

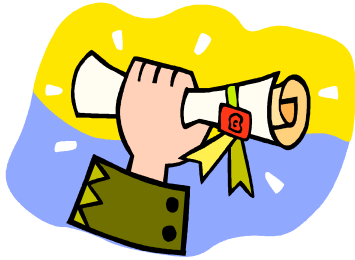
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WELCOME

Welcome to the Revision Guide for Year 8 students.



Unfortunately, there is no easy way to pass tests, but we can give you lots of tips on how to use your study time more effectively. This guide has been written to remind students about how to revise and how to learn.

Although this booklet contains great tips and 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.

You will find your exam timetable on Page 8



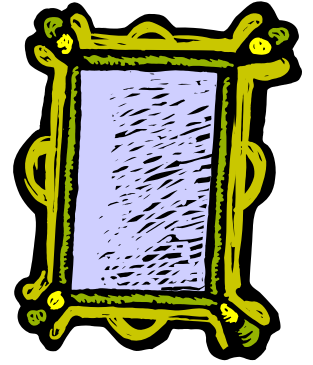
So, over to you – happy studying and good luck!



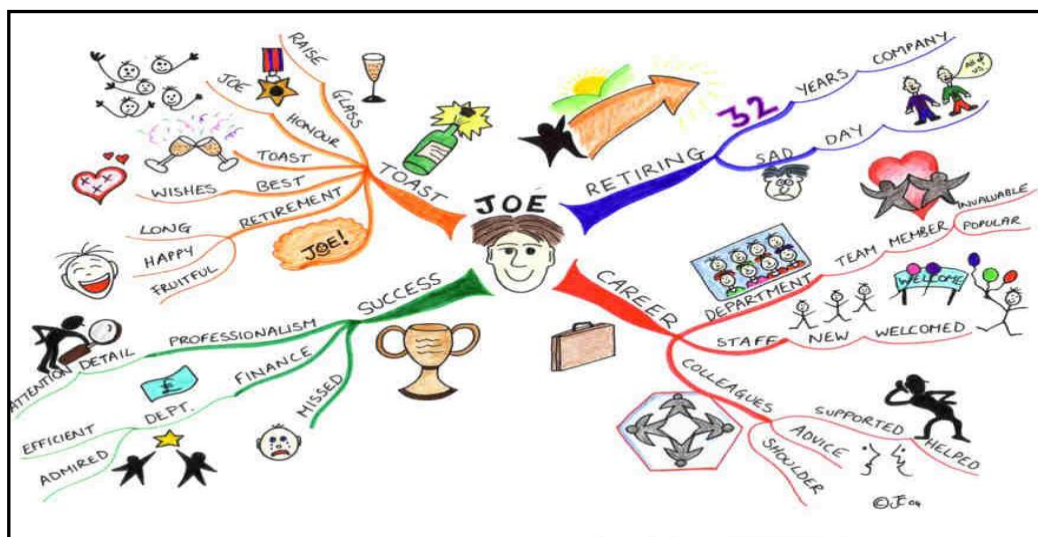
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Revision means “to look at again”. You need to look at things again as part of learning as well as in preparation for exams. But we need **active** ways to do this “looking again”.

Revision gives time for reflection and learning. You can start to see the big picture, you can add in more details and examples.



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.

HOT TIP: Get yourself a vision of success!

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🕒 WHEN? 🕒

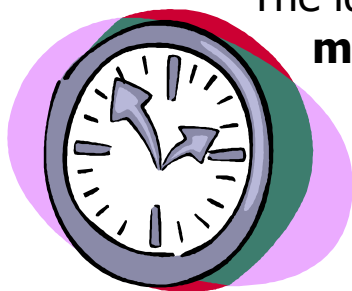
Make sure you know when your tests are. Teachers will revise with you and give you advice about how much revision to do, what you should revise and many will give you special notes to help with revising.

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
- ★ 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**. There is a blank revision timetable included for you.

HOT TIP: Stop and start – create brief breaks!

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❓ WHERE? ❓

The ideal study room is light, airy and 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.

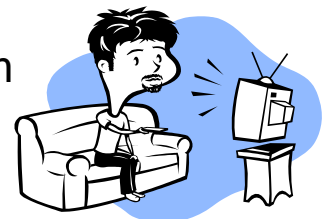


Vary your revision place. It's a good idea to put up posters, lists and post-it notes in other places in the house.



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.

Ban the television! Television is too distracting, so make sure it is turned off when you are working. 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!

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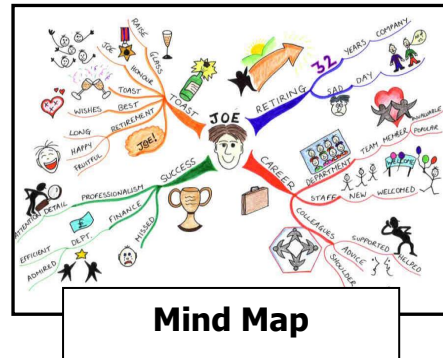


HOW?



There are three easy steps to doing revision well:

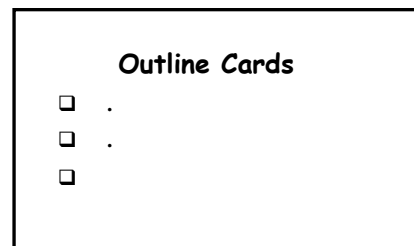
- ★ Change
- ★ Challenge
- ★ Treats



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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| End of Year 8 Test Timetable | | | |
|-------------------------------------|------------------|------------------|------------------|
| JUNE 2019 | Test 1 | Test 2 | Test 3 |
| Monday 3rd | History | Maths | English |
| Tues 4th | Science | Tech.& Design | Home Ec. |
| Wed 5th | Religion | Geography | Art |
| Thurs 6th | <i>No School</i> | <i>No School</i> | <i>No School</i> |
| Fri 7th | <i>No School</i> | <i>No School</i> | <i>No School</i> |

Equipment check

Please check that you have all the equipment you need for each day

| Equipment | 3rd June | 4th June | 5th June |
|------------------|-----------------|-----------------|-----------------|
| Black pens | | | |
| Red pen | | | |
| pencils | | | |
| Coloured pencils | | | |
| ruler | | | |
| rubber | | | |
| calculator | | | |
| protractor | | | |
| compass | | | |
| | | | |
| | | | |
| | | | |

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Home Economics - Yr 8

- Safety rules and why they are important
- Hygiene rules and why they are important
- Equipment - name and use, parts of the cooker
- Weighing and measuring, millilitres and litres, grams and kilograms
- Nutrients - name of the nutrient and the job that the nutrient does
- Where food comes from
- Definition of what a staple food is
- Nutrients found in milk and what the nutrient is needed for
- Eat Well Plate
- Dietary goals
- What health conditions can occur if the dietary guidelines are not followed
- Breakfast, why it is important, what problems could arise if you do not eat breakfast
- Key words from each unit



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You will be examined on:

- ✚ a range of the 4 communication skills: Listening, Speaking, Reading, Writing
- ✚ sentence structure
- ✚ vocabulary covered in class this year

❖ *Please refer to your notes for revision.*

❖ *Please use all the revision techniques you have been taught in class to revise for your summer assessment.*

Units of work:

1. Bonjour

- Meeting and greeting people
- Spelling in French

2. Quel âge as-tu?

- Numbers 1-31
- How old you and your friends are.

3. Joyeux anniversaire

- Days
- Months
- Seasons
- When your birthday is

4. Dans mon sac

- What is there in your school bag
- Indefinite articles
- Plurals

5. Ma salle de classe

- Describing your classroom
- Orders
- Definite articles

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Irish

You will be examined on:

- ✚ a range of the 4 communication skills: Listening, Speaking, Reading, Writing
- ✚ sentence structure
- ✚ vocabulary covered in class this year

❖ *Please refer to your notes for revision.*

❖ *Please use all the revision techniques you have been taught in class to revise for your summer assessment.*

Units of work:

1. Beannachtaí - Greetings

2. An Seomra Ranga – The Classroom

- Classroom objects
- Saying where things are in the classroom – prepositions, aspiration, sentence structure
- Classroom orders

3. Na huimhreacha - Numbers

- Counting up to 199

4. An t-Am – the Time

- Digital to Analogue
- Telling the time using Analogue time

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HISTORY

Unit of Work: The Normans

- **Events of 1066:**

Key people who wanted to be the new King

- **Battle of Hastings:**

Extended writing task on what happened in the battle

- **Bayeux Tapestry:**

Source work using the Bayeux Tapestry

- **The Normans take control:**

Source work on William's army marching to London to claim their throne

- **Feudal system:**

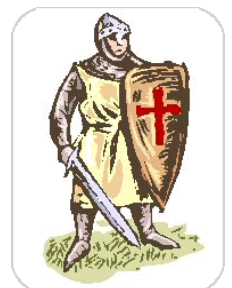
Understand how William controlled England and be able to label the Feudal system

- **Motte & Bailey / Stone castles:**

Understand life in a castle and be able to label both castles

- **Life in a castle:**

How to attack and defend a castle



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Technology & Design

Materials

- Wood - Identify Hardwoods and Softwoods
(Hardwood - Deciduous trees; Example Beech & Oak
Softwood - Evergreen trees; Example Pine & Fir)
How a tree grows
- Plastic - Ways of joining plastic - Nuts & Bolts, Glue, Screws
How to finish edges of Acrylic- (Crossfile, Drawfile, Wet & Dry, Polish)

Tools & Machines

Recognize different tools and machines you have used
Recognize safety signs and symbols, rules and regulations
Recognise different hand files

Electronics

Resistors - (It's function, calculate the value of a resistor, what is resistance measured in -Ohms)
Recognize Circuit symbols and be able to draw circuit Symbols
Positive / Negative wires
Recognize Output components (LED, Buzzer & Motor)
LED's - function, use, identifying legs

Mechanisms

Mechanisms; Levers & Linkages
Class of Levers, Load effort and Pivot

Maths in TD


Costing question
Converting CM into MM
Dimensions

Design Question -

Recognize Terms Design Brief, Specification; be able to write up a specification and draw / illustrate a solution

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Geography

| MAP SKILLS | |
|--|------------------------------|
| • | What are maps? |
| • | Direction |
| • | Distance/scale |
| • | Symbols/Key |
| • | Grid references |
| • | Tyrone and surrounding areas |
|  | |
| • | N.Ireland |
| • | Ireland |
| • | Provinces |
| • | Ireland |
| • | Counties |
| • | World: |
| • | Continents |
| • | Oceans |
| • | Mountains |
| • | Rivers |

| WEATHER |
|---|
| • What is the weather? |
| • Elements |
| • Measuring Components of the Weather |
| • Microclimates |
| • Local factors which influence temperature & wind |
| • What is Climate |
| • What is Britain and Irelands Climate? |
| • How does it rain? |
| • Weather forecasts |
| SETTLEMENT |
| • What is a settlement? |
| • Factors influencing the location of early settlements |
| • What are the main functions of towns? |
| • What are settlement patterns? |
| • What are the different land use patterns in towns? |
| • Descriptions of buildings found in different land use zones |
| • Examples of land use zones in Omagh |
| • What is a settlement Hierarchy? |
| • Problems associated with settlements |

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Year 8 Religion

| Class | Topic | Resources |
|--------------------------------------|--|------------------|
| 8LC,8IF,8CD& 8MEK | <i>The Bible:</i> Old Testament | P. 15, 16 and 17 |
| | New Testament | |
| | Contents page | |
| | Bible References: How to find chapters and verses | P. 20, 21 and 22 |
| | <i>Palestine in Jesus' Time:</i> Map and main areas, towns, lakes and rivers | p.58-59 |
| | At Home in Nazareth | P. 69 |
| | Work in Home | P. 74 |
| | The Market in Nazareth | P. 79 and 80 |
| | The Synagogue | P. 86 and 87 |
| | Bar - Mitzvah | P. 912 and 92 |
| The Resurrection | P. 126 and 127 | |
| Pentecost | P. 131 and 132 | |
| The Mass | Class notes in exercise books | |
| 8PMA | <i>The Bible:</i> Background information on the Bible | p. 22-23 |
| | Old Testament | p. 24 |
| | The Dead Sea Scrolls | p.25-26 |
| | New Testament | P. 27 |
| | Using the Bible | p. 28 |
| | <i>The Political and Religious Background to Jesus' Mission</i> | |
| Tensions in the Land of Jesus' Birth | p. 76 | |
| The Geography of Palestine | p. 78-80 | |

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| | |
|--|------------------------|
| Jewish Sabbath | p.82-83 |
| The Synagogue and Temple | p.83&86 |
| Jewish Religious Leaders | p. 88 |
| The House in Nazareth | p.90-91 |
| Jesus At School | p.92-93 |
| <i>The Final Events in Jesus' Life</i> | |
| Lent and Holy Week | notes in exercise book |
| Easter | P.142 |
| Pentecost | p.147 |
| <i>Our Catholic Faith</i> | |
| The Mass | p. 158-160 |
| Leadership in the Catholic Faith | p. 167-168 |
| Organisation of the Catholic Church | P. 170,171& 176 |

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Science

Introducing Science

| |
|---|
| Safety rules for working in the lab |
| 6 Hazards symbols and their meanings |
| Using apparatus safely |
| That mass is measured in g and kg (1000 g = 1 kg) |
| Use of top-pan balance to measure mass |
| That volume is measured in ml/cm ³ and litres (1ml = 1 cm ³) and 1000 ml/cm ³ = 1 litre |
| To use a measuring cylinder to measure volume |
| The uses of the different Bunsen flames |
| Planning and carrying out investigations |
| Use of a thermometer to measure temperature |
| Use of temperature sensors and data loggers |
| Bar charts and line graphs |

ENERGY

| |
|---|
| The different forms of energy |
| The meanings of potential, kinetic and gravitational |
| That energy can change/transfer from one form to another |
| Drawing energy transfer diagrams |
| Energy is measured in units called Joules (1000J = 1KJ) |
| Food is an energy source |
| Calculating the energy content of different meals |
| How to measure and compare the amount of energy in different foods |
| Different activities require different amounts of energy |
| Coal, oil and gas are fossil fuels |
| How fossil fuels are formed |
| Non-renewable energy resources = resources that will run out |
| Renewable energy resources will not run out/are always being replaced |
| Wind, waves, tides solar and hydroelectric are examples of renewable energy resources |

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Acids and Alkalis

| |
|--|
| Acids have a sour/sharp taste |
| Strong acids and alkalis are corrosive |
| Examples of common acids and alkalis |
| Acids and alkalis are chemical opposites |
| Neutral solutions are neither acidic nor alkaline |
| Indicators change colour to show whether solutions are acidic, alkaline or neutral |
| Litmus indicator is red in acids and blue in alkalis |
| How to make an indicator |
| How to use universal indicator and the pH scale to measure the strength of acids and alkalis |
| Acids have a $\text{pH} < 7$ and the lower the number the stronger the acid |
| Alkalis have a $\text{pH} > 7$ and the higher the number the stronger the alkali |
| Neutral solutions have a pH of exactly 7 |
| The colours of universal indicator at different pH values |
| Acids and alkalis will cancel each other out in neutralisation reactions if mixed in the right proportions |
| Some examples of neutralisation reactions |
| Acid rain - how it is formed, what are its effects and how can it be reduced |

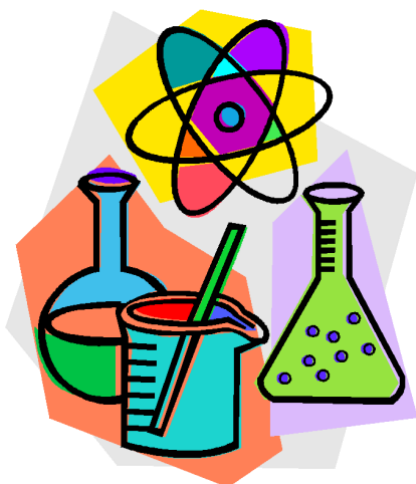
Forces

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|--|
| Identify different types of forces |
| Forces can make objects: start moving, speed up, slow down, stop moving, change direction, or change shape |
| The difference between a contact force and a non-contact force |
| Upthrust is a force that enables objects to float |
| Force meters are used to measure the size of forces |
| The size of a force is measured in Newtons (N) |
| Describe the effects of a force on a stretching spring |

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Living Things

| |
|---|
| The 7 characteristics of living things |
| Labelling diagrams of plant and animal cells |
| Describe the function of cell membrane, cell wall, chloroplasts, nucleus, vacuole etc |
| Know how to use a microscope |
| Know that cells have different functions |
| Know how some cells are specialised |
| Understand the term classification |
| Identify the differences between plants and animals |
| Understand the terms vertebrate and invertebrate |
| Identify the 5 vertebrate groups |
| Know the characteristics of the 5 vertebrate groups |
| Know how to use keys to identify unknown things |
| Understand the terms cell, tissue, organ, system and organism |



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Mathematics

Revision Strategies for Maths

When revising a particular topic pupil should:

- Read through the notes in the text book and exercise book.
- Use the Key terms highlighted in purple throughout each chapter.
- Try out some practice questions from My Practice, My Review or Test yourself sections.
- Use the My Maths online resource, in particular the Booster Packs at the required Level.
- Try some easier questions and gradually increase the level of difficulty.

Exam technique for Maths

- Read each question carefully.
- Show working out clearly.
- Leave any question you cannot complete and return to it later.
- Check your answer.
- Check if units are needed.
- Check accuracy required if necessary.
- Start a question even if you cannot complete it as this will gain some marks.

Bring in all equipment needed for the exam.

- Pen, pencil, ruler, rubber and protractor



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Year 8 Revision List

| Topic 1 Chapter 8 Statistics. | Topic 2 Chapter 1 Number | Topic 3 Chapter 3 Expressions |
|---|---|--|
| Reading charts and tables. Frequency tables Mean, Median, Mode and Range. | Ordering numbers Negative numbers Type of numbers Worded problems Written methods of $+$ $-$ \times \div | Collecting like terms Writing expressions |
| Topic 4 Chapter 2 Measures | Topic 5 Chapter 4 FDP | Topic 6 Chapter 5 Angles |
| Perimeter of a 2D shape. Area of a rectangle, triangle and parallelogram. | Mixed numbers and improper fractions Equivalent fractions Fraction of amount $+$ and $-$ fractions Changing between fraction, decimal and percentage Percentage of amount Percentage increase | Types of angles. Angles in a quadrilateral Properties of quadrilaterals Drawing and measuring angles. |
| Topic 7 Chapter 6 Graphs. | Topic 8 Chapter 7 Number | Topic 9 Chapter 9 Transformations |
| Co-ordinates in all four quadrants Drawing straight line graphs | Written methods of $+$ $-$ \times \div including decimal calculations | Lines of symmetry on shapes Drawing reflections. |

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English



In your English exam there will be two sections:

- Section A - a **READING** test
- Section B - a **WRITING** test

In Section A, the reading test, you will be presented with an extract to read. You will then be required to answer some questions on the extract - this will test your understanding and knowledge of what you have read.

In your answers you will be required to:

1. locate information in the extract
2. explain what has happened in the extract using inference
3. analyse the writer's methods and the language used

You will be required to use evidence from the extract to support your answer.

In Section B, the writing test, you will be asked to write a newspaper article.

In your essay you should be able to:

1. address the question clearly;
2. offer key information;
3. use correct spelling, punctuation and grammar

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Art

In the Art Exam pupils will be doing a drawing.

To prepare for this the Art Dept. encourages the following:

Practise drawing skills, proportion, measuring and perspective. Map out drawing using basic shapes, check measurements and proportions before drawing form, add detail and finish with tone.



As you revise, record your progress using the table below

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| DAY/ DATE | SUBJECT / TOPIC CONTENT |
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