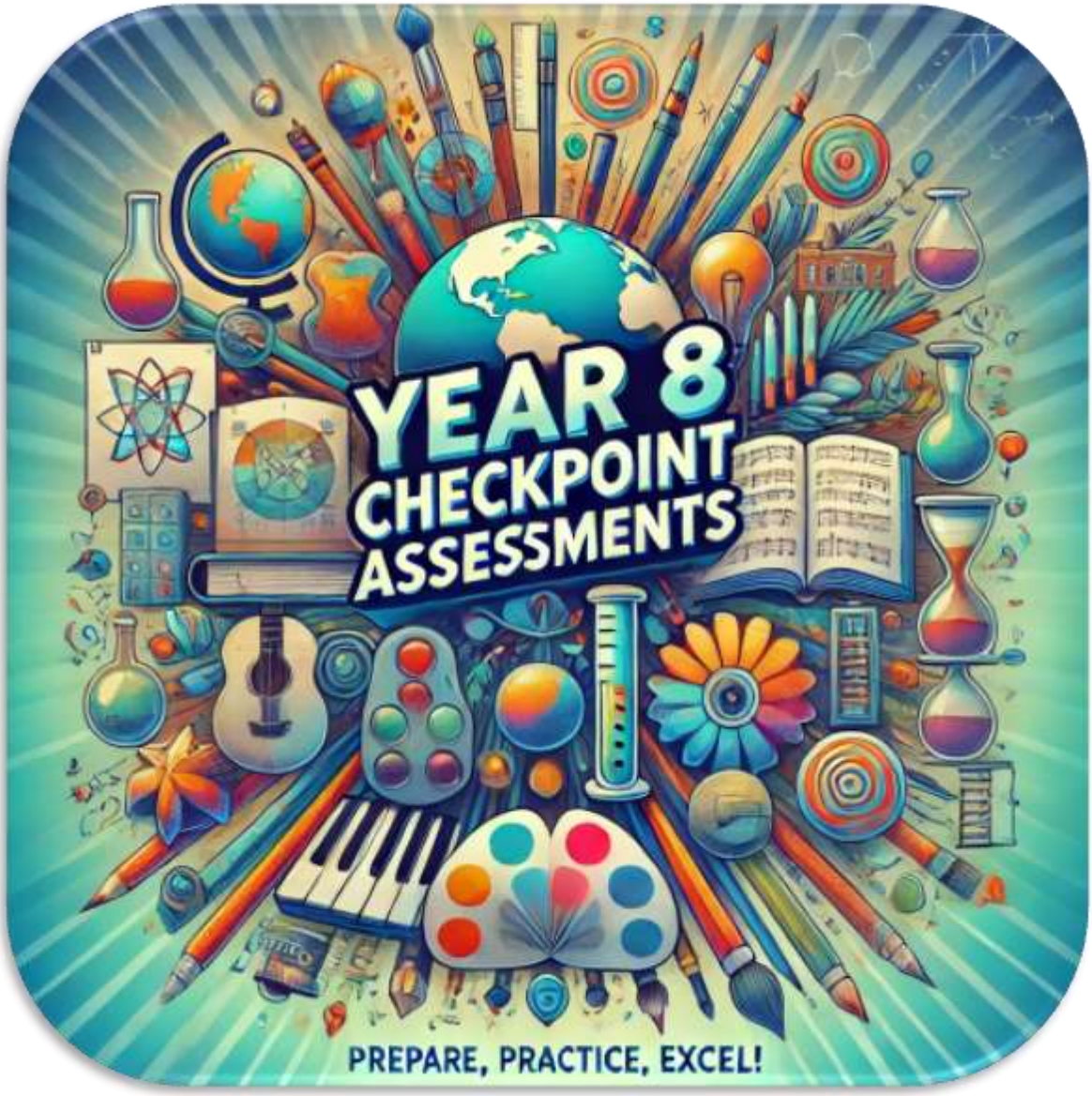
HELSTON COMMUNITY COLLEGE

ASPIRATION • AMBITION • ACHIEVEMENT



Year 8 Checkpoint Assessments

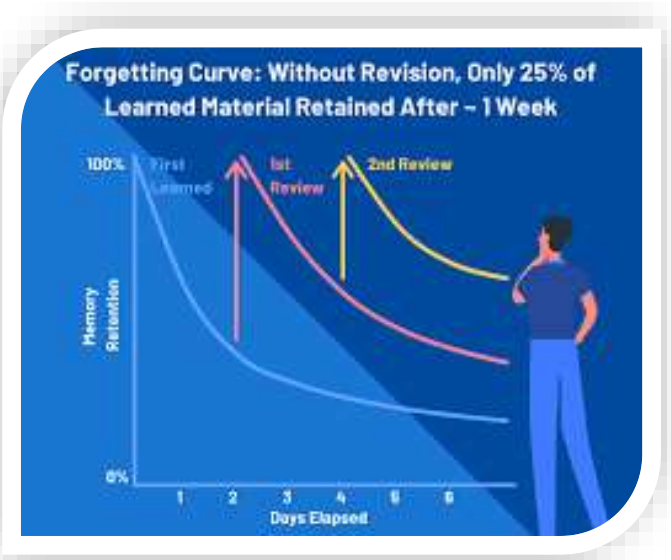
Contents

What to do

Each page has a list of topics or concepts which will be assessed in the Year 8 assessments. There are also links to revision resources on various websites. Use this alongside the revision tips on the first few pages from tutor time to get ready for your Year 8 assessments.

Why Revise?

1. **Boost Your Memory and Beat Forgetting**
   Imagine learning something in class, only to forget it a few days later. This happens to everyone, and it's called the "forgetting curve," discovered by psychologist Hermann Ebbinghaus. Without regular review, your brain naturally starts to forget things over time. However, when you go over what you've learned, you strengthen your memory and ensure all that effort doesn't go to waste. Revising for your Year 8 assessments is the key to keeping what you've learned fresh in your mind, helping you remember it for the long term.



2. **Make Learning New Information Easier**
   Reviewing things you've already learned gives your brain a solid base for picking up new information more quickly. When you come to class already confident with the basics, it's easier to understand new topics instead of feeling like you're catching up. Think of revision as building a strong foundation—without it, everything else becomes harder!
3. **Gain Confidence and Control**
   Sometimes nerves or stress get in the way of doing your best. By revising for your Year 8 assessments, you're not only preparing for the material but also boosting your confidence. When you know your stuff, you can go into the exam room feeling more in control, less anxious,

and more focused on doing your best. Confidence from good revision will help you stay calm, do well, and handle any pressure.

4. **Stay Ahead of the Competition**
   Whether we like it or not, grades can be competitive. By revising well for your Year 8 assessments, you give yourself an edge over other students who might not be as prepared. Think of it like training for a big sports event—the more you practice, the better you'll perform when it really counts.

5. **Perfect Your Exam Technique**
   Assessments aren't just about showing what you know—they're a chance to improve your exam technique. Revising helps you become familiar with the types of questions you'll face and the best ways to answer them. The more you revise, the better you'll get at managing your time and structuring your answers. This practice will give you a huge advantage when future exams come around because you'll know exactly what to do under pressure.

Revising for your Year 8 assessments isn't just about passing a test—it's about building memory, boosting confidence, staying ahead, and preparing yourself for the future. Make the most of this opportunity!

Summary: How to use flash cards

1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: Self Quizzing

1.

Identify knowledge

Identify knowledge/content you wish to cover.

2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.

5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

English:
8E.b,8E.c,8E.d,8E.h,23/06/26,8E.a,8E.e,24/06/26,8E.f,8E.g,8E.nu,25/06/26

English Topics to Revise

My Sister Lives on the Mantelpiece

Revision resources:

Activity 1: Create Revision Cards

▨ Front of Card → Key Term

▨ Back of Card → Definition + Example

Create a set of flashcards using these terms:

- Simile
- Metaphor
- Personification
- Hyperbole
- Imagery
- Alliteration
- Onomatopoeia
- Tone
- Structure
- Tension

☑ **Challenge:** Add your own example from the extract for each one.

Read this extract from My Sister Lives on the Mantelpiece

I had no energy left but somehow I kept going. Even though my feet ached, I didn't give up, not even for a second. The Headmaster was pacing up and down the side of the pitch getting his shiny shoes all muddy, and he kept shouting things I couldn't hear. There was too much blood in my head and I had that sound you get when you press a shell to your ear. The ref checked the stopwatch and I knew there was just one minute until the final whistle and all of a sudden I had the ball and I ran past my defender. I was on the edge of the penalty box and I still had the ball and I dribbled forward and I still had the ball and there was only the keeper left. The commentator's voice said Jamie Matthews has a chance to win the match for his team and I thought about Mum and Dad and Jas and Sunya and I kicked the ball as hard as I could with my left foot.

Everything happened in slow motion. The keeper jumped. His feet left the ground. His arms stretched. The net swung. The crowd's hands flew into the air. The ball had gone in.

The ball had gone in. I stared at the goal and I didn't blink and I didn't move in case it was all just a dream and I was about to wake up. The shell noise disappeared and I could hear shouts and claps and cheers, and the best thing was they were all for me. For some reason I thought of that book I got out of the library by mistake, and I felt special and unique, not quite like a miracle, but not that far off either. Hundreds of hands dragged me down to the ground. All the players dived on top of me and, even though my face was squashed in the mud and I was getting wet 'cos the ground was soggy, I didn't mind one bit. And I didn't want to be anywhere else in the entire world than right there, hardly able to breathe and crushed on the school pitch by ten screaming players.

Nine screaming players. Daniel hadn't come over to celebrate. I didn't realise until I got to my feet and the ref blew the whistle. Daniel was standing alone in the middle of the pitch and he didn't even look happy that we'd won.

🧠 Activity 2: Mind Map the Extract

Draw a mind map with "Jamie's Football Match" in the centre.

Branches to include:

⚽ Feelings (e.g. tired, determined)

🏃 Actions (runs, kicks, keeps going)

🔊 Sounds (crowd noise, "shell" sound)

⏱️ Time (last minute, slow motion)

✍️ Activity 3: Language Detective

Find examples of the following in the extract:

- A powerful verb
- Imagery
- A short sentence
- Repetition

For each one:

- Write the quotation
- Name the technique
- Explain the effect

☑ Tip: Use sentence starters:

"This suggests…"

"This makes the reader feel…"

⚙ Activity 4: Structure Timeline

Draw a timeline of the extract:

- Start of the match moment
- Build-up to the goal
- Slow motion moment
- The goal is scored
- Ending shift (Daniel)

☑ Challenge: Label where tension increases and why.

Maths: all classes 25/06/25

You will have 1 exam paper lasting 70 minutes; you can use a calculator in this assessment.

You will need to bring the correct equipment (pen, ruler, pencil, protractor, pair of compasses and calculator) to be able to answer all the questions on the assessment.

Topics to revise:

The assessment is conducted in the lesson time and is a timed assessment taking one hour. The assessment contains questions on the topics you have studied so far this academic year:

- Ratio and scale
- Tables and probability
- Multiplying and dividing fractions
- Brackets, equations and inequalities
- Sequences
- Indices
- Standard index form
- Fractions and percentages of amounts
- Number sense

You should attempt all the questions, following the instructions given in each question. You may use a calculator for this assessment.

Topics Within the Assessment	
Ratio and Scale	Sparx codes
Understand and use ratio notation	M885
Solve problems involving ratios of the form 1 : n (or n : 1)	M801
Solve proportional problems involving the ratio m : n	M267
Divide a value into a given ratio	M525
Express ratios in their simplest integer form	M543
Compare ratios and related fractions	
Tables and Probability	Sparx codes
Construct sample spaces for 1 or more events	M755
Find probabilities from a sample space	M718
Find probabilities from two-way tables	M899
Find probabilities from Venn diagrams	M829
Multiplying and Dividing Fractions	Sparx codes
Represent multiplication of fractions	M157
Multiply a fraction by an integer (a whole number)	M110
Multiply a pair of fractions	M197
Divide an integer (a whole number) by a fraction	M265
Understand and use the reciprocal	M601
Divide a pair of fractions	M568
Multiply and divide improper and mixed fractions	M216
Multiply and divide algebraic fractions	

Brackets, Equations & Inequalities	Sparx codes	
Form algebraic expressions	M813	M830
Use directed number with algebra	M417	M327
Multiply out a single bracket	M795	M531
Factorise into a single bracket	M949	M237

Expand multiple single brackets and simplify	M792	M100
Solve equations, including with brackets	M707	M634
Form and solve equations with brackets	M647	M855
Understand and solve simple inequalities	M401	M902
Form and solve inequalities	M118	
Identify and use formulae, expressions, identities and equations		

Sequences	Sparx codes	
Generate sequences given a rule in words	M381	M241
Generate sequences given an algebraic rule	M166	M866
Find the rule for the n^{th} term of a linear sequence	M991	

Indices	Sparx codes
Adding and subtracting expressions with indices	M949
Simplifying algebraic expressions by multiplying and dividing	M120
Using the addition and subtraction law for indices	

Standard Index Form	Sparx codes
Work with numbers greater than 1 in standard form	M719
Work with numbers between 0 and 1 in standard form	M678
Compare and order numbers in standard form	U290
Add, subtract, multiply and divide in standard form	U294

Fractions and Percentages of Amounts	Sparx codes
Convert fluently between key fractions, decimals and percentages	M958
Calculate key fractions, decimals and percentages of an amount with and without a calculator	M264 M695
Convert between decimals and percentages greater than 100%	M684
Percentage decrease with a multiplier	M437
Calculate percentage increase and decrease using a multiplier Express one number as a fraction or a percentage of another with and without a calculator	M533 M476 M533
Work with percentage change	M235
Choose appropriate methods to solve percentage problems	

Number Sense	Sparx codes	
Round numbers to powers of 10 and 1 significant figure	M111	M431
Round numbers to a given number of decimal places	M994	M131
Estimate the answer to a calculation	M878	M521
Calculate using the order or operations	M222	M772
Calculate with money	M530	M761
Convert metric measures of lengths		
Convert metric units of weight and capacity		

Revision Resources

✔ Use the Sparx codes listed above to revise the topics you have studied in maths this year

- Go to www.sparxmaths.com and log in using the username and password you created in class with your teacher.
- Click on the 'Independent Learning' tab on the panel on the left of the screen.
- Make sure you select your curriculum as 'Key Stage 3'.

- You can enter topic code numbers (e.g. M241) or key words into the topic search bar. Sparx topic code numbers are listed above for all the units of work which are included in the assessment.
- Each topic has practice questions; the questions are split into 'introduce', 'strengthen' and 'deepen'. You should work your way through each of the sections. A video is attached to every question to help explain the skill required if needed.
- You can adjust the difficulty of the questions, as necessary. There are 4 levels to choose from with level 1 being the easiest and level 4 being the hardest.

✓ You can also look back at the lesson resources your teacher uploaded to Showbie for these topics and the additional notes you added on Showbie or in your exercise book. Work through the examples and purposeful practice questions again to help you to remember the topics.

✓ Use the knowledge organisers below to review each of the topics.

YEAR 8 - PROPORTIONAL REASONING...
Ratio and Scale

@whisto_maths

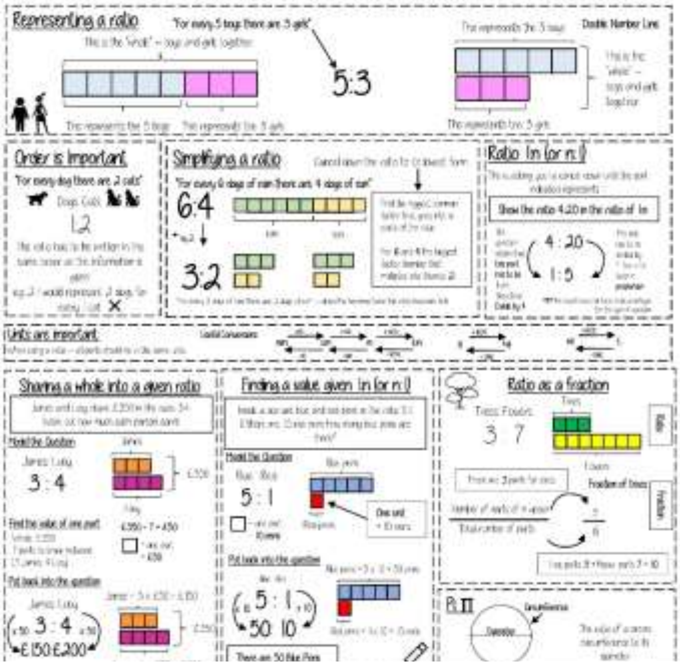
What do I need to be able to do?

By the end of this unit you should be able to:
- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

Solutions should be modelled, explained and solved

Keywords

Ratio: a statement of how two numbers compare
Equal Parts: all parts in the same proportion, or a whole shared equally
Proportion: a statement that links two ratios
Order: to place a number in a determined sequence
Part: a section of a whole
Equivalent: of equal value
Factors: integers that multiply together to get the original value
Scale: the comparison of something drawn to its actual size



YEAR 8 - REPRESENTATIONS...
Tables and Probability

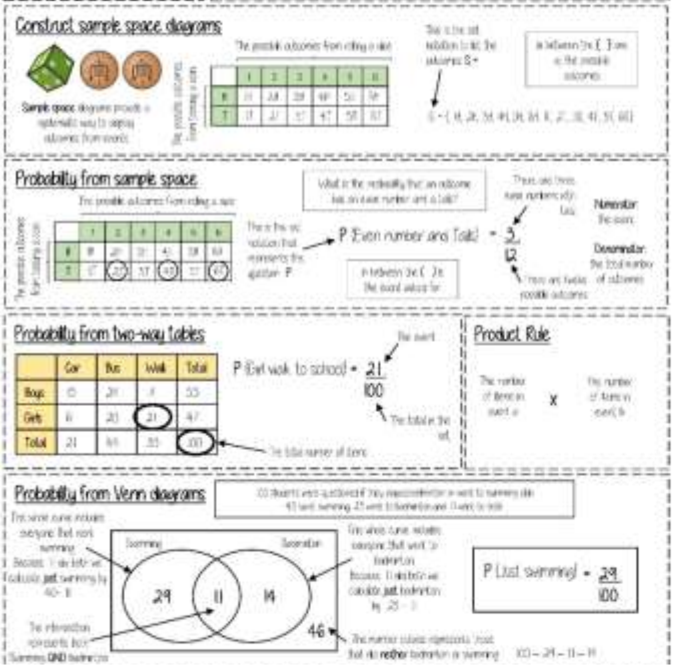
@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Construct a sample space diagram
- Systematically list outcomes
- Find the probability from two-way tables
- Find the probability from Venn diagrams

Keywords

Outcomes: the result of an event that depends on probability
Probability: the chance that something will happen
Set: a collection of objects
Chance: the likelihood of a particular outcome
Event: the outcome of a probability – a set of possible outcomes
Biased: a built in error that makes all values wrong by a certain amount
Union: Notation '∪' meaning the set made by combining the elements of two sets



YEAR 8 - PROPORTIONAL REASONING...
Multiplying and Dividing Fractions

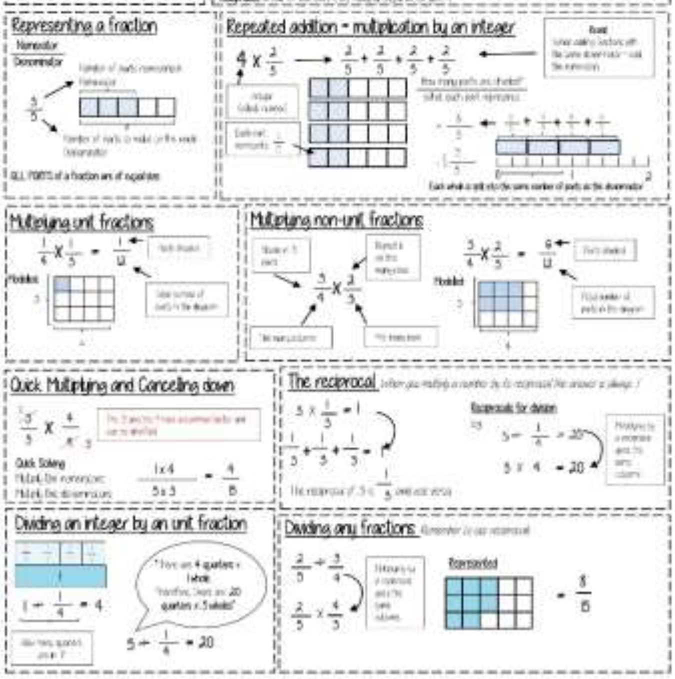
@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Carry out any multiplication or division using fractions and integers
- Solutions can be modelled, visualised and reasoned

Keywords

Numerator: the number above the line on a fraction. The top number represents how many parts are taken
Denominator: the number below the line on a fraction. The number represents the total number of parts.
Whole: a positive number including zero without any decimal or fractional parts
Commutative: an operation is commutative if changing the order does not change the result.
Unit Fraction: a fraction where the numerator is one and denominator a positive integer.
Non-unit Fraction: a fraction where the numerator is larger than one.
Dividend: the amount you want to divide up
Divisor: the number that divides another number
Quotient: the answer after we divide one number by another. e.g. dividend ÷ divisor = quotient
Reciprocal: a pair of numbers that multiply together to give 1.



YEAR 8 - ALGEBRAIC TECHNIQUES...
Brackets, Equations & Inequalities

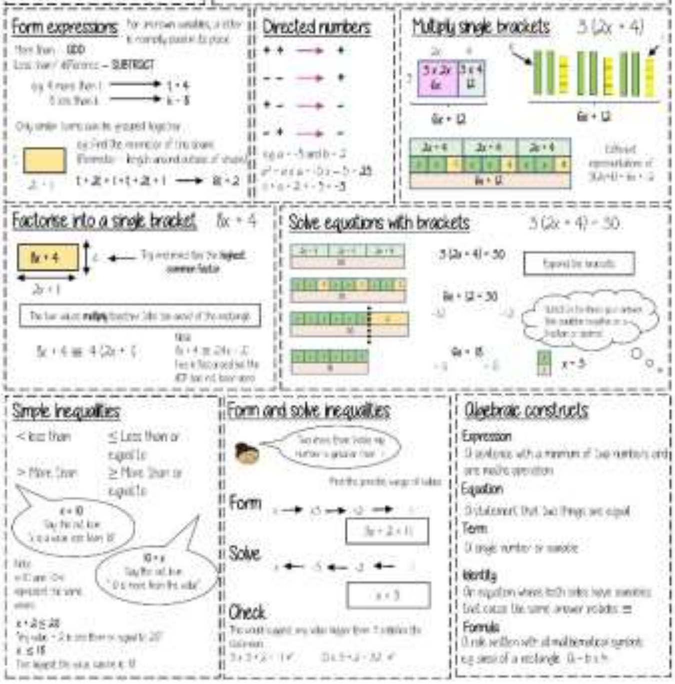
@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Form Expressions
- Expand and factorise single brackets
- Form and solve equations
- Solve equations with brackets
- Represent inequalities
- Form and solve inequalities

Keywords

Simplify: grouping and combining similar terms
Substitute: replace a variable with a numerical value
Equivalent: something of equal value
Coefficient: a number used to multiply a variable
Product: multiply terms
Highest Common Factor (HCF): the biggest factor (or number that multiplies to give a term)
Inequality: an inequality compares two values showing if one is greater than, less than or equal to another



YEAR 8 - DEVELOPING NUMBER...
Fractions & Percentages

@mrsto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Convert between FDP and their equivalents
- Find part or whole using multipliers
- Express an amount as a percentage
- Find percentage change

Keywords

Percent: parts per 100 - written using the % symbol
Decimal: a number in our base 10 number system. Numbers to the right of the decimal place are called decimals
Fraction: a fraction represents how many parts of a whole we are given
Equivalent: of equal value
Reduce: to make smaller in value
Growth: to increase/ to grow
Integer: whole numbers can be positive, negative or zero
Invest: use money with the goal of it maintaining or increasing in value over time (usually in a bank)

Convert FDP

Fraction/ Percentage of amount

Convert FDP < and > 100%

Percentage decrease: Multipliers

Percentage increase: Multipliers

Express as a % - Non-calculator Percent - per hundred

Express as a % - Calculator

Percentage change

Choose appropriate method

YEAR 8 - DEVELOPING NUMBER...
Standard Form

@mrsto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Write numbers in standard form and as ordinary numbers
- Order numbers in standard form
- Add/ Subtract with standard form
- Multiply/ Divide with standard form
- Use a calculator with standard form

Keywords

Standard (index) Form: A system of writing very big or very small numbers
Commutative: an operation is commutative if changing the order does not change the result
Base: The number that gets multiplied by a power
Power: The exponent — or the number that tells you how many times to use the number in multiplication
Exponent: The power — or the number that tells you how many times to use the number in multiplication
Indices: The power or the exponent
Negative: a value below zero

Positive powers of 10

Standard form with numbers > 1

Negative powers of 10

Numbers between 0 and 1

Order numbers in standard form

Mental calculations

Addition and Subtraction

Multiplication and division

Using a calculator

YEAR 8 - ALGEBRAIC TECHNIQUES...
Indices

@mrsto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Deal/ Subtract numbers with indices
- Multiply expressions with indices
- Divide expressions with indices
- Know the addition law for indices
- Know the subtraction law for indices

Keywords

Base: The number that gets multiplied by a power
Power: The exponent — or the number that tells you how many times to use the number in multiplication
Exponent: The power — or the number that tells you how many times to use the number in multiplication
Indices: The power or the exponent
Coefficient: The number used to multiply a variable
Simplify: To reduce a power to its lowest form
Product: Multiply

Addition/ Subtraction with indices

Multiply expressions with indices

Addition/ Subtraction laws for indices

Divide expressions with indices

YEAR 8 – DEVELOPING NUMBER...
Number Sense

What do I need to be able to do?

By the end of this unit you should be able to:
- Round numbers to powers of 10 and 1sf
- Round numbers to any dp
- Estimate answers
- Calculate using order of operations
- Calculate with money, units of measurement and time

Keywords

Significant: Place value of an number
Round: Making a number simpler but keeping its value close to what it was
Decimal: Place holders after the decimal point
Overestimate: Rounding up — gives a solution higher than the actual value
Underestimate: Rounding down — gives a solution lower than the actual value
Metric: A system of measurement
Balance: The amount of money in a bank account
Deposit: Putting money into a bank account

Round to powers of 10 and 1 sig figure

Round to decimal places

Estimate the calculation

Order of operations

Calculations with money

Units are important Useful Conversions

Metric measures of length

Time and the calendar

Units of weight/ capacity

Science: 22/6/26 (K, L, M, N, P, R), 24/6/26 (Q, S)

	Assessment Topics (Sparx Science Module)
Biology **B4 - Biological Reactions**	Biology: • The Importance of Photosynthesis (F917) • Photosynthesis (F281) • Adaptations of Leaves (F111) • Aerobic Respiration (F950) • Anaerobic Respiration (F638) • Fermentation (F216) • Effect of Exercise (F584)
Chemistry **C3 - Periodic table and Separation techniques**	Chemistry: • Elements, Compounds and Mixtures (F958) • Metals and Non-metals (F102) • Group 1 Elements (F782) • Group 7 Elements (F632) • Mixtures and Pure substances (F625) • Dissolving (F449) • Factors affecting Solubility (F376) • Filtration (F406) • Distillation (F245) • Chromatography (F186)
Physics **P3 - Space and Forces**	Physics: • Solar System (F866) • The Universe (F971) • Day and Night (F993) • The Seasons (F204) • The Big Bang (F869) • The Moon (F969) • Gravity and Weight (F712) • Speed (F886) • Distance Time Graphs (F331)

- A Showbie Science revision room has been created for you to join with additional revision resources. **Code:** 9BH3P. Students must set up Showbie using their new email account: @helston.tpacademytrust.org email.

Good resources for revision

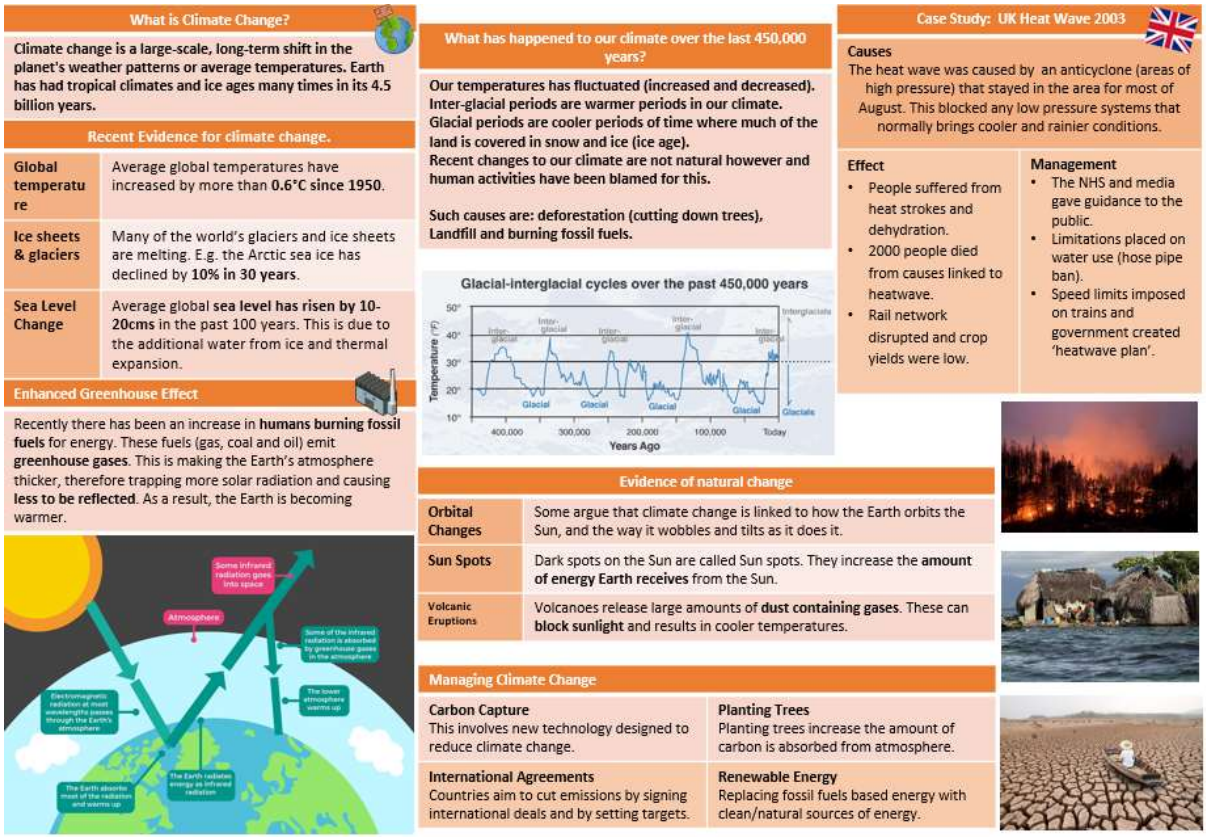
- Revision guides and Flash cards which can be purchased from the School Website
- BBC Bitesize revision Website:
  - KS3 Biology - BBC Bitesize
  - KS3 Chemistry - BBC Bitesize
  - KS3 Physics - BBC Bitesize

Geography: 8G.b,8G.d,8G.g,24/06/26,8 G.c,25/06/26, 8G.a,8G.e,8G.n,26/06/26, 8G.f,8G.h,29/06/26

Geography topics for the assessment will be Coasts and Climate change.

Identify the two types of wave.	What factors affect the size of waves?	Identify 5 processes of coastal erosion.	Identify 4 processes of coastal transportation.
What is longshore drift?			Identify 4 processes of mass movement.
Explain the formation of a wave-cut platform.			Explain the formation of a stack.
Explain the formation of a spit.	What is the difference between hard and soft engineering?	Study the image above showing coastal defences to the south of Hornsea. How do these sea defences help protect the coastline?	What are the social, economic and environmental benefits of a sea wall?

Constructive and destructive waves.	The size of a wave is affected by: - Its fetch (distance travelled) - The speed of the wind blowing over the sea/ocean - Wind duration (the longer the wind blows over the sea/ocean the larger the wave)	Corrasion, abrasion, attrition, hydraulic action and solution.	Traction, saltation, suspension and solution.
Longshore drift is the zig-zag movement of material along the coast by the sea.			Rockfall, landslide, mud slide and slumping.
The sea attacks a weakness in the base of the cliff forming a wave cut notch by erosional processes such as hydraulic action, corrosion and abrasion. The cliff above collapses due to gravity. The cliff retreats. The remains of the cliff form a wave-cut platform.			Waves erode attack a weakness (crack) in a headland. Hydraulic action, abrasion and corrosion enlarge the crack forming a cave. Continued erosion causes an arch to form. This collapses due to weathering and gravity to leave a sea stack.
Longshore drift moves material along a coastline. Where the coastline changes direction or the power of the waves is reduced (e.g. it meets a river) material is deposited. The sediment deposited builds up over time to form a spit.	Hard engineering coastal management involves building artificial structures which try to control natural processes whereas soft engineering involves taking a more sustainable and natural approach to managing the coast.	Rock armour (large boulders) are piled up on the beach. They absorb the energy of waves and allow the build-up of a beach. Groynes trap sediment transported by longshore drift building up a wide sandy beach that protects the cliffs from erosion.	Advantages - Social = give people a sense of safety and have promenades used by tourists. Economic = long life-span and excellent defence against high energy waves. Environmental = do not impede the movement of sediment along the coast.



Other resources:

Seneca - Learn 2x Faster (senecalearning.com) - On SENECA there is a revision course on Climate change and Coasts.

Climate change - KS3 Geography - BBC Bitesize

Coasts - KS3 Geography - BBC Bitesize

History: 8H.a,8H.c,24/06/26, 8H.e,8H.g,25/06/26, 8H.f,8H.h,26/06/26, 8H.d,8H.n, 29/06/26, 8H.b,02/07/26

History skill:

Causation in History

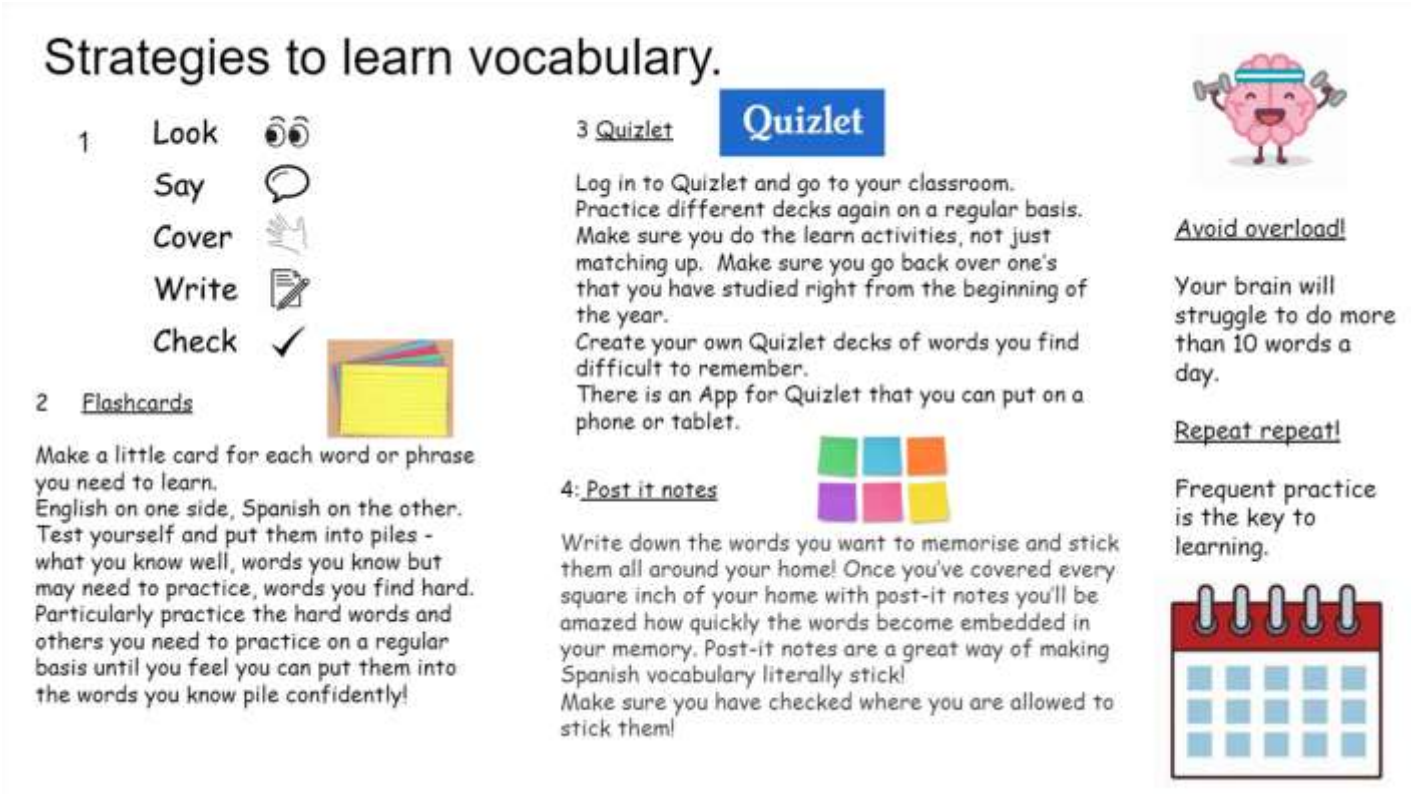
Topics to revise:

Was Captain Smith most to blame for the Titanic disaster?

Revision resources:
SHOWBIE CODE: F8CH8

Spanish: 8Sp.a, 23/06/26, 8Sp.h,24/06/26, 8Sp.e,25/06/26, 8Sp.c, 8Sp.f, 26/06/26, 8Sp.g, 30/06/26, 8Sp.b,01/07/26, 8Sp.d,03/07/26

Topics to revise:
Holidays: countries, transport, accommodation, who with and holiday activities
Free time: Weather, leisure activities, expressing opinions and sports.
Skills being tested Reading and Writing
Theme: Holidays and Free time
Revision materials: Sentence builders from Knowledge organiser 2 and 3.
Including:
Reading: You will have sentences and short texts to read and will need to answer questions in English. Some questions will be multiple-choice answers; some will be short answers in English. For this part of the exam, you will need to RECOGNISE and UNDERSTAND vocabulary we have been studying.
Writing: You will have a warmup exercise where you have to fill in missing letters, a grammar multiple choice task and then a paragraph writing task from this topic. You will need to write a paragraph from memory to include information on 5 bullet points that you will be given on the theme of holidays. This will include basic information in the present tense (what you do normally in your free time, holidays: where you go, who with, how long for, how you travel, where you stay) and then a description of a past holiday giving basic information in the past about where you went, who with and how you travelled, and what activities you did. For this test, you will need to PRODUCE key vocabulary FROM MEMORY. You will be marked on the content of your work, the variety of the vocabulary you use and your accuracy. For accuracy you will need to check spelling including accents, verb endings, adjectival agreement, word order and gender (M/F) of words.



Technology: 8Ty.ef2 22/06/26, 8Ty.ef3 22/06/26, 8Ty.cd3 24/06/26, 8Ty.gh3 24/06/26, 8Ty.ab3 25/06/26

Topics to study

The assessment will be made up of a range of multiple choice, True/ False answer questions where each question is worth 1 mark.

A broad coverage of topics covered during the projects covered so far.

- Manufacturing Processes;
- Materials Properties & Characteristics;
- Design Cycle;
- Sustainability;
- Tools & Equipment
- Presentation Techniques

Resources

Link to Knowledge Organisers associated with course content & each project topic, delivered throughout KS3: KS3 Knowledge Organisers

- These will be shared via Showbie

Pupils will also have access to the KS3 D&T SENECA platform.

Other useful resources include:

Seneca – Up to GCSE only	BBC Bitesize	D&T/ Engineering Student
https://app.senecalearning.com/	GCSE Design and Technology - AQA - BBC Bitesize	The Design and Technology Site - ENGINEERING

Food: 8Ty.ef1 22/06/26, 8Ty.cd1 24/06/26, 8Ty.cd2, 8Ty.cd2 24/06/26, 8Ty.gh1 24/06/26, 8Ty.ab1 25/06/26, 8Ty.ab2 25/06/26

Topics to revise:

Year 8 Food Technology – Revision Checklist

1. Nutrition & Nutrients

I can…

- ☐ Identify the **main macronutrients** (carbohydrates, protein, fats)
- ☐ Explain that **carbohydrates provide energy**
- ☐ Explain that **protein is used for growth and repair**
- ☐ Describe the **role of fat** in the body (energy + cell growth)
- ☐ Identify key **vitamins and minerals** (e.g. iron for blood)

2. Food Science (Key Processes)

I can…

- ☐ Explain what **fermentation** is (yeast breaks down sugar)
- ☐ Explain that yeast produces **carbon dioxide gas**
- ☐ Define **gelatinisation** (starch thickens when heated)
- ☐ Explain the role of **gluten** in bread (elastic/stretchy dough)
- ☐ Explain what a **roux** is used for (thickening sauces)

3. Bread Making

I can…

- ☐ Identify key ingredients in bread (flour, yeast, sugar, salt)
- ☐ Explain the role of **yeast in making bread rise**
- ☐ Describe the **bread-making process** (mixing, kneading, proving, baking)
- ☐ Explain why the dough needs to **prove (rise)**

4. Food Safety & Hygiene

I can…

- ☐ Name the **4 Cs of food hygiene**
(Cleaning, Cooking, Chilling, Cross-contamination)

- ☐ Explain what **cross-contamination** is
- ☐ Give examples of how to **prevent cross-contamination**
- ☐ Explain why **hand washing is important**
- ☐ Explain the importance of **food hygiene (prevent illness)**

5. Practical Skills

I can…

- ☐ Explain the **rubbing-in method** (used for pastry)
- ☐ Identify **safe knife skills** (claw grip, stable board)
- ☐ Explain why **safe knife use prevents injury**

6. Healthy Eating

I can…

- ☐ Explain the purpose of the **Eatwell Guide**
- ☐ Describe what a **balanced diet** looks like
- ☐ Identify that fruit and vegetables should take up a **large portion of the diet**

Final Check (Exam Ready If You Can Do This)

- ✔ Explain key food science processes
- ✔ Apply knowledge to cooking examples
- ✔ Use correct **food tech vocabulary**
- ✔ Link nutrition to **health and diet**

Revision resources:

Class	Showbie
8Ty.CD2	EUBYU9
8Ty.CD1	ER3Q8Z
8Ty.GH1	EU2V9N
8Ty.GH2	EW6M2G
8Ty.AB1	EYM6ZB
8Ty.AB2	ECZDTA
8Ty.EFG1	EGVDDT

Drama: 8Dr.a, 03/07/26, 8Dr.h, 24/06/26, 8Dr.f, 25/06/26, 8Dr.b, 26/06/26, 8Dr.e, 8Dr.g, 30/06/26, 8Dr.c, 8Dr.d, 08/07/26

Topics to revise:

The test will be on their current topic of Devising.

Students will be assessed practically on:

- Their teamwork skills
- Creativity
- Use of drama techniques
- Their acting or design skills

Resources: Techniques for developing initial ideas - Developing an idea - Eduqas - GCSE Drama Revision - Eduqas - BBC Bitesize

RE: 8Re.a, 02/07/26, 8Re.g, 8Re.h, 29/06/26, 8Re.b, 8Re.e, 30/06/26, 8Re.c, 8Re.d, 88Re.n, 01/07/26, 8Re.f, 08/07/26

Topics to revise:

Hinduism: Students have studied a unit of work from the Cornwall Agreed Syllabus called **"Why don't Hindus want to be reincarnated and what do they do about it?"**

This unit develops three key skills:

Making sense of belief

This explores key Hindu beliefs about life, death, and liberation. Students learn that many Hindus believe in samsara (the cycle of birth, death, and rebirth), karma (the law of action and consequence), and moksha (liberation from the cycle of rebirth). They examine the belief in the atman (the true self or soul) and its relationship with Brahman (ultimate reality or God).

Students explore why rebirth is not seen as desirable: samsara is often understood as a cycle that includes suffering, ignorance, and imbalance, rather than something to aim for. They study how ignorance of reality (avidya) and selfish desire keep a person trapped in this cycle. Through stories, symbols, and teachings from Hindu texts and traditions, students learn why moksha is understood as freedom, peace, and union with Brahman.

Making connections

This gives students the opportunity to reflect on how Hindu beliefs about karma, dharma, and self-discipline might connect to their own lives and the wider world. For example, they consider how the idea that actions have consequences might influence how people behave towards others, take responsibility for their choices, or think about fairness and justice.

Students also explore how Hindu practices such as self-control, meditation, devotion, kindness, and non-violence (ahimsa) could shape daily life. They reflect on questions such as: *How might believing that selfish actions keep you trapped encourage greater compassion?* or *How might striving for inner peace and self-understanding be relevant today?* This helps them evaluate how Hindu ideas about liberation, selflessness, and responsibility still have meaning for people now.

Understanding the impact

This explores how Hindus put their beliefs into action in everyday life as they seek to move closer to moksha. Students examine how following **dharma** (living rightly according to one's role and responsibilities), building good karma, and reducing selfish desire shape Hindu behaviour.

They look at practical ways Hindus pursue liberation, including the **four paths of yoga**:

Karma yoga (selfless action),

Bhakti yoga (devotion to God),

Jnana yoga (knowledge and understanding),

Raja yoga (meditation and self-discipline).

Students consider how these paths influence attitudes to worship, service, meditation, family life, and ethical choices. They also explore how values such as respect for life, generosity, humility, and spiritual discipline affect Hindu communities today, showing how the goal of liberation shapes daily living rather than being only a future hope.

This assessment will assess the skills of:

• **Knowledge recall –** through multiple-choice questions on key Hindu beliefs, vocabulary, stories, and practices from the unit

• **Understanding key concepts –** through matching key ideas (e.g., samsara, karma, moksha, dharma) with their correct definitions

• **Evaluation –** through writing an extended response about why many Hindus want to escape the cycle of reincarnation and how their beliefs and practices help them work towards this goal

Students will need to revise the following:

Samsara *– the cycle of birth, death, and rebirth, and why it is seen as a cycle of suffering rather than something to aim for*

Karma *– the law of cause and effect, how actions influence future lives, and how karma links to responsibility and moral behaviour*

Moksha *– the idea of liberation or freedom from samsara, and why this is the ultimate goal for many Hindus*

Atman and Brahman *– the belief in the soul (atman) and its relationship with ultimate reality (Brahman)*

Dharma *– living rightly according to one's duties, responsibilities, and stage of life, and how this helps build good karma*

The four paths to moksha (yoga)*:*

- ***Karma yoga*** *– selfless action*
- ***Bhakti yoga*** *– devotion to God*
- ***Jnana yoga*** *– knowledge and understanding*
- ***Raja yoga*** *– meditation and self-discipline*

Hindu practices *– such as worship (puja), meditation, pilgrimage, and living ethically (including ahimsa), and how these help Hindus reduce selfish desire and ignorance*

Everyday impact *– how beliefs about rebirth, karma, and liberation influence Hindu attitudes to behaviour, self-control, kindness, and responsibility in daily life*

Revision resources:

To help students revise they can use:

For General Hinduism

https://www.bbc.co.uk/bitesize/articles/zmpp92p

https://www.bbc.co.uk/bitesize/articles/zjdbpg8

For Specific areas:

- Karma - https://www.bbc.co.uk/bitesize/guides/znntng8/revision/4
- Brahman - https://www.bbc.co.uk/bitesize/guides/znntng8/revision/2
- Samsara - https://www.bbc.co.uk/bitesize/guides/znntng8/revision/3
  https://www.bbc.co.uk/bitesize/guides/zmgny4j/revision/3
- Atman - https://www.bbc.co.uk/bitesize/guides/znntng8/revision/1
- Dharma - https://www.bbc.co.uk/bitesize/guides/zmgny4j/revision/5
- Yoga - https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/7
- Charities - https://www.bbc.co.uk/bitesize/guides/zvrsv9q/revision/9
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Showbie: Students have lessons on showbie which has information they can use to revise key ideas from the unit of work

Computing: 8Cp.m,22/06/26, 8Cp.s,23/06/26, 8Cp.k,30/06/26, 8Cp.p,02/07/26, 8Cp.n, 8Cp.q,06/07/26, 8Cp.l, 8Cp.r, 07/07/26

Topics to revise:

Lesson	
1 Across time and space	• List examples of representations • Recall that representations are used to store, communicate, and process information • Provide examples of how different representations are appropriate for different tasks
2 Lights and drums	• Recall that characters can be represented as sequences of symbols and list examples of character coding schemes • Measure the length of a representation as the number of symbols that it contains • Provide examples of how symbols are carried on physical media
3 Binary digits	• Explain what binary digits (bits) are, in terms of familiar symbols such as digits or letters • Measure the size or length of a sequence of bits as the number of binary digits that it contains
4 Numbers in binary	• Describe how natural numbers are represented as sequences of binary digits • Convert a decimal number to binary and vice versa
5 Large quantities	• Convert between different units and multiples of representation size • Provide examples of the different ways that binary digits are physically represented in digital devices

Revision resources:
Data_Representation_Knowledge_Organiser - Google Docs

Key Vocabulary:

Data_Representation_KS3 vocab - Google Docs

Google Classrooms for each class share all lesson material as well as links to the above resources.

Suggested timings and good habits

Suggested revision session timings

25 minutes on a topic
5 minutes break
25 minutes on a different topic
5 minutes break
25 minutes on a different topic
5 minutes break
25 minutes on a different topic.

This means you can revise four different topics in two hours. If you want to revise for a longer period, stick with the 25 minute sessions and do more of them (with 5 minute breaks in between).

In your breaks, make sure that you move around, drink water, eat something.

If you are planning to revise a topic for the first time, you may want to produce a mind map or make flash cards.

If you are revisiting a topic, then it would be sensible to focus on retrieving the mind map or the flash card from memory (then checking how successful you were in remembering the key information), or complete some past paper questions.

Reward yourself at the end of each productive revision session.

Avoid all distractions:

Be honest and strict with yourself;

Keep your TV, computer, laptop, iPad, phone, WhatsApp, Instagram, Snapchat and any games **away;**

Music can interfere with your thinking – switch it off until you have your break;

Do not waste time.