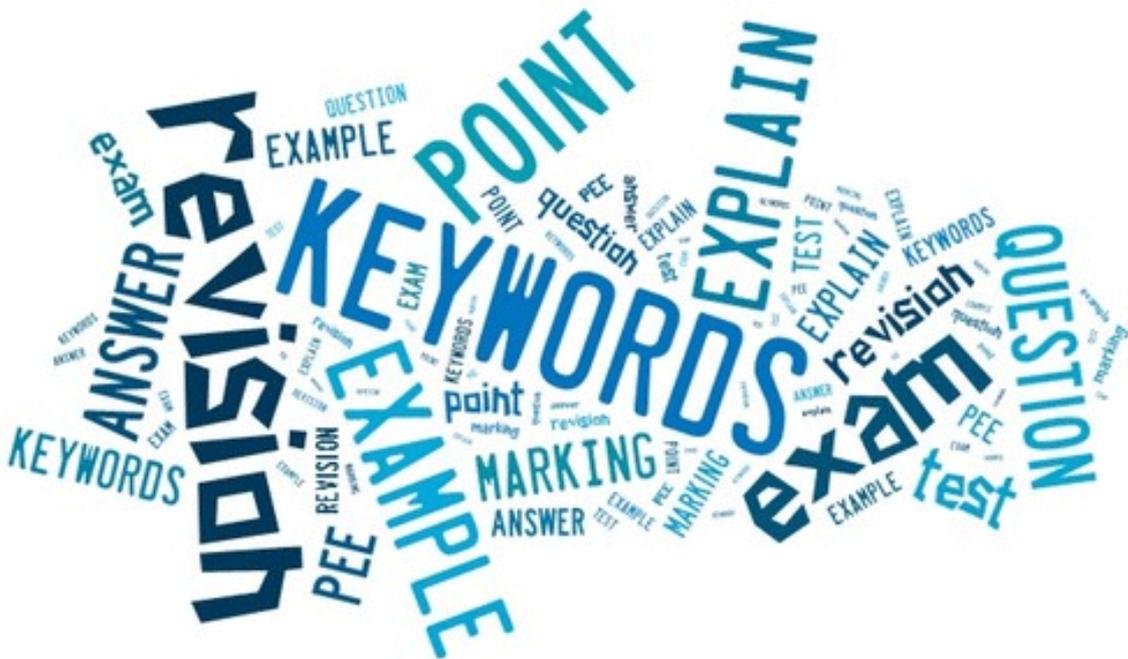


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Year 8 Revision Guidance



Name:

Form:

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WELCOME

Welcome to revision guide for Year 8 students.



Unfortunately, there is no easy way to pass tests, but we can give you tips on how to revise more effectively. Many of the learning and revision strategies in this booklet are applicable to a vocabulary test in Year 7 and to the final examination of a degree level course.

Although this booklet contains great advice, super tips and fantastic study skills, the guide isn't as important as the person reading it – YOU! It is you who have to put them into practice and apply them to your work. If you do, we're sure that you will improve your performance and your study skills. But to get better at something, you have to practise!



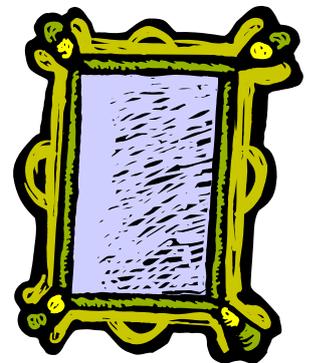
So, over to you – happy studying and good luck!

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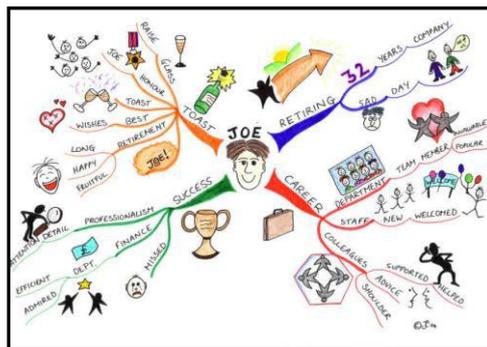


Revision means “to look at again”. You need to look at things again as part of learning as well as in preparation for exams. But we need **active** ways to do this “looking again”.

Revision gives time for reflection and learning. You can start to see the big picture, you can add in more details and examples. You may discover something you still don’t understand and you can ask your teacher about it again.



The idea is to “revise” each major section of your work shortly after you have finished it. For instance, you could draw a Mind Map of each major topic you cover. Keep the Mind Maps because they will be very useful for revising before tests.



HOT TIP: be active and change the way you think

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WHY?



1. Revision helps learning
2. Revision increases your achievement in tests
3. Achievement in tests give you wider choices later on
4. Achievement will make everyone proud of you!
5. You will feel great!



It is important to be positive about yourself because people who think they can do well find it easier to learn. Think about five things which you felt good about doing – scoring a goal, asking someone out ... think about how you felt when you did those things...and get yourself into a positive frame of mind.

HOT TIP: get yourself a vision of success

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WHEN?



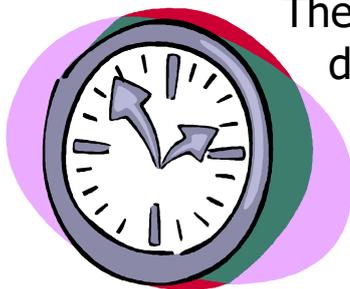
Make sure you know when your tests are. Teachers will revise with you and give you advice about how much revision to do, what you should revise and many will give you special notes to help with revising.



Make yourself a **revision timetable**.

- ★ Fill in leisure, relaxation and family commitments
- ★ Put in some sessions that you can devote to revision
- ★ Share out the available revision sessions between your subjects
- ★ Allow extra sessions if you know some subjects will take longer than others
- ★ Vary the subjects – don't do all your Maths revision on day one!
- ★ Here's an example for *one* weekend:

	Morning	Morning	Afternoon	Evening
Saturday	Football	Maths; geography	Science; RE	Video
Sunday	English; tech	Lunch at gran's	Still at gran's	French; history



The ideal length to revise one topic is **25 to 45 minutes**, depending on the subject and method of revision. You remember more at the beginnings and the ends of sessions, so create more beginnings and ends by stopping for a brief break.

HOT TIP: stop and start – create brief breaks

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WHERE?



The ideal study room is light, airy, quiet, with shelves and a desk. Some people are lucky enough to have this and enjoy working in it. Don't worry if you haven't got this. You can still try to get some of the elements. It's a good idea to put up posters, lists and post-it notes in other places in the house.



Some students find they revise well with friends and it is a good idea to do this sometimes as a bit of variety and fun.



Avoid distractions! Ban the television and ask someone at home to look after your mobile phone while you revise. Remember to keep a space in your revision timetable for your favourite programmes.



Lots of students find that some background music helps the revision process. Classical music such as Mozart can help to stimulate your brain waves. Avoid music with lyrics as you are likely to concentrate on these rather than your work!

HOT TIP: Learning self-discipline will help all through your life

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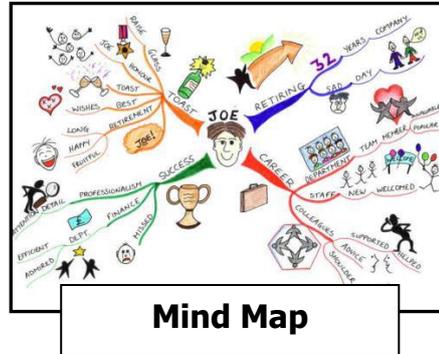


HOW?



There are three easy steps to doing revision well:

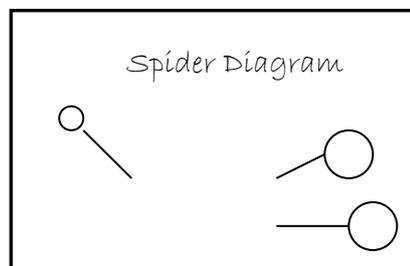
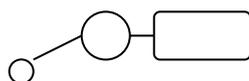
- ★ Change
- ★ Challenge
- ★ Treats



The first step is to try **change**. By changing what is in our exercise books or textbooks into a different form, we kick start our brains into action – we start thinking about new ways of presenting and digesting the information and start learning.

Ways to change things:

- Make diagrams
- Labelled drawings
- Time-lines (for history)
- Mind maps
- Charts and flowcharts (for processes)
- Audio tapes (great for languages)
- Outline cards
- Mnemonics
- Use colours and highlighters



HOT TIP: Flick through outline cards before the test

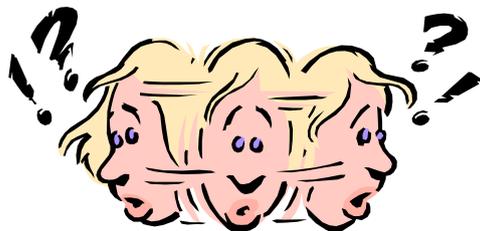
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We work best when we are faced with a **challenge**. A challenge is something that is difficult, but not impossible.

Challenge yourself to really sort out a topic that you have found difficult.

- Will taking a new approach and turning it into a chart, diagram or Mind Map help?
- Get someone to test you after you have learned something new.
- We learn extremely well when we have to **teach** someone else – why not try teaching one of your parents, a brother or sister, your grandparents or even your friends?
- Get them to ask you questions about what you have just taught them – can you answer their questions?



HOT TIP: Believe in yourself – you CAN do it!

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Don't forget to allow yourself some **treats**. Break up your revision sessions and plan some treats to look forward to: fruit, chocolate, a drink, ten minutes in the garden, glancing at a magazine, going for a walk...whatever will motivate you.

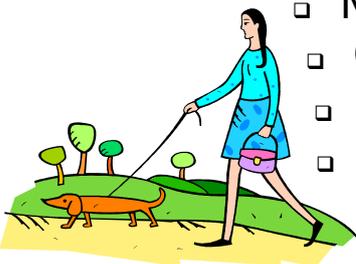


Remember, breaking up your revision gives you more stops and starts and more stops and starts increase your learning.



Relaxation is important to help you stop feeling the pressure of tests and getting stressed. Find a simple technique that works for you and practice using it when you are stressed or can't sleep. Have you tried:

- A warm bath
- Visualising yourself passing the test
- Stroking a pet
- Deep breathing
- Meditating
- Going for a walk
- Asking someone to give you a head massage
- Yoga
- Losing yourself in some soft music?



HOT TIP: Feed your brain! Fresh fruit, water, fish and vegetables give you brain power!

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Week 1 – Monday 2nd April - Example

	4-5pm	5-6pm	6-7pm	7-8pm	8-9pm
Monday	NETFLIX	TEA	Maths	Swimming	Relax
Tuesday	Tennis	TEA	English	Science	TV
Weds	walk the dog	Relax	Tea at friend's house	Revise maths with friend	TV
Thurs					
Friday					
	9-11am	11am-1pm	1pm-3pm	3pm-5pm	5pm-7pm
Sat	Swimming	Maths (30 mins)	Shopping	English (2* 20 mins)	Going out
Sunday	Science - 20 Maths - 20			Swimming	Relax

Week 2 – Monday 9th April - Example

	4-5pm	5-6pm	6-7pm	7-8pm	8-9pm
Monday					
Tuesday					
Weds					
Thurs					
Friday					
	9-11am	11am-1pm	1pm-3pm	3pm-5pm	5pm-7pm
Sat					
Sunday					

SMART REVISION

Week 1 – Monday 1st April – your go!

	4-5pm	5-6pm	6-7pm	7-8pm	8-9pm
Monday					
Tuesday					
Weds					
Thurs					
Friday					
	9-11am	11am-1pm	1pm-3pm	3pm-5pm	5pm-7pm
Sat					
Sunday					

Week 2 – Monday 8th April

	4-5pm	5-6pm	6-7pm	7-8pm	8-9pm
Monday					
Tuesday					
Weds					
Thurs					
Friday					
	9-11am	11am-1pm	1pm-3pm	3pm-5pm	5pm-7pm
Sat					
Sunday					

SMART REVISION

Week 1 – Monday 15th April – your go!

	9-11am	11am-1pm	1-3pm	3-5pm	5-7pm
Monday					
Tuesday					
Weds					
Thurs					
Friday					
Sat					
Sunday					

Week 2 – Monday 22nd April

	9-11am	11am-1pm	1-3pm	3-5pm	5-7pm
Monday					
Tuesday					
Weds					
Thurs					
Friday					
Sat					
Sunday					

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Year 8: Maths Revision List

The End of Year 8 exam will focus on the work covered in Maths this year.

For students in groups 8K1, 8K2, 8W1 and 8W2 we have covered:

Unit 4: Fractions, Percentages and Ratios

Unit 5a: Angles (Parallel Lines and Polygons)

Unit 5b: Right Angle Triangles (Pythagoras' Theorem and Trigonometry)

Unit 6a: Graphs (Linear)

Year 8: End of Year Test (8K1, 8K2, 8W1 and 8W2)									
https://www.mathedup.co.uk/gcse-maths-takeaway/			How Confident Am I?			GCSE Takeaway	Hegarty Clip:	Have I Revised?	GRADE
Qu	Mark	Question Topic	G	A	R				
1	2	Simplifying Ratios (Unit 4)				28	329		3
2	7	Fractions (Unit 4)				27	66 and 68 - 70		5
3	2	Angles on Parallel Lines (Unit 5a)				33	481 - 483		3
4	4	Linear Graphs Basics (Unit 6ab)				14 and 66	199		3
5	4	Angle Problems (Multiple Steps) (Unit 5a)				33 - 35	485 - 487, 477 and 481 - 483		5
6	2	Value for Money (Unit 4)				26	763 - 766		4
7	2	Trigonometry (for Lengths) (Unit 5b)				89	509 - 510		4
8	2	Gradient (from Two Coordinates) (Unit 6ab)				-	203		4
9	3	Percentage Change (Unit 4)				51	97 and 90		5
10	3	3D Pythagoras (Unit 5b)				105	505 - 507		6
11	2	Equation of a Straight Line (Unit 6ab)				66	208 - 210		5
12	3	Angles in Polygons (Unit 5a)				33 - 35	561 - 564		6
13	2	Reverse Percentage (Unit 4)				84	96		5
14	2	Drawing Linear Graphs (Unit 6ab)				66	206 - 207		3
15	3	Sharing and Using Ratios (Hard) (Unit 4)				28	332 - 334		5
16	3	Interior and Exterior Angles (Unit 5a)				35	561 - 564		7
17	3	Pythagoras with Coordinates (Unit 6ab)				70	501 - 502		5
18	5	Trigonometry: Area and Surface Area (Unit 5b)				71	557 and 509		7
19	3	Collinear Coordinates				-	203		8
20	3	GCSE Exam Questions: Recurring Decimals to Fractions (Unit 4)				93	53 - 54		9
21	4	GCSE Exam Questions: Ratio and Trigonometry (Unit 4 and 5b)				28 and 89	332 - 334 and 511 - 512		7
22	5	GCSE Exam Questions: Ratio and Percentage Profit (Unit 4)				28 and 51	332 - 334, 97 and 759 - 760		8

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For students in groups 8K3, 8K4, 8K5, 8W3 and 8W4 we have covered:

- Unit 4: Fractions and Percentages
- Unit 5a: Equations and Inequalities
- Unit 5b: Sequences
- Unit 6: Angles (Parallel Lines and Polygons)
- Unit 7: Averages and Data

Year 8: End of Year Test (8K3, 8K4, 8K5, 8W3 and 8W4)

https://www.mathedup.co.uk/gcse-maths-takeaway/			How Confident Am I?			GCSE Takeaway	Hegarty Clip:	Have I Revised?	GRADE
Qu	Mark	Question Topic	G	A	R				
1	7	Averages, Quartiles and Range (Unit 7)				20	404 - 412		3
2	1	Measuring Angles (Unit 6)				15	458 - 460		1
3	3	Fractions, Decimals and Percentages (Unit 4)				7	149		2
4	9	Fractions (Unit 4)				27	66 and 68 - 70		3
5	3	Stem and Leaf Diagram (Unit 7)				49	430 - 433		2
6	2	Angles in Triangles (Unit 6)				34	485 - 487		2
7	5	Solving Equations (Unit 5a)				59	179 - 182		3
8	2	Ordering Fracs, Decs and Percs (Unit 4)				25	149, 60 and 46		2
9	2	Finding the nth Term (Unit 5b)				65	197 - 198		2
10	2	Angles on Parallel Lines (Unit 6)				33	481 - 483		2
11	5	Inequalities on a Number Line (Unit 5a)				61	265 - 266		3
12	3	Complex Mean Questions (Unit 7)				20	405 - 407		4
13	3	Substitution (Indices) (Unit 5a)				32	780 - 783		3
14	2	Exterior Angles (Unit 6)				35	563 - 564		4
15	3	Solving Linear Equations (Unit 5a)				59	184 - 185		5
16	4	Exam Style Questions: Sequences (Unit 5b)				65	919 - 920		4
17	2	Compound Interest (Unit 4)				83	94		5
18	2	Forming Expressions (Unit 5a)				64	176		4
19	3	Drawing Box and Whisker Plots (Unit 7)				91	434 - 436		4
20	4	Angles in Triangles (Hard) (Unit 6)				34	485 - 487		4
21	4	GCSE Exam Questions: Substitution and Rearranging (Unit 5)				33 and 60	780 - 786 and 281		5
22	4	GCSE Exam Questions: Angles (Unit 6)				33 - 35	485 - 487 and 481 - 483		5
23	3	GCSE Exam Questions: Percentages (Unit 4)				51	90 and 759 - 760		5

Students are reminded to use Hegarty Maths for help, watching videos followed by completing tasks/lesson on the website is an excellent way to revise.

Remember; use pen and paper alongside the video and questions to maximise your revision!

Good luck!

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Year 8: English Revision List

In this year's summer exam, you will be doing 2 things: firstly, showing how well you can read, understand and answer questions on a 20th Century article, and you will also be writing a story. Your exam will be 2 hours long.

In preparation for this, you will need to do some revision at home. For this to be successful, you will need to know certain things:

- What should I revise?
- How can I revise?
- What are my teachers looking for?

What should I revise for the reading section?

- How to use quotes and how to explain what they mean
- Subject terminology (e.g. verbs, adjectives, similes etc)

What should I revise for the story writing?

- Re-read your marked story. Remember the one you wrote at the beginning of year 8 when you read 'The Signalman'? It might be in your exercise book or in your folder – see what target or targets your teacher has given you
- Read some short stories from the library – Anthony Horowitz or Chris Priestley are both good short story writers
- Story structure (see below)

Story structure

- Remember, your story needs 5 main sections:
 1. The **opening**, where you set the scene and introduce your main characters
 2. The **complication**, where an issue causes problems for the characters
 3. The problem reaches its **worst point**
 4. The characters put their minds to **solving the problem**
 5. The **resolution**, where the problem is either solved or not



How can I revise?

- Read as much as you can – non fiction and fiction texts
- Write a short story in 45 minutes – your teacher will look at it and give you some feedback
- Plan a short story using the 5-point story plan you have studied in lessons
- Practise writing direct speech with accurate punctuation

What are my teachers looking for?

- Good understanding of the text you have read, with effective quotes and subject terminology if necessary
- A well structured story including the 5 story sections
- Interesting characters, but not too many (3 is appropriate for a short story)
- A plot that makes sense
- Use of dialogue (speech) to develop your characters
- ... and of course, accurate spelling, punctuation and grammar throughout your writing

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Year 8: Science Revision List

The end of year exam will include the first 4 units covered this year:

- **Masterchef**
- **Fireworks**
- **Down on the Farm**
- **Materials & Recycling**

Masterchef “I can...”

- recall what is needed for a healthy diet and describe digestion
- identify organs in the digestive system and describe their functions
- describe how nutrients get into the blood
- describe the role of enzymes in digestion
- describe and explain how heat is transferred in solids
- describe and explain how heat is transferred in liquids and gases
- describe how heat can be transferred by waves
- identify different microbes
- identify some diseases caused by different microbes
- describe how microbes can be transmitted
- describe the ways in which the body keeps microbes out
- describe and explain how pathogens make us ill
- describe how white blood cells destroy microbes
- explain how we can become immune to a disease
- describe what antibiotics are and how they work
- explain how antibiotic resistance happens and ways to reduce it

Fireworks “I can...”

- describe the energy transfers taking place when a firework is set off
- recall that light is a form of energy
- explain that light is a wave and how it travels
- describe how the eye and brain enable us to see
- explain how we see luminous and non-luminous objects
- recall that white light is made up of all the colours of light
- use the terms absorb and reflect to describe how we see colours
- describe the reflection of light in terms of angles
- describe and explain the refraction of light
- recognise that light can be made to totally internally reflect
- describe some uses for the total internal reflection of light
- describe the formation of a rainbow
- describe and explain the movement of sound
- use the terms loudness and pitch to describe different sounds
- plan and carry out an experiment to determine an order of reactivity
- explain what a displacement reaction is and predict outcomes
- describe experimental evidence for reactions
- name products and write equations for reactions

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Down on the Farm “I can...”

- Label an animal cell
- Label a plant cell
- Describe the function of the organelles in a cell
- Name the organs of a plant and describe their function
- Recall how plants make their own food
- Write a word equation for photosynthesis
- Describe the limiting factors of photosynthesis
- Describe what pyramids of biomass and pyramids of numbers show
- State the function of the parts of the reproductive system
- Describe the sequence of events in human pregnancy
- Identify simple variation between different organisms
- Describe how variation can be caused
- Define the terms allele, gene, phenotype, recessive, dominant
- Predict outcomes of a simple genetic cross
- Describe selective breeding in plants and animals
- Explain why selective breeding might be used
- Describe evolution
- Explain the process of genetic engineering
- Consider the arguments in favour and against genetic engineering

Materials & Recycling

- Explain what recycling is and why we recycle
- Explain what types of material can be recycled
- Describe different materials and their properties
- Describe what a polymer is
- Explain why different polymers have different properties
- Model a polymer chain
- Describe what a smart material is
- Explain what causes a smart material to change
- Explain what an atom is
- Describe the structure of an atom
- Locate elements in the periodic table
- Use the periodic table to make simple predictions about properties
- Recall that some metals are more reactive than others
- Describe the reactions of metals with acids
- Write equations for the reactions of metals with acids
- Describe the reactions of metal carbonates with acids
- Describe tests to identify carbon dioxide gas and hydrogen gas
- Plan a practical method and carry it out to obtain crystals
- Evaluate a practical, making suggestions for improvements

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My Exam dates and times

Maths

English

Science