|        | <b>Explain the formation of the East African Rift Valley</b><br><br>Plate boundaries and plate movement.<br><br><i>Please use the knowledge organiser on Class Charts to make a flash card</i>            |                              |                   |
|        | <b>Development in Africa</b><br><br>LIC's, HIC's and NEE's and reasons for different levels of development.<br><br><i>Please use the knowledge organiser on Class Charts to make a flash card</i>         |                              |                   |
|        | <b>Colonialism in Africa</b><br><br>The positive and negative impacts of colonialism in Africa.<br><br><i>Please use the knowledge organiser on Class Charts to make a flash card</i>                     |                              |                   |

# Knowledge Organiser for Geography

## Africa

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

# Revision List for History

| Topic                                            | Revision Resources                                                      | Tick when revised |
|--------------------------------------------------|-------------------------------------------------------------------------|-------------------|
| King James I – Power, beliefs and challenges     | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |
| The Gunpowder Plot                               | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |
| King Charles I – Power, beliefs and challenges   | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |
| Causes of the English Civil War                  | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |
| Changes the English Civil War brought to England | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |
| Life in Cromwell England                         | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |
| King Charles II – The Restoration                | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |
| King James II – The Glorious Revolution          | <i>Please use the knowledge organiser on Class Charts for revision.</i> |                   |

| <u>Key Vocabulary</u>   | <u>Definition:</u>                                                                                                                                                              |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Divine Right of Kings   | The historical belief that a monarch gets their power directly from God, not from the people or parliament.                                                                     |
| Parliament              | In the 1600s, a parliament was a political assembly summoned by the English monarch to approve taxes, pass laws, and offer advice.                                              |
| Puritan                 | In the 1600s, a Puritan was a member of an English Protestant reform movement that sought to "purify" the Church of England of remaining Roman Catholic traditions and rituals. |
| Torture                 | The intentional infliction of severe physical or mental pain or suffering on a person.                                                                                          |
| Civil War               | A war fought between different groups of people within the same country.                                                                                                        |
| New Model Army          | A professional and well-trained army created by Parliament in 1645 during the English Civil War.                                                                                |
| Treason                 | The crime of betraying your country.                                                                                                                                            |
| Executed                | To carry out a sentence of death.                                                                                                                                               |
| Interregnum             | A time when a country has no monarch. In England, the Interregnum lasted from 1649 to 1660, after Charles I was executed and before Charles II became king.                     |
| Commonwealth            | (1649–1660) was the name given to England after the monarchy was abolished.                                                                                                     |
| Restoration             | The period in 1660 when the monarchy was brought back after the Interregnum                                                                                                     |
| Merry Monarch           | The nickname given to Charles II because he was known for enjoying parties, music, dancing and entertainment.                                                                   |
| Revolution              | A great and sudden change.                                                                                                                                                      |
| Constitutional Monarchy | A system of government where the monarch is the Head of State but the power to pass laws rests with parliament.                                                                 |

### L1- How powerful was James I?

- James was a Protestant Christian and believed England should remain a Protestant country. He was particularly concerned about the threat from Catholics.
- James believed that kings were chosen by God to rule. Therefore, people should obey their king, and Parliament should not try to control the monarch's power.
- James believed that people should follow the official religion of the country.

### L2- The Gunpowder Plot- How serious was the threat to James I?

- In 1605, Robert Catesby and his fellow Catholic conspirators planned to blow up Parliament and kill James I because they were unhappy with his treatment of Catholics.
- Guy Fawkes was caught guarding 36 barrels of gunpowder beneath the Houses of Parliament after the King's men searched the cellars.
- Fawkes was taken to the Tower of London, where he was questioned and tortured until he revealed information about the other conspirators.

### L3- What challenges did Charles I face?

- Charles believed in the Divine Right of Kings, married a Catholic, and extended Ship Tax which angered Parliament.
- Parliament created the Grand Remonstrance, a list of 204 complaints about King Charles, this angered him deeply.
- King Charles stormed Parliament in retaliation which provoked the English Civil War. A war fought between supporters of Charles (Royalists), and supporters of Parliament (Parliamentarians).

### L4- How did England change after the English Civil War?

- The outcome of the Civil War was shocking because it was the first time an English monarch had been put on trial and executed by his own subjects.
- After Charles's execution, England no longer had a king or queen. The monarchy was abolished and England became a Commonwealth, meaning it was governed without a monarch. Oliver Cromwell became Lord Protector.
- Although Charles had been defeated, fighting continued in Ireland and Scotland. Cromwell used the army to defeat opposition and strengthen Parliament's control.

### L5- How did life in England change under Cromwell?

- In 1655, Cromwell divided England and Wales into 11 military districts, each controlled by a Major-General. This period is known as the Rule of the Major-Generals.
- Cromwell was a strong Puritan and wanted England to become a more religious society. Some traditional celebrations and activities were restricted because Puritans believed they were sinful or encouraged bad behaviour.
- Cromwell's government introduced restrictions on activities such as theatre, dancing and some sports. Christmas celebrations were also restricted.

### L6- How did life in England change during the Restoration?

- Charles II became king in 1660, he brought back the monarchy after 11 years without a king. Known as the Restoration.
- Charles encouraged a more relaxed society. Theatres reopened, and people could enjoy music, dancing, sport and other forms of entertainment that had been restricted under Cromwell.
- Charles supported science and learning. The Royal Society was established in 1660, encouraging people to study the natural world through observation and experiments.

### L7- How did James II trigger the Glorious Revolution?

- In 1688, many English people became worried about James II's Catholicism and his attempts to increase his power. Parliament invited William of Orange, a Protestant ruler and James's son-in-law, to take the throne.
- William invaded England, and James II fled to France. William and his wife Mary became joint monarchs of England in 1689. This became known as the Glorious Revolution.
- Parliament made it clear that the monarch could not rule without Parliament's agreement. The Bill of Rights (1689) limited the king and queen's power and strengthened Parliament's authority.

# Revision List for Spanish

| Topic                                                                                             | Booklet page | Tick when revised |
|---------------------------------------------------------------------------------------------------|--------------|-------------------|
| Sports<br><i>You will have studied sports</i>                                                     | 74           |                   |
| Opinions<br><i>You will have studied opinion phrases</i>                                          | 75           |                   |
| Preterite tense<br><i>You will have studied how to conjugate the preterite tense (past tense)</i> | 76           |                   |
| Food and drink<br><i>You will have studied a variety of foods and drinks</i>                      | 77           |                   |
| The benefits of sport<br><i>You will have studied the benefits of doing sport</i>                 | 76           |                   |

# Knowledge Organiser for Spanish

| Sports       |                   | Time phrases |                     | Sports with 'jugar' | Sports with 'hacer' |
|--------------|-------------------|--------------|---------------------|---------------------|---------------------|
| Football     | <b>Fútbol</b>     | Nunca        | <b>Never</b>        | al fútbol           | atletismo           |
| Tennis       | <b>Tenis</b>      | Casi nunca   | <b>Almost never</b> | al tenis            | ciclismo            |
| Athletics    | <b>Atletismo</b>  | Hoy          | <b>Today</b>        | al baloncesto       | natación            |
| Basketball   | <b>Baloncesto</b> | A menudo     | <b>Often</b>        | al vóleibol         | equitación          |
| Cycling      | <b>Ciclismo</b>   | Siempre      | <b>Always</b>       |                     |                     |
| Swimming     | <b>Natación</b>   | Normalmente  | <b>Normally</b>     |                     |                     |
| Volleyball   | <b>Vóleibol</b>   | Actualmente  | <b>Nowadays</b>     |                     |                     |
| Horse riding | <b>Equitación</b> | Ahora        | <b>Now</b>          |                     |                     |

## Infinitives

|           |                         |
|-----------|-------------------------|
| lograr    | <b>To achieve</b>       |
| Ganar     | <b>To win</b>           |
| Correr    | <b>To run</b>           |
| Jugar     | <b>To play</b>          |
| Andar     | <b>To walk</b>          |
| Mover     | <b>To move</b>          |
| Caminar   | <b>To walk</b>          |
| Disfrutar | <b>To enjoy</b>         |
| luchar    | <b>To fight</b>         |
| Bailar    | <b>To dance</b>         |
| montar    | <b>To ride</b>          |
| Practicar | <b>To practise</b>      |
| pasear    | <b>To go for a walk</b> |
| Fumar     | <b>To smoke</b>         |
| reservar  | <b>To book</b>          |

## Conjugation in Present tense

Subject pronoun    jugar (to play)    hacer (to do)

|           |               |              |
|-----------|---------------|--------------|
| I         | <b>juego</b>  | <b>hago</b>  |
| You (s)   | <b>juegas</b> | <b>haces</b> |
| he/she/it | <b>juega</b>  | <b>hace</b>  |

Subject pronoun    jugar (to play)    hacer (to do)

|          |                |                |
|----------|----------------|----------------|
| we       | <b>jugamos</b> | <b>hacemos</b> |
| you (pl) | <b>jugais</b>  | <b>haceis</b>  |
| they     | <b>juegan</b>  | <b>hacen</b>   |

## soler - usually

Subject pronoun

|           |                |
|-----------|----------------|
| I         | <b>suelo</b>   |
| You (s)   | <b>sueles</b>  |
| he/she/it | <b>suele</b>   |
| we        | <b>solemos</b> |
| you (pl)  | <b>soleis</b>  |
| they      | <b>suelen</b>  |

# Knowledge Organiser for Spanish

## Opinions

|               |             |
|---------------|-------------|
| I enjoy       | Disfruto    |
| I like        | Me gusta    |
| I love        | Me encanta  |
| I really like | Me chifla   |
| I don't like  | No me gusta |
| I hate        | Odio        |
| I prefer      | Prefiero    |

## Opinion phrases

|                       |                         |
|-----------------------|-------------------------|
| I think that          | Pienso que              |
| I believe that        | Creo que                |
| I would say that      | Diría que               |
| From my point of view | Desde mi punto de vista |
| In my opinion         | En mi opinión           |
| In my eyes            | En mis ojos             |

## Connectives

|            |
|------------|
| porque     |
| ya que     |
| because    |
| dado que   |
| puesto que |

## Qualifiers

|       |          |
|-------|----------|
| Very  | Muy      |
| Quite | Bastante |
| A bit | Un poco  |

## Adjectives

|          |             |
|----------|-------------|
| Physical | Físico/a    |
| Active   | Activo/a    |
| Healthy  | Saludable   |
| Tiring   | Agotador/a  |
| Fun      | Divertido/a |
| Exciting | Emocionante |

## 'ser' (to be) in Present tense

|     |     |
|-----|-----|
| is  | es  |
| are | son |

## Sentence structure using adjectives

| Opinion    | jugar or hacer | sport      | connective | Opinion phrase | 'ser' (to be) in Present tense | qualifier | adjectives  |
|------------|----------------|------------|------------|----------------|--------------------------------|-----------|-------------|
| Examples   |                |            |            |                |                                |           |             |
| Me gusta   | jugar          | al fútbol  | porque     | pienso que     | es                             | muy       | divertido   |
| Me encanta | hacer          | equitación | ya que     | en mi opinión  | es                             | bastante  | emocionante |
| odio       | hacer          | natación   | puesto que | en mis ojos    | es                             | un poco   | agotador    |

# Knowledge Organiser for Spanish

## Conjugation in Preterite tense

| Subject pronoun | jugar<br>(to play) | hacer<br>(to do) | Subject pronoun | jugar<br>(to play) | hacer<br>(to do)  |
|-----------------|--------------------|------------------|-----------------|--------------------|-------------------|
| I               | jug <u>ué</u>      | hic <u>e</u>     | we              | jug <u>amos</u>    | hic <u>imos</u>   |
| You (s)         | jug <u>aste</u>    | hic <u>iste</u>  | you (pl)        | jug <u>asteis</u>  | hic <u>isteis</u> |
| he/she/it       | jug <u>ó</u>       | hic <u>o</u>     | they            | jug <u>aron</u>    | hic <u>ieron</u>  |

## Past tense time phrases

|               |                          |
|---------------|--------------------------|
| Last weekend  | El fin de semana pasado  |
| Last week     | La semana pasada         |
| Last month    | El mes pasado            |
| In the past   | En el pasado             |
| At lunch time | Durante la hora de comer |
| Yesterday     | Ayer                     |

## Benefits of sport

|                            |                         |
|----------------------------|-------------------------|
| To keep (myself) in shape  | Mantenerme en forma     |
| To spend time with friends | Pasar tiempo con amigos |
| To relax                   | Relajarse               |
| To lead a healthy life     | Llevar una vida sana    |

## Preterite endings – take off the ar/er/ir and add...

| -ar verbs |        | -er/ir verbs |        |
|-----------|--------|--------------|--------|
| I         | é      | I            | í      |
| You       | aste   | You          | iste   |
| He/she    | ó      | He/she       | ió     |
| We        | amos   | We           | imos   |
| You (pl)  | asteis | You (pl)     | isteis |
| They      | aron   | They         | ieron  |

# Knowledge Organiser for Spanish

## Food & drinks (La comida y las bebidas)

|            |                    |              |                    |
|------------|--------------------|--------------|--------------------|
| Burger     | La hamburguesa     | Chicken      | El pollo           |
| Cake       | El pastel          | Cheese       | El queso           |
| Chips      | Los patatas fritas | Rice         | El arroz           |
| Eggs       | Los huevos         | Water        | El agua            |
| Ice cream  | El helado          | Tea          | El té              |
| Omelette   | La tortilla        | Coffee       | El café            |
| Sandwich   | El bocadillo       | Lemonade     | La limonada        |
| Vegetables | Las verduras       | Orange juice | El zumo de naranja |
| Pasta      | La pasta           | Milk         | La leche           |
| Fish       | El pescado         |              |                    |

## Adjectives to describe food and drink

|            |               |
|------------|---------------|
| Sweet      | Dulce         |
| Delicious  | Rico/a        |
| Vegan      | Vegano/a      |
| Vegetarian | Vegetariano/a |
| Tasty      | Sabroso/a     |
| Healthy    | Sano/a        |
| Unhealthy  | Malsano/a     |
| Cheap      | Barato/a      |
| Expensive  | Caro/a        |

## Future tense conjugations - ir + a + infinitive

|       |   |                  |                              |
|-------|---|------------------|------------------------------|
| voy   | a | <u>jug</u> ar    | I am going to play           |
| vas   | a | <u>hac</u> er    | You (s) are going to do      |
| va    | a | <u>sal</u> ir    | He/she/it is going to go out |
| vamos | a | <u>ver</u>       | We are going to watch        |
| vais  | a | <u>ir</u>        | You (pl) are going to go     |
| van   | a | <u>escu</u> char | They are going to listen to  |

## Mental wellbeing verbs

|                          |                       |
|--------------------------|-----------------------|
| I chat with my friends   | Chateo con mis amigos |
| I go out with my friends | Salgo con mis amigos  |
| I eat healthy food       | Como comida sana      |
| I do lots of sports      | Hago muchos deportes  |
| I relax                  | Me relajo             |
| I listen to music        | Escucho música        |

# 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 Helens                      | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |
| Ex Terra Lucem means "From Earth comes light" | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |
| Colour Theory – Warm and Cool colours         | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |
| Collage                                       | <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> |                   |
| Ex Terra Lucem means "From Earth comes light" | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |

# Knowledge Organiser for Art

| ART Knowledge Organiser                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | YEAR: 8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic: Architecture                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TERM: 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>History / Context:</b><br><b>Cultural Capital:</b> Students will research the history of St Helens, its buildings and structures to create a contextual sketchbook page.<br><br>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. | <b>Artists/Craftspeople/Designers:</b><br><b>Hundertwasser:</b> 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.<br>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. | <b>Key Vocabulary:</b><br><b>Architecture:</b> The art of practice of planning, designing and constructing buildings or other structures.<br><b>Collage:</b> A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.<br><b>Composition:</b> The action or art of producing a creative work such as a poem or piece of music.<br><b>Texture:</b> Created using different marks to represent actual texture.<br><b>Drybrush:</b> 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. |
| <b>Skills/Techniques:</b><br>Coffee Background Wash<br>Collage<br>Composition<br>Application of watercolour onto fabric<br>Refinement<br>Stitching and embellishment<br>Clay modelling<br>Drybrush<br>Tonal Pencil work                                                                                                                                                                                              | <b>Prior Learning:</b><br><br><b>Harmonious colours :</b> Colours that are next to each other in the colour wheel.<br><b>Score and slip:</b> Cross hatch and add the slip (glue) to add any piece on clay onto clay.                                                                                                                                                                                 | <b>Careers/Opportunities:</b><br><br><b>Architect:</b> An <b>architect</b> is a skilled professional who plans and designs buildings and in many cases also supervises their construction.<br><br><b>Cross curricular links</b> with history and geography.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Relevant Images:</b>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

# Revision List for Design & Technology

## Year 8 Tracking 1 Revision List – Design and Technology

Below is a list of topics that year 8 have covered so far this year. This will help you revise for your tracking 1 exams. Click the hyperlink to take you to the topic to be used as part of your revision

| Topic                       | Link                                                                                                                                                                                                                                                                                   | Tick when revised |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| User Centred Design         | <a href="https://technologystudent.com/despro_flsh/rev_card_strategies1.html">https://technologystudent.com/despro_flsh/rev_card_strategies1.html</a><br><a href="https://www.bbc.co.uk/bitesize/guides/zjkw6f/revision/2">https://www.bbc.co.uk/bitesize/guides/zjkw6f/revision/2</a> |                   |
| Design Specification        | <a href="https://technologystudent.com/designpro/spec1.htm">https://technologystudent.com/designpro/spec1.htm</a>                                                                                                                                                                      |                   |
| Manufacturing Specification | <a href="https://technologystudent.com/despro_flsh/manspec1.html">https://technologystudent.com/despro_flsh/manspec1.html</a>                                                                                                                                                          |                   |
| Client profile              | <a href="https://technologystudent.com/despro2/cut3.html">https://technologystudent.com/despro2/cut3.html</a><br><a href="https://technologystudent.com/despro2/cusprof1.html">https://technologystudent.com/despro2/cusprof1.html</a>                                                 |                   |

# Revision List for Digital Literacy

| Revision Topic                                               | Revision Task                                                                                                                               | Tick when revised |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Digital Artefacts – Logo Creation using Adobe Photoshop      | <a href="https://www.adobe.com/uk/learn/photoshop?topic=get-started">https://www.adobe.com/uk/learn/photoshop?topic=get-started</a>         |                   |
| Digital Artefacts – Navigation buttons using Adobe Photoshop | <a href="https://www.adobe.com/uk/learn/photoshop/web/add-text-to-image">https://www.adobe.com/uk/learn/photoshop/web/add-text-to-image</a> |                   |
| Digital Artefacts – Video Editing using Microsoft Clipchamp  | <a href="https://clipchamp.com/en/training-center/">https://clipchamp.com/en/training-center/</a>                                           |                   |

# Knowledge Organiser for Digital Literacy

## Digital Artifacts - Knowledge Organiser

### House Style

#### Definition of House Style

A house style is a set of rules or guidelines used by an organisation to ensure consistency in the appearance and formatting of documents, websites, presentations, or other materials.

#### What House Style Covers:

- Fonts (type, size, colour)
- Headings and subheadings
- Logo placement
- Margins and spacing
- Use of colours and branding
- Tone of language
- File naming conventions

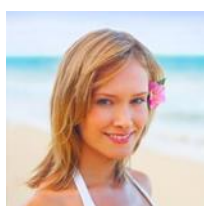
#### Website Content:

- Use British English spelling
- All button's text/font consistent
- No emojis or slang
- Consistent layout across all pages

### Bitmap v Vector

**Bitmap** graphics, also known as raster graphics, are composed of pixels containing colour information. These are often detailed. Think of photographs.

When you zoom in or scale the size of the image up, you will notice the individual pixels will become more visible.



**Vector** graphics are composed of mathematical paths and colour information. These often use less colour/detail. Think of cartoons.

When you zoom in or scale the size of the image up, you will notice that the quality of the graphic will not be affected.



#### Common Graphics File Formats:

| Format             | Type   | Best Use              | Notes                                        |
|--------------------|--------|-----------------------|----------------------------------------------|
| <b>JPEG (.jpg)</b> | Raster | Photos and web images | Good compression, loses some quality (lossy) |
| <b>PNG (.png)</b>  | Raster | Web graphics, logos   | Supports transparency, lossless compression  |
| <b>BMP (.bmp)</b>  | Raster | Raw image data        | Large file size, rarely used now             |
| <b>TIFF (.tif)</b> | Raster | High-quality images   | Used in printing and scanning, lossless      |

# Knowledge Organiser for Digital Literacy

## Digital Artifacts - Knowledge Organiser

| Graphic Editing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Audience and Purpose                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Video Editing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We used the graphic editing software Adobe Photoshop.</p> <p>The most appropriate file format for a graphic is .png</p> <p>The canvas size is how big the width and height of the graphic will be. This can be measured in pixels or centimetres.</p> <p>A transparent background means that the area around the graphic will be see through.</p> <p>To create a graphic, we used the following tools and techniques:<br/>           Shape Tool – You can select a range of different shapes to draw out to create your graphic.</p> <p>Gradient Tool – You can apply a blend of different colours to your shapes to make it look more effective.</p> <p>Stroke Tool – You can apply a coloured border around the shape.</p> <p>Text Tool – This allows you to add text to your graphic and decide the font, size and colour.</p> | <p>The <b>audience</b> is the group of people who will read, view, or use what you're creating.</p> <p>Could be students, teachers, customers, children, professionals, etc.</p> <p>Knowing your audience helps you choose the right language, tone, design, and content.</p> <p><b>Example:</b><br/> <i>A website for children might use bright colours, simple words, and fun images.</i></p> <p>The <b>purpose</b> is the reason you're creating the content. What do you want it to do?</p> <ul style="list-style-type: none"> <li>• Inform (e.g. a news article)</li> <li>• Persuade (e.g. an advert)</li> <li>• Entertain (e.g. a game)</li> <li>• Educate (e.g. a tutorial)</li> </ul> <p><b>Example:</b><br/> <i>If the purpose is to inform, the design should be clear and factual.</i></p> <p>If the purpose is to entertain, it might include animations, music, or humour.</p> | <p>We used the video editing software Microsoft Clipchamp.</p> <p>The most appropriate file format for a video is .mp4.</p> <p>Importing media allows you to include video clips, images and audio to your video.</p> <p>To create a video, we used the following tools and techniques:</p> <p><b>Selection Tool</b> – You can select the different components of your video move the order around in which they appear.</p> <p><b>Split Tool</b> – You can cut or trim down the video clips just to show the most important aspects.</p> <p><b>Text Layer</b> – You can include titles and captions on to your video and decide on the font, size and colours.</p> <p><b>Transitions</b> – You can apply an animated effect to appear in between video clips such as fade or zoom.</p> <p><b>Adjust Audio</b> – You can mute the sound on different video clips so that you can include your own audio on to your video.</p> |



# Knowledge Organiser for Food Technology

## Year 8 Knowledge Organiser: Food Technology Assessment 1

**SA**  
The Sutton Academy  
Food Department

### Food, Nutrition & Health

**AP1 revision focus** Revise nutrients, protein and amino acids, HBV/LBV and protein complementation, fats and oils, carbohydrates, fibre and practical applications. Give yourself little-and-often practice for 2 weeks.

#### Nutrients & key vocabulary

- Macronutrients are needed in large amounts: protein, fat and carbohydrate.
- Micronutrients are vitamins and minerals needed in smaller amounts.
- Amino acid = building block of protein. Lipid = another name for fat.
- A balanced diet supplies a variety of nutrients in suitable amounts.



#### Protein functions

- Growth, repair and maintenance of body tissues.
- Builds new cells and repairs damaged tissue.
- Important during teenage growth and recovery after injury or exercise.
- Can provide energy, but carbohydrate and fat are the main sources.



#### Amino acids

- Proteins are long chains of amino acids.
- Essential amino acids must be supplied by the diet.
- Non-essential amino acids can be made by the body.
- Different amino-acid sequences form different proteins.



#### HBV, LBV & complementation

- HBV provides all essential amino acids in sufficient amounts: egg, fish, milk and soya.
- LBV is low in one or more essential amino acids: beans, lentils, nuts and cereals.
- Combine plant proteins: beans on toast, lentils with rice, or hummus with pitta.



#### Fats & oils (lipids)

- Provide concentrated energy, insulation and protection for internal organs.
- Help the body absorb vitamins A, D, E and K.
- Oils are usually liquid; fats are usually solid at room temperature.
- All fats are high in energy, so portion size matters.



#### Fat choices & heart health

- Saturated sources: butter, lard, cream, hard cheese and fatty meat.
- Unsaturated sources: vegetable oils, nuts, seeds, avocado and oily fish.
- Too much saturated fat can raise LDL ('bad') cholesterol.
- Fatty deposits can narrow coronary arteries and reduce blood flow.



#### Carbohydrate & free sugars

- Main function: provide energy; most carbohydrate is digested to glucose.
- Starch sources include bread, rice, pasta, potatoes and oats.
- Free sugars include added sugar plus honey, syrups, fruit juice and smoothies.
- Choose higher-fibre wholegrains and limit foods high in free sugars.



#### Fibre & practical links

- Fibre adds bulk and helps waste move through the digestive system, reducing constipation.
- Sources include wholegrains, fruit, vegetables, beans, lentils, nuts and seeds.
- Bolognese: lean mince, vegetable oil, safe raw-meat handling, even cuts, brown and simmer.
- Pasta should be al dente; potato skins stay intact to hold the filling.



## Assessment 1 Revision Questions

### Page 1 of practice - protein and amino acids

Use these questions to revise. They are not the assessment questions, but they practise the same knowledge and skills.

#### 1 Key vocabulary (8 marks)

Define macronutrient, micronutrient, amino acid and lipid. Give one example of a macronutrient and one example of a micronutrient. Explain why micronutrients are important even though the body needs them in smaller amounts.

#### 2 Protein functions (6 marks)

State three functions of protein. Then explain why protein is important for a growing teenager and for someone recovering from an injury.

#### 3 Amino acids (6 marks)

Complete the ideas in full sentences: proteins are long chains of what; where essential amino acids come from; and where non-essential amino acids come from. Then explain why different amino-acid sequences can form different proteins.

#### 4 HBV, LBV and protein complementation (8 marks)

Complete the table, then explain how protein complementation can help someone who eats a mainly plant-based diet.

| Prompt                           | Your answer |
|----------------------------------|-------------|
| HBV protein means...             |             |
| LBV protein means...             |             |
| One HBV protein food             |             |
| One LBV protein food             |             |
| One protein-complementation meal |             |

# Year 8 Knowledge Organiser: Food Technology Assessment 1

## Assessment 1 Revision Questions

Page 2 of practice - fats, oils and carbohydrates

### 5 Fats and oils (3 marks)

State two functions of fat. Describe the difference between a fat and an oil at room temperature. Name the four fat-soluble vitamins.

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### 6 Saturated, unsaturated and heart health (10 marks)

Classify each food as mainly saturated or mainly unsaturated. Then explain the chain of events linking too much saturated fat to a greater risk of coronary heart disease.

|  | Mainly saturated or unsaturated? |
|--|----------------------------------|
|  |                                  |
|  |                                  |
|  |                                  |
|  |                                  |
|  |                                  |
|  |                                  |

### 7 Carbohydrates, fibre and free sugars (10 marks)

State the main function of carbohydrate. Complete the table for sugar, starch and dietary fibre. Then define free sugars and give two examples.

| Carbohydrate group | What is it? | One food source |
|--------------------|-------------|-----------------|
| Sugar              |             |                 |
| Starch             |             |                 |
| Dietary fibre      |             |                 |

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## Assessment 1 Revision Questions

Page 3 of practice - digestion, practical application and extended writing

### 8 Fibre and digestion (6 marks)

Give three fibre-rich foods. Explain how fibre helps to reduce constipation. Suggest one change that would increase the fibre in a Deli Pasta Salad.

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### 9 Practical application (10 marks)

A pupil makes Bolognese using high-fat mince and lots of butter. They use the same unwashed board after raw mince, cut the vegetables unevenly, do not brown the mince and do not simmer the sauce. Explain three improvements and why each one matters. Then define al dente and explain why potato skins must stay intact when the flesh is scooped out.

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### 10 Extended answer practice (7 marks)

Design a balanced vegetarian lunch for a Year 8 pupil before sport. Explain your choices. Include protein complementation, a starchy carbohydrate for energy, ways to increase fibre, how to reduce free sugars, and a mainly unsaturated fat in a sensible portion.

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### ✓ Final memory check - tick when secure

- ☐ I can define macronutrient, micronutrient, amino acid, lipid, HBV, LBV and free sugars.
- ☐ I can explain protein functions and compare essential and non-essential amino acids.
- ☐ I can give HBV, LBV and protein-complementation examples.
- ☐ I can compare saturated and unsaturated fats and link saturated fat to LDL and heart disease.
- ☐ I can explain carbohydrate, starch, fibre and how fibre helps prevent constipation.
- ☐ I can apply nutrition and practical knowledge to Bolognese, pasta salad and loaded potato skins.

**Revision tip:** Practise one page at a time. Cover the organiser, answer from memory, then correct your work in a different colour.

# Revision List for Music

|                                                                                                                      | Revision Task                                                                                                        | Tick when revised |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Definitions of</b> Hooks, Melodic Hooks, Rhythmic Hooks, Verbal/Lyrical Hooks, Riff, Ostinato, Bass Line, Melody. | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Famous Hooks, Riffs and Ostinatos:</b><br>Bass Line - Sweet Dreams – The Eurythmics                               | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Famous Hooks, Riffs and Ostinatos:</b><br>Melodic Riff - Word Up – Cameo                                          | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Famous Hooks, Riffs and Ostinatos:</b><br>Rhythmic Riff – We Will Rock You – Queen                                | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Famous Hooks, Riffs and Ostinatos:</b><br>Rhythmic Ostinato – Bolero – Ravel                                      | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Famous Hooks, Riffs and Ostinatos:</b><br>Bass Line Ostinato – Habanera from Carmen                               | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Music Theory:</b><br>Repeated Symbol                                                                              | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Music Theory:</b><br>Treble Cleff                                                                                 | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |
| <b>Music Theory:</b><br>Bass Cleff                                                                                   | <i>Information for all the topics listed can be found in the knowledge organiser posted on ClassCharts and Teams</i> |                   |

# Knowledge Organiser for Music

## Exploring Repeated Musical Patterns

### A. Key Words

**HOOK** – A 'musical hook' is usually the 'catchy bit' of the song that you will remember. It is often short and used and repeated in different places throughout the piece.

HOOKS can either be a:

**MELODIC HOOK** – a HOOK based on the instruments and the singers

**RHYTHMIC HOOK** – a HOOK based on the patterns in the drums and bass parts or a

**VERBAL/LYRICAL HOOK** – a HOOK based on the rhyming and/or repeated words of the chorus.

**RIFF** – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated.

**OSTINATO** – A repeated musical pattern. The same meaning as the word RIFF but used when describing repeated musical patterns in "classical" and some "World" music.

**BASS LINE** – The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. RIFFS are often used in BASS LINES.

**MELODY** – The main "tune" of a song or piece of music, played higher in pitch than the BASS LINE and it may also contain RIFFS or HOOKS. In "Classical Music", the melody line is often performed "with" an OSTINATO

### B. Famous Hooks, Riffs and Ostinatos

Bass Line Riff from "Sweet Dreams" – The Eurythmics



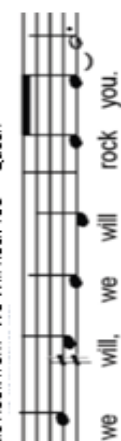
Riff from "Word Up" – Cameo



Rhythmic Riff from "We Will Rock You" – Queen



Vocal and Melodic Hook from "We Will Rock You" – Queen



Rhythmic Ostinato from "Bolero" – Ravel



Bass Line Ostinato from "Habanera" from 'Carmen' – Bizet



Ostinato from 2nd Movement of Symphony No.101 (The Clock) – Haydn



### C. Music Theory

**REPEAT SYMBOL** – A musical symbol used in staff notation consisting of two vertical dots followed by double bar lines showing the performer should go back to either the start of the piece or to the corresponding sign facing the other way and repeat that section of music.



**TREBLE CLEF** – A musical

symbol showing that notes are to be performed at a higher pitch. Also called the G clef since it indicates that the second line up is the note G.



**BASS CLEF** – A musical symbol

showing that notes are to be performed at a lower pitch. The BASS LINE part is often written using the BASS CLEF. Also called the F clef since it indicates that the fourth line up is the note F.



# Revision List for RE

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

|                                           | Revision Task                                                       | Tick when revised |
|-------------------------------------------|---------------------------------------------------------------------|-------------------|
| The Life of Muhammed.                     | <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:<br>1. Shahadah | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |
| The Five Pillars of Islam:<br>2. Zakah    | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |
| The Five Pillars of Islam:<br>3. Salah    | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |
| The Five Pillars of Islam:<br>4. Sawm     | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |
| The Five Pillars of Islam:<br>5. Hajj     | <i>Use knowledge organiser on Class Charts to make flash cards.</i> |                   |

## Topic - Islam

### Muhammad

- The Qur'an, the Holy book of Islam, was revealed to Muhammad.
- Muhammad is the final prophet of Islam. A prophet is a messenger from God.
- Muhammad recited the Qur'an, to recite is to speak something out loud from memory.
- Muhammad witnessed immoral acts in Mecca and wanted to change the way people lived.
- Immoral can mean doing evil, sinful, or otherwise wrong behaviour.

### Qur'an

- 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 what a Muslim should believe (believing in one God).
- Muslims prepare for reading the Qur'an by performing wudu, a ritual washing.
- The Qur'an is treated as a special book, it is covered when not in use, it is kept on a high shelf and it is often read from a stand called a kursi, so that it does not touch the floor.

### Shahadah

- The 5 Pillars of Islam are:
- Shahadah (a statement of belief), Salah (prayer), Zakah (duty to give to charity), Sawm (Fasting) and Hajj (Pilgrimage).
- The Shahadah is a statement of belief that says 'There is no God but Allah and Muhammad 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.
- Muslims pray 5 times a day, facing Mecca.
- Muslims perform wudu (ceremonial washing) before they pray.
- Muslim can pray anywhere that is clean, many use a prayer mat when praying. Movements made during prayer are called rakah.
- The Jummah is the Friday prayer, many Muslims go to the mosque (a religious place of worship for a Muslim) to complete Jummah.

### Salah

The 5 Pillars of Islam are:  
Shahadah (a statement of belief), Salah (prayer), Zakah (duty to give to charity), Sawm (Fasting) and Hajj (Pilgrimage).

The Shahadah is a statement of belief that says 'There is no God but Allah and Muhammad 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.

Muslims pray 5 times a day, facing Mecca. Muslims perform wudu (ceremonial washing) before they pray.

Muslim can pray anywhere that is clean, many use a prayer mat when praying. Movements made during prayer are called rakah.

The Jummah is the Friday prayer, many Muslims go to the mosque (a religious place of worship for a Muslim) to complete Jummah.

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

## Circuit training at home

- Chose 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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