

# Year 8

## End of Year Assessment Revision Topics

Date: W/C 3<sup>rd</sup> June 2025



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## Contents

Biology	3
Chemistry	4
English	6
French	7
Geography	8
History	10
Information Technology	11
Mathematics	12
Physics	13
Religious Studies	15
Spanish	16
Revision Timetable	17

# Biology

**There will be 1 Biology paper, which will be 40 minutes long.**

**Topics included:** Digestion and Nutrition and Plants and Photosynthesis

## **Digestion and Nutrition:**

- ☐ Name the 7 nutrients found in food and describe what each one is needed for
- ☐ Interpret and make calculations from nutrient values on food labels
- ☐ State the factors that affect the energy requirement of a person
- ☐ State what is meant by the term “balanced diet”
- ☐ Describe some diseases linked to nutrient deficiency and imbalances of energy intake
- ☐ Describe how energy is released from food by respiration and how it is used in the body
- ☐ Describe the difference between the 2 carbohydrates starch and sugar
- ☐ Describe how the chemical tests for fat, protein, starch, and sugar are carried out and their positive results
- ☐ State the names of the organs in the digestive system and describe the function of each one
- ☐ Explain the difference between mechanical and chemical digestion
- ☐ Describe the role of gut bacteria in the digestion process
- ☐ Describe how the intestines are adapted for efficient absorption of digested substance by diffusion
- ☐ Name the enzymes that digest carbohydrates, fats, and proteins
- ☐ Evaluate the model used to explain digestion and absorption in the small intestine
- ☐ Describe how Enzymes work and how temperature affects them.

## **Plants and Photosynthesis:**

- ☐ Identify and label a root hair cell
- ☐ Describe how roots take up minerals, nutrients and water from the soil
- ☐ Describe photosynthesis in a word equation representing products and reactants
- ☐ Label the internal parts of a leaf
- ☐ Describe how leaves are adapted to carry out photosynthesis
- ☐ State where stomata are found and what they do
- ☐ Identify hazards and risks and suggest appropriate ways to reduce the risks
- ☐ Describe how to test a leaf for starch
- ☐ Describe the role of the xylem and phloem
- ☐ Describe how plants affects the atmospheric carbon dioxide levels
- ☐ Give examples of pollinators
- ☐ State what is meant by food security
- ☐ Describe why pollinators are important for food security

**There is also a synoptic element meaning any Biology topics from Year 7 can be included.**

## **Useful resources:**

- Knowledge organisers and curriculum details can be found at [Stockport Academy > Information > Curriculum > Science \(stockport-academy.org\)](https://www.stockport-academy.org/information/curriculum/science)
- Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

# Chemistry

**There is 1 Chemistry paper, which will be 40 minutes long.**

**Topics included:** Atoms and the Periodic table.

## **Atoms and the periodic table:**

- ☐ Draw and label an atom
- ☐ Understand the differences between atoms, elements, and compounds.
- ☐ Recognise and interpret chemical symbols for elements and write them correctly
- ☐ Describe some properties common to the metal elements and to the non-metal elements
- ☐ Draw the electron configuration for the first 20 elements of the periodic table
- ☐ Interpret formulae for compounds and write them correctly.
- ☐ Represent chemical reactions using particle diagrams to show the rearrangement of atoms.
- ☐ Understand the law of conservation of mass and apply it to reactions
- ☐ Represent chemical reactions using formulae and using (symbol) equations.
- ☐ Explain why elements are grouped together in terms of electron structure
- ☐ Write word equations for the reactions of group 1 with oxygen and water
- ☐ Describe patterns of reactivity in group 1 and group 7
- ☐ Understand how patterns in reactions can be predicted with reference to the periodic table.
- ☐ Recognise anomalies on graphs and know how to deal with them when drawing lines of best fit
- ☐ Describe and recognise a proportional relationship on a graph or in data
- ☐ Describe patterns in secondary data, using the data points to back up statements made

## **Materials and the Earth:**

- ☐ Label a diagram showing the structure of the Earth and compare the layers in terms of composition, thickness and temperature
- ☐ Explain how the continents move
- ☐ Describe some of the evidence for 'continental drift'
- ☐ Describe the formation of intrusive and extrusive igneous rocks
- ☐ Explain the link between cooling rate and crystal sizes
- ☐ Describe the properties of igneous rock
- ☐ Describe the weathering, transportation and deposition of rocks at the Earth's surface
- ☐ Describe the formation of sedimentary rocks
- ☐ Describe the properties of sedimentary rocks
- ☐ Describe the formation of metamorphic rocks
- ☐ Describe the properties of metamorphic rocks
- ☐ Apply knowledge of all 3 rock type formations to questions on the rock cycle
- ☐ Describe how fossils are formed
- ☐ Explain how fossils move to the surface of the Earth
- ☐ Interpret diagrams to identify the relative age of fossils
- ☐ Describe the composition of crude oil using key words
- ☐ Draw the first 5 alkanes
- ☐ Evaluate the extraction and use of crude oil
- ☐ Compare the earth's early atmosphere to the atmosphere today
- ☐ Explain why carbon dioxide and oxygen levels changed in Earth's early history
- ☐ Describe the main processes involved in the cycling of carbon
- ☐ Describe the greenhouse effect
- ☐ Explain the significance of an increased greenhouse effect
- ☐ Describe some of the potential consequences of climate change
- ☐ Describe some of the properties of ceramics, polymers and composites
- ☐ Interpret secondary data

- ❑ Explain the importance of reducing, reusing and recycling

**There is also a synoptic element meaning any Chemistry topics from Year 7 can be included.**

**Useful resources:**

- Knowledge organisers and curriculum details can be found at [Stockport Academy > Information > Curriculum > Science \(stockport-academy.org\)](https://stockport-academy.org/information/curriculum/science)
- Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

**Paper One** is **45 minutes** and assesses students' **reading ability**.

Students will be asked to respond to one question on the play they have read this term: **Pygmalion**.

Students will be given an extract from the text, and the question will focus on either a character or theme from the play. For example:

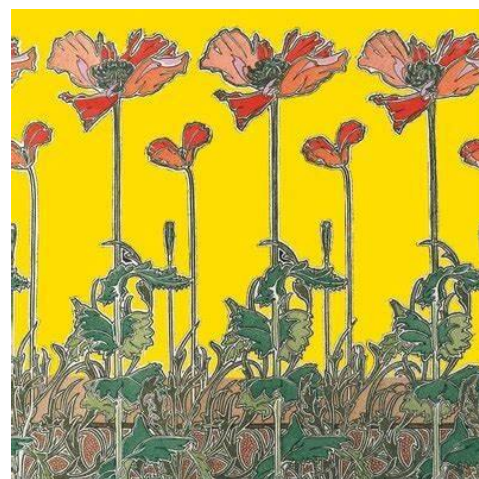
**How is the character of Eliza Doolittle presented in this extract?**

**Or**

**How does Shaw present ideas about class in the play?**

The criteria below outlines the skills students are assessed on:

- The student can present ideas about the text and give reasons for the ideas which form a developed and coherent response.
- The student can provide a detailed explanation of the impact of the writer's methods.
- The student can select a range of relevant evidence/references from different parts of the text to support ideas.
- The student can use a range of appropriate subject terminology/vocabulary specific to the text type and specifically refers to the writer's intent.



PENGUIN CLASSICS

BERNARD SHAW

PYGMALION

**Paper Two** is **45 minutes** and assesses students' **writing ability**.

Students will be asked to complete a creative writing task. Either descriptive writing or a narrative (story). For example:

**Write a description of a magical place.**

**Or**

**Write a story about a character who is lost.**

The criteria below outlines the skills students are assessed on:

- A developed response with structure and vocabulary chosen for effect.
- Accurate use of a range of punctuation beyond full stops, commas, capital letters, and apostrophes.
- Accurate spelling of all words including some ambitious vocabulary.
- Accurate use of paragraphs which are shaped for effect.

### Revision Materials

- Knowledge Organiser
- Revision booklet – to be provided by teacher
- BBC Bitesize



## French

There will be two papers, each paper will be 30 minutes long.

1. Receptive (Listening and Reading)
2. Productive (Writing)

Both papers will cover the following units of study: -

✓	Holidays
	Destinations
	Transport
	Accommodation
	Activities
	Your usual holidays
	Describing a holiday in the past
	Where you would like or will go
	<b>Going out and Staying in</b>
	Free time activities
	Future/Weekend plans
	Asking someone out
	Going to a party
	Favourite TV program/Film/Music
	<b>Health and Fitness</b>
	Describing your routine
	How healthy you are
	Recommendations and resolutions for healthy living
	At the Doctor's
	<b>School and Future plans</b>
	School facilities
	School rules and options
	Jobs and responsibilities
	Future lifestyle plans

✓	y7 Content
	Greetings and Introductions
	Family
	School
	Where I live

✓	Linguistic structures
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

### Useful resources

<https://curriculum.unitedlearning.org.uk/Curriculum?r=92540>

**There will be one paper, which will be 60 minutes long.**

It will contain questions relating to the following units:

- Tectonics
- Population



**Within each unit the following will be assessed:**

## Tectonics

- The structure of the earth (names and features of each layer)
- Tectonic processes (pupils must know the features of oceanic and continental crust and they must understand what convection currents are and know that tectonic hazards occur at plate margins)
- Types of plate boundaries (pupils need to know the names of the four different types of plate boundaries and be able to describe what happens at each)
- Volcanoes (the two types of volcanoes, the effects of an eruption and responses to them)
- Earthquakes (the features of an earthquake, effects of an earthquake and responses to them)
- A named example of a tectonic hazard (pupils must be able to name a specific tectonic hazard and give key facts about it, they should be able to detail what caused the hazard, the effects of it and responses to it)

## Population

- The factors that influence population distribution (pupils must know and explain the human and physical factors that cause a place to be sparsely and densely populated)
- Population change (pupils must understand that the world's population has changed over time and they must know about the DTM and it's 5 stages and how they link to development)
- Population structure (pupils need to know what a population pyramid is and how a pyramid is structured differently for HIC and LIC)
- Ageing population (pupils need to know the impacts of an ageing population and the solutions to managing this)
- Migration (pupils need to know what push and pull factors are, they should be able to give examples of each, they must know the impacts of migration on the host and source country)
- A named example of migration (pupils must be able to name two specific countries where people are migrating between and give key facts about this movement, they should be able to detail the push and

pull factors and the positive and negative impacts on both countries)

Useful resources:

- Knowledge organisers can be found here: [Stockport Academy > Information > Curriculum > Humanities \(stockport-academy.org\)](https://www.stockport-academy.org/curriculum/humanities)

Population		C. Population change (5)		D. Population structure (4)	
<b>Background:</b>		<b>Birth rate</b> The number of births per 1000. <b>Death rate</b> The number of deaths per 1000. <b>Natural increase</b> The difference between birth and death rates. <b>Population explosion</b> A sudden rapid rise in the number of people. <b>Demographic transition model</b> A model which shows the changes a population is likely to go through over time.		<b>Population structure</b> The number/ proportion of people in each age range, for each gender. <b>Population pyramid</b> A graph showing population structure, by age and sex. <b>Economically active</b> Those people who work, receive a wage and pay tax. <b>Dependent population</b> Those who rely on the economically active for support e.g. the young and elderly.	
1. The world's population is not spread evenly. (A) 2. There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. (B) 3. Total population is constantly changing, both within countries and world-wide. (C) 4. We can look at changes in population by comparing past and predicted population structures. (D) 5. The level of development within a country will influence if its population structure. However, as countries develop economically, these structures will change. (E) 6. In many developed countries the population is ageing. This process brings many impacts. (F) 7. Migration is also an important population process world-wide and is one of the biggest drivers of population change. (G, H)		<b>E. Population structure differences</b>		<b>G. Migration (5)</b>	
		<b>Developed countries (2)</b> 1. High birth rates, so a large young dependent population. 2. A lower life expectancy, so a small elderly dependent population.	<b>Economic migrant</b> A person who leaves one area or country to go to another, to seek better job opportunities. <b>Push factor</b> Things that make people want to leave an area.		
		<b>Developing countries (2)</b> 1. A declining birth rate, so a small young dependent population. 2. A rising life expectancy, so a large elderly dependent population.	<b>Pull factor</b> Things that attract people to live in an area. <b>Host country</b> The destination country for a migrant.		
<b>A. Population distribution (4)</b>		<b>F. An ageing population (4)</b>		<b>Source country</b> The home country of a migrant.	
Population density	The number of people who live within 1km <sup>2</sup> .	<b>Life expectancy</b> The average age you are expected to live to in a country. <b>Possible problems (3)</b> <ol style="list-style-type: none"> <li>1. Pressure on the NHS, waiting times could increase.</li> <li>2. The government may have to support the funding of pensions.</li> <li>3. Government investment into more care homes and care services will be costly.</li> </ol>			
Population distribution	How people are spread out over an area.			<b>H. Impacts of migration</b>	
Densely populated	Places which contain many people per km <sup>2</sup> .	<b>Possible benefits (2)</b> <ol style="list-style-type: none"> <li>1. Grandparents can help look after their grandchildren, reducing the cost of childcare for parents.</li> <li>2. Some elderly have more disposable income so spend more in shops.</li> </ol>		<b>Positives for the source (2)</b> <ol style="list-style-type: none"> <li>1. Money sent home (remittances) can support families.</li> <li>2. Potential for increased trade between host country and source country.</li> </ol>	
Sparsely populated	Places which contain few people per km <sup>2</sup> .			<b>Negatives for the source (2)</b> <ol style="list-style-type: none"> <li>1. Fewer economically active citizens</li> <li>2. Less tax, as fewer working people in the country.</li> </ol>	
<b>B. Factors influencing population</b>				<b>Positives for the host (2)</b> <ol style="list-style-type: none"> <li>1. Migrants can work in jobs that are difficult to fill, therefore contribute tax.</li> <li>2. New shops and restaurants open, which is positive for the economy.</li> </ol>	
Physical (4)	<ol style="list-style-type: none"> <li>1. The relief of the land (flat or steep).</li> <li>2. Natural resource availability.</li> <li>3. Climate.</li> <li>4. Fertility of the soil.</li> </ol>	<b>Solutions (3)</b> <ol style="list-style-type: none"> <li>1. Increase the retirement age.</li> <li>2. Raise taxes.</li> <li>3. Offer incentives for couples to have children e.g. longer maternity pay.</li> </ol>		<b>Negatives for the host (1)</b> <ol style="list-style-type: none"> <li>1. Potential pressure on public services e.g. health care.</li> </ol>	
Human (3)	<ol style="list-style-type: none"> <li>1. Transport links.</li> <li>2. The availability of jobs.</li> <li>3. The availability of local services e.g. hospitals, education.</li> </ol>				



## Tectonics

<b>Background:</b> 1. The Earth's structure is made up of layers. (A) 2. The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. (B) 3. There are four different plate boundaries, each with their own characteristics and resulting hazards. (C) 4. Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. (D) 5. Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. (E) 6. People continue to live in tectonic areas for a number of reasons. (F) 7. Some of these reasons relate to how we monitor, protect and plan for such hazards. (G) 8. However, the impacts of these hazards can still be significant, although they can vary based upon a country's level of development. (H, I) <b>A. The layers of the Earth (3)</b>		<b>C. Different plate boundaries (4)</b> <table><tr><td>Constructive</td><td>Where tectonic plates move apart and new land is created.</td></tr><tr><td>Destructive</td><td>Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions.</td></tr><tr><td>Conservative</td><td>Where tectonic plates move alongside, or past each other.</td></tr><tr><td>Collision</td><td>Where continental plates move towards each other, forming mountains.</td></tr></table>		Constructive	Where tectonic plates move apart and new land is created.	Destructive	Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions.	Conservative	Where tectonic plates move alongside, or past each other.	Collision	Where continental plates move towards each other, forming mountains.	<b>E. Earthquakes (4)</b> <table><tr><td>Epcentre</td><td>The point on the Earth's surface directly above the focus of an earthquake.</td></tr><tr><td>Focus</td><td>The source of an earthquake beneath the Earth's surface.</td></tr><tr><td>Seismic waves</td><td>Fast waves of energy generated from the focus of an earthquake.</td></tr><tr><td>Richter scale</td><td>A scale used to measure the strength of an earthquake.</td></tr></table>		Epcentre	The point on the Earth's surface directly above the focus of an earthquake.	Focus	The source of an earthquake beneath the Earth's surface.	Seismic waves	Fast waves of energy generated from the focus of an earthquake.	Richter scale	A scale used to measure the strength of an earthquake.
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<b>B. Theory (4)</b> <table><tr><td>Crust</td><td>The thin outer layer of the earth.</td></tr><tr><td>Mantle</td><td>Middle layer of the earth, between the crust and the core, approx. 2900km thick.</td></tr><tr><td>Core</td><td>The centre and hottest layer of the earth, broken into the inner (solid) and outer core.</td></tr></table>		Crust	The thin outer layer of the earth.	Mantle	Middle layer of the earth, between the crust and the core, approx. 2900km thick.	Core	The centre and hottest layer of the earth, broken into the inner (solid) and outer core.	<b>D. Volcanoes (3)</b> <table><tr><td>Shield volcano</td><td>A gently sloping volcano formed by runny lava, usually at a constructive boundary.</td></tr><tr><td>Composite volcano</td><td>A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.</td></tr><tr><td>Pyroclastic flow</td><td>Torrent of hot ash, rock, gas and steam from a volcano.</td></tr></table>		Shield volcano	A gently sloping volcano formed by runny lava, usually at a constructive boundary.	Composite volcano	A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.	Pyroclastic flow	Torrent of hot ash, rock, gas and steam from a volcano.	<b>F. Living in the tectonic danger zone</b> <table><tr><td>Volcanoes (4)</td><td>1. Jobs in tourism. 2. Geothermal energy created. 3. Ash makes the ground fertile, which is good for farming. 4. Diamonds and gold from previous eruptions can be mined.</td></tr><tr><td>Earthquakes (3)</td><td>1. Friends and family live in the area. 2. It has not happened in such a long time, so people take the risk. 3. Employment in the area.</td></tr></table>		Volcanoes (4)	1. Jobs in tourism. 2. Geothermal energy created. 3. Ash makes the ground fertile, which is good for farming. 4. Diamonds and gold from previous eruptions can be mined.	Earthquakes (3)	1. Friends and family live in the area. 2. It has not happened in such a long time, so people take the risk. 3. Employment in the area.
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<b>Plate boundaries</b> The place where plates meet.		<b>G. Volcanoes</b> <table><tr><td>Monitoring (2)</td><td>1. The shape may change. 2. Increase in gases given off e.g. sulphur dioxide.</td></tr><tr><td>Protect</td><td>Lava diversion channels.</td></tr><tr><td>Planning (2)</td><td>1. Evacuation. 2. Emergency services trained.</td></tr></table>		Monitoring (2)	1. The shape may change. 2. Increase in gases given off e.g. sulphur dioxide.	Protect	Lava diversion channels.	Planning (2)	1. Evacuation. 2. Emergency services trained.	<b>Earthquakes</b> <table><tr><td></td><td>1. Irregular tremors measured. 2. Radon gas levels increase as rocks crack.</td></tr><tr><td></td><td>Earthquake proof buildings.</td></tr><tr><td></td><td>1. Earthquake drills. 2. Emergency services on-call.</td></tr></table>			1. Irregular tremors measured. 2. Radon gas levels increase as rocks crack.		Earthquake proof buildings.		1. Earthquake drills. 2. Emergency services on-call.				
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<b>Convection currents</b> Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.		<b>H. Effects of tectonic hazards (2)</b> <table><tr><td>Primary effects</td><td>Direct impacts of an event e.g. people killed, injured, or buildings collapse.</td></tr><tr><td>Secondary effects</td><td>The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.</td></tr></table>		Primary effects	Direct impacts of an event e.g. people killed, injured, or buildings collapse.	Secondary effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.	<b>I. Examples</b> <table><tr><td>Developing Haiti Port Au Prince</td><td>1. 318,000 dead. 2. 1.5 million homeless. 3. Cholera outbreak killed 8,000.</td></tr><tr><td>Developed New Zealand Christchurch</td><td>1. 181 dead. 2. 80% of the city without electricity. 3. The Rugby World Cup was cancelled. 4. Schools closed for 2 weeks.</td></tr></table>		Developing Haiti Port Au Prince	1. 318,000 dead. 2. 1.5 million homeless. 3. Cholera outbreak killed 8,000.	Developed New Zealand Christchurch	1. 181 dead. 2. 80% of the city without electricity. 3. The Rugby World Cup was cancelled. 4. Schools closed for 2 weeks.								
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<b>Oceanic crust</b> The part of the Earth's crust under the oceans, usually 6-8km thick																					
<b>Continental crust</b> The part of the Earth's crust which contains land and is 30-50km thick																					

- Fluency sheets (each pupil has these stuck in their books at the start of each unit).
- They must know about a named example of a tectonic hazard. We studied the Haiti earthquake and the earthquake and tsunami in Japan. For this they must learn the location, date and magnitude one of these earthquakes, the type of plate boundary it is on, a primary and secondary effect and an immediate and long term response.
- SENECA key stage 3 geography, the tectonics and population units will be helpful. We have set these for all Y8 classes to work through. Their log in for SENECA is the same as last year or pupils can log in using Microsoft 365, which is their school email address and password.
- Exercise books are very useful as they contain everything that has been taught. Pupils can take their books home, but must remember to bring them in when they have geography lessons. They are no use if left in the classroom in a box all the time!
- BBC Bitesize also has some helpful resources. These are the relevant links: Hazards - KS3 Geography - BBC Bitesize, Coasts - KS3 Geography - BBC Bitesize and Population and migration - KS3 Geography - BBC Bitesize.
- If pupils would like to re watch some of the videos used in class for the coasts and hazards units they can be found here Coasts (timeforgeography.co.uk) and here Hazards (timeforgeography.co.uk)
- Oak Continuity is also useful if pupils have missed any lessons  
<https://curriculum.unitedlearning.org.uk/Curriculum?r=110017>

# History

**Your exam will be 1 hour long**

## **Unit 1: Henry VIII and Reformation:**

	Why were people critical of the Catholic Church in the 1500s
	What led to the Reformation
	Key causes for Henry's break from Rome <ul style="list-style-type: none"><li>- Money</li><li>- Heir</li><li>- Love</li><li>- Power</li></ul>
	The Dissolution of the Monasteries
	How far did the Church change under Henry VIII?

## **Unit 2: The English Civil War**

	Why did Catholics plot to kill the king
	Long term causes of the English Civil War <ul style="list-style-type: none"><li>- Divine right</li><li>- Religion</li><li>- Ship Money</li></ul>
	Short term causes of the English Civil War <ul style="list-style-type: none"><li>- Long Parliament</li><li>- Grand Remonstrance</li><li>- Bishop's War</li></ul>
	What happened to the monarchy?

## **Unit 3: The Transatlantic slave trade**

	How did the Transatlantic slave trade work?
	What was life like on Plantations?
	Who campaigned for abolition – white middle class men
	Who campaigned for abolition – black actions
	Who campaigned for abolition - economics

# Information Technology

There will be a **30-minute exam** based off the topics you have done so far on **E-safety, Microbits and Python programming**.

## E-Safety and legislation

- Describe the potential consequences of inappropriate content, contact and conduct
- Can explain how legislation affect online activities
- Explain how to protect online identify and privacy on a range of platforms
- Pupils should know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.
- Pupils should know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- Pupils should know their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

## Programming

- Use of variables
- Use of functions
- Use of loops
- Use of if statements
- Begin to use user defined functions
- Create programming code to solve problems in both block and text based

## Computer Science Theory

- Software
- Sorts and Searches
- Networking
- IP addressing
- Internet (search engines, web servers, web browsers)
- DNS server
- Hardware

## Useful resources

- KS3 Computer Science - BBC Bitesize [KS3 Computer Science - BBC Bitesize](#)
- Knowledge organisers on school's website
- Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#) - look for ks3 computing.

# Mathematics

Paper 1 – 60 minutes – non-calculator

Paper 2 – 60 minutes – calculator

Below are the topics and topic code to revise for the assessment. By going onto the independent study section on Sparx (shown below), you can use the Sparx codes to get videos and questions to complete to help you revise the topics. If you have any questions, please ask your teacher.

Topic		Sparx Codes
<input type="checkbox"/> 8.01	Powers and Roots	M135, M608
<input type="checkbox"/> 8.02	Prime Factorisation	M322, M823, M108, M365, M227, M698
<input type="checkbox"/> 8.03	Rounding	M111, M431, M994, M131, M878
<input type="checkbox"/> 8.04	Fractions	M939, M410, M671, M601, M835, M931, M157, M197, M110, M265
<input type="checkbox"/> 8.05	Solving Equations 1	M707, M509, M387, M554, M813, M795, M531, M957
<input type="checkbox"/> 8.06	Coordinates and basic graphs	M618, M622, M797
<input type="checkbox"/> 8.07	Units of measurement	M892, M627, M515, M772, M530, M761, M728
<input type="checkbox"/> 8.08	Angles in parallel lines	M818, M163, M606, M351, M679, M393
<input type="checkbox"/> 8.09	Circumference	M595, M169
<input type="checkbox"/> 8.10	Direct Proportion	M478, M681
<input type="checkbox"/> 8.11	Fractions, decimals, and percentages	M267, M958, M264, M553
<input type="checkbox"/> 8.12	Percentage Calculations	M235
<input type="checkbox"/> 8.13	Ratio 1	M885, M543, M267, U921, M801, M525
<input type="checkbox"/> 8.14	Area of circles and trapezia	M705, M231, M430, M303, M269, M996
<input type="checkbox"/> 8.15	Statistics 1 (presenting and interpreting data)	M945, M460, M738, M140, M183, M574, M165, M648, M210
<input type="checkbox"/> 8.16	Averages and Spread	M940, M934, M328, M841, M440

Log in to Sparx Maths as usual (using school email address or username and password)

Select the independent learning section on the left hand side

Search for a topic or a Sparx code (select "Key Stage 3" if the code starts with an M or select "GCSE" if the code starts with U)

Videos and questions available

Sparx Maths Independent Learning
300 XP Emma Smith

## Independent Learning

Find topics
My activity

Search for topics:

Your curriculum:

Key Stage 3

Default level:

Level 2

Select a topic:

Number

Algebra

Ratio and Proportion

Geometry

Probability

Statistics

# Physics

**There is 1 Physics paper, which will be 40 minutes long.**

**Topics Included:** Light and Sound, Matter, Space

## **Light and sound:**

- ☐ Describe the properties of light and light waves
- ☐ Describe the different things that can happen when waves hit a surface
- ☐ Draw accurate ray diagrams
- ☐ Describe the different effects on surfaces by interactions of light
- ☐ Draw reflection diagrams
- ☐ Describe reflected images
- ☐ Describe specular and diffuse reflection
- ☐ Describe how refraction takes place using key words and phrases.
- ☐ Draw the pathway that light takes through a glass block
- ☐ Draw light ray diagrams to show how refraction can affect how we see objects
- ☐ Label the parts of the eye
- ☐ Use ray diagrams to show how images are formed in pinhole cameras and the eye
- ☐ Describe how an image is formed and how we see
- ☐ Describe how the eye focuses on near and far objects
- ☐ Explain the cause of long and short sightedness and how this can be corrected
- ☐ Describe the 'visible spectrum'
- ☐ Relate the colours of the visible spectrum to wavelength
- ☐ Explain why we see objects as a particular colour.
- ☐ Describe and explain how coloured filters change white light.
- ☐ Predict the colours of coloured objects in coloured light
- ☐ Describe heat transfer by radiation
- ☐ State the surfaces that are the best at absorbing and emitting radiation
- ☐ Explain everyday observations using an understanding of absorption and emission of radiation
- ☐ Label the main features of a wave diagram
- ☐ Compare light and sound waves
- ☐ Describe what happens when waves meet
- ☐ Describe how pitch and loudness of sounds are determined
- ☐ Interpret oscilloscope traces
- ☐ Describe what happens when sound meets a surface
- ☐ Calculate the speed of sound in air, identifying anomalies
- ☐ Calculate uncertainty in the results and suggest sources of error
- ☐ Describe how and explain why the speed of sound varies in different media in terms of particles
- ☐ Describe how sounds are heard
- ☐ Explain what is meant by 'hearing range' and how this differs with age and in different animals
- ☐ Describe what is meant by ultrasound
- ☐ Describe uses of ultrasound
- ☐ Explain how the sound waves are used in given contexts

## **Matter:**

- ☐ Describe the arrangement, movement, and forces of attraction in solids, liquids, and gases
- ☐ Link the properties of solids, liquids, and gases to particle theory – e.g., why a gas and liquid can flow
- ☐ Explain what is meant by density and use densities of substances to predict what will float or sink
- ☐ Explain Brownian motion and diffusion
- ☐ Use  $\text{Density} = \text{mass} \div \text{volume}$  to calculate any of the values given the other two

- ☐ Describe pressure in liquids and how it changes with depth
- ☐ Use the pressure = Force / Area calculation to calculate pressure, force, or area
- ☐ Explain the basic principles of hydraulic systems
- ☐ Name the forces involved in floating and sinking
- ☐ Describe and explain what happens to the weight of all objects in water, including those that float and sink
- ☐ Explain why objects float or sink in terms of forces
- ☐ Describe atmospheric pressure
- ☐ Explain effects of the atmosphere and changes to pressure
- ☐ Explain why atmospheric pressure varies with altitude

H  
Space:

- ☐ Describe the effects of forces of gravity on Earth
- ☐ Explain how orbit is achieved
- ☐ Describe and explain seasonal differences on Earth
- ☐ Describe and explain how the orbits of the planets vary
- ☐ Calculate weight, mass and gravitational field strength on Earth and other planets, rounding answers to whole numbers
- ☐ Describe comets, asteroids and meteors
- ☐ Explain why stars emit light
- ☐ Name and describe the main stages of the life and death of a star
- ☐ Explain how elements are made
- ☐ Define a light year and explain why they are used
- ☐ Describe how theories about the universe have changed over time
- ☐ Describe the Big Bang theory
- ☐ Describe how the solar system formed
- ☐ Describe the formation of Earth
- ☐ Describe some of the features of Earth when first formed

**There is also a synoptic element meaning any Physics topics from Year 7 can be included.**

**Useful resources:**

- Knowledge organisers and curriculum details can be found at [Stockport Academy > Information > Curriculum > Science \(stockport-academy.org\)](https://www.stockport-academy.org/information/curriculum/science)
- Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

# Religious Studies

There will be one paper, which will be 1 hour long

**Section A:** Islam [23]

**Section B:** Philosophy of Religion [23]

## Islam

- Pre-Islamic Arabia
- Conquest of Mecca
- Sunni and Shia
- 5 Pillars
- Jihad
- Islam today

## Philosophy of Religion

- Theism, Atheism, Agnostic
- Design argument
- Cosmological argument
- Problem of evil
- Theodicies
- Religious experiences

You should use the below to help you revise:

- Knowledge organisers
- Exercise books

Knowledge Organiser   Philosophy of Religion					
1	Omnipotent	The belief that God is all-powerful.	11	Analogy	A comparison between things that have similar features, often used to help explain a principle or idea.
2	Omniscient	The belief that God is all-knowing.	12	Fallacy	A mistaken belief, especially one based on unsound arguments.
3	Omnibenevolent	The belief that God is all-loving	13	Cosmological Argument	The argument for the existence of God which argues that God is the cause of the universe.
4	Omnipresent	The belief that God is present everywhere at once.	14	Thomas Aquinas	Thinker argued for the cosmological argument.
5	Transcendent	The belief that God is outside of the universe.	15	Causation	The relationship between cause and effect.
6	Theism	The belief in God.	16	Problem of Evil	The argument that the existence of evil undermines belief in an omnipotent and omnibenevolent God.
7	Atheism	Disbelief or lack of belief in the existence of God or gods.	17	Epicurus	Thinker who came up with the problem of evil argument.
8	Agnosticism	The belief that nothing can be known about the nature or existence of God.	18	Theodicy	An argument which defends God against the problem of evil.
9	Design Argument	The argument for the existence of God based on evidence of design in the world.	19	Religious Experience	An experience which has a religious meaning for the person who experienced it.
10	William Paley	Thinker who argued for the design argument.	20	Empirical Evidence	Evidence for something based on observation or experience.

## Spanish

There will be two papers; each paper will be 30 minutes long.

1. Receptive (Listening and Reading)
2. Productive (Writing)

Both papers will cover the following units of study: -

✓	<b>Holidays</b>
	Destinations
	Transport
	Accommodation
	Activities
	Your usual holidays
	Describing a holiday in the past
	Where you would like or will go
	<b>Going out and Staying in</b>
	Free time activities
	Future/Weekend plans
	Asking someone out
	Going to a party
	Favourite TV program/Film/Music
	<b>Health and Fitness</b>
	Describing your routine
	How healthy you are
	Recommendations and resolutions for healthy living
	At the Doctor's
	<b>School and Future plans</b>
	School facilities
	School rules and options
	Jobs and responsibilities
	Future lifestyle plans

✓	<b>y7 Content</b>
	Greetings and Introductions
	Family
	School
	Where I live

✓	<b>Linguistic structures</b>
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

### Useful resources

<https://curriculum.unitedlearning.org.uk/Curriculum?r=92537>



## Revision Timetable

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
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Day	Morning	Afternoon	Review points
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