

Study Skills Preparation

December Assessments 2025

Year 8

Name:

Form:

Top Tips:

1. Create a revision timetable that plans which subjects and topics you will revise and when.
2. When planning your revision, focus on the areas you find difficult.
3. Don't spend too long on one topic. Short and regular sessions are the most effective (aim for 20-30 minutes before having a break)



Year 8 Assessment Week Revision Overview

- This booklet is designed to give an overview of all the topics you have covered this year in your subjects in order to help you start your revision.
- The booklet also gives you a list of recommend resources to use for each subject to help you revise.
- It also includes **some of the core knowledge needed for some subjects. Please note, this is only a starting point for you revision. You must use the overview to find further resources to help with your revision.**
- It also contains some blank pages to help you prepare for your revision.

Effective Revision Methods

Effective Revision is a cycle. This cycle needs to be repeated continuously for core knowledge to ensure it gets stuck in our long-term memory.

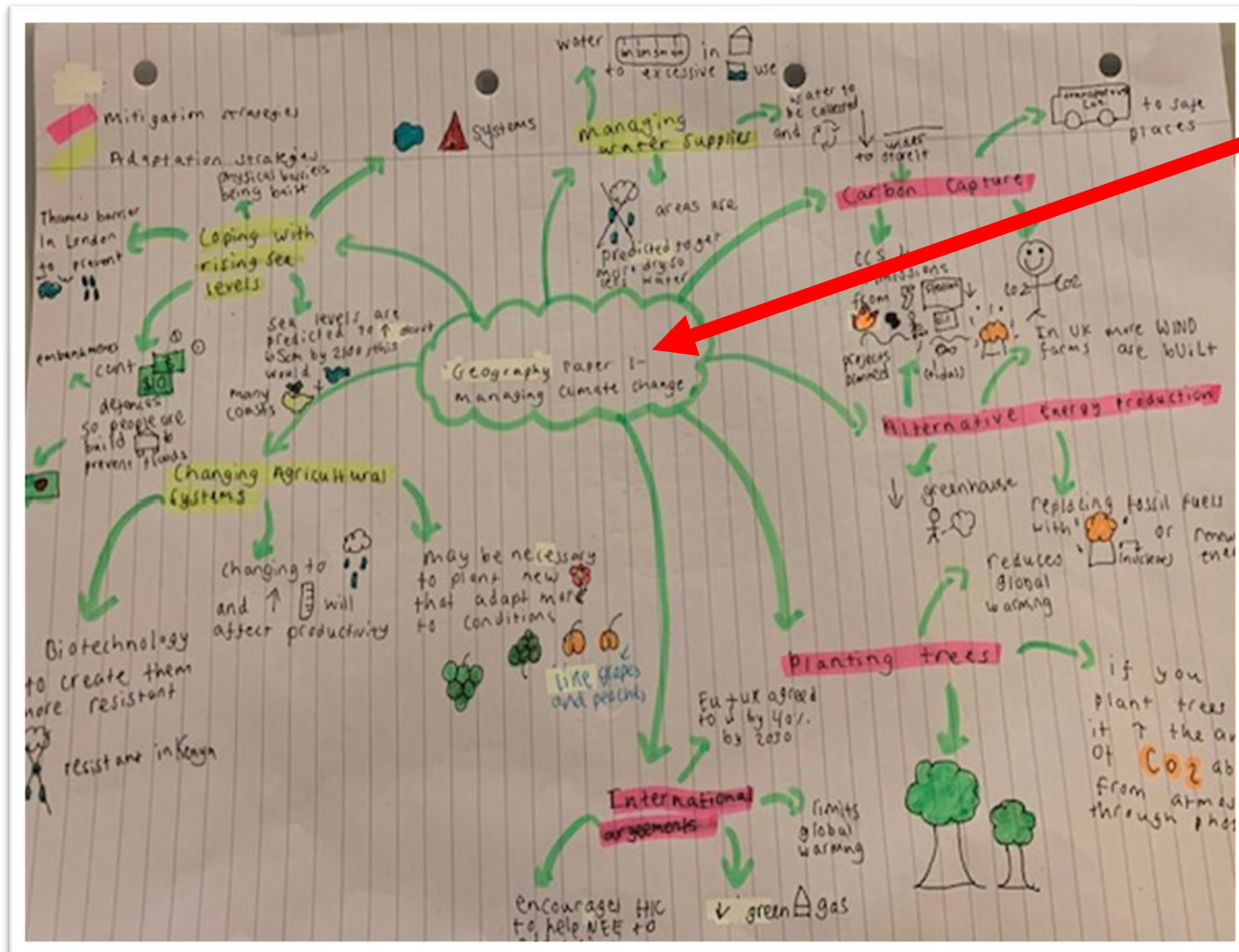
- 1) **Prepare:** Making flashcards and revision mind maps
- 2) **Retrieve:** Using look, cover, write, check, or getting someone else to test you at home
- 3) **Apply:** Applying the knowledge correctly to practice questions

Part 1) Prepare: First, you need to break down the important information into your own words. Making revision material is an important part of revising. When you make your own resource, you are aiming to reduce larger amounts of content from a revision guide or knowledge organiser so that you can remember it.

Part 2) Retrieve: This step is about checking your knowledge. Here you need to work out what is sticking in your brain and what you are struggling to remember so that you can go back over it

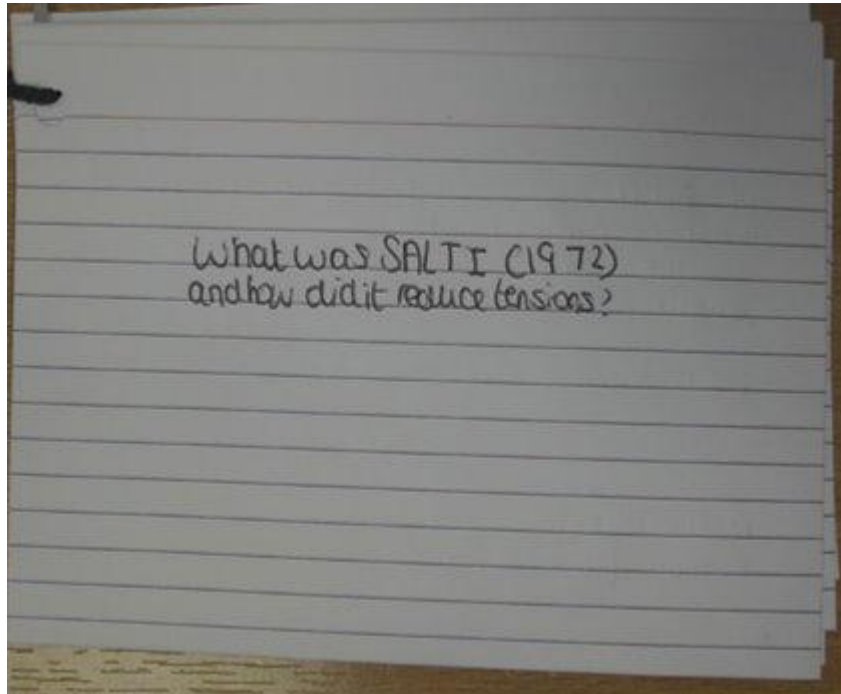
Part 3) Apply: Attempt your questions FROM MEMORY, do not copy from your notes - it is important for you to find out what you can remember

Example Mind Map



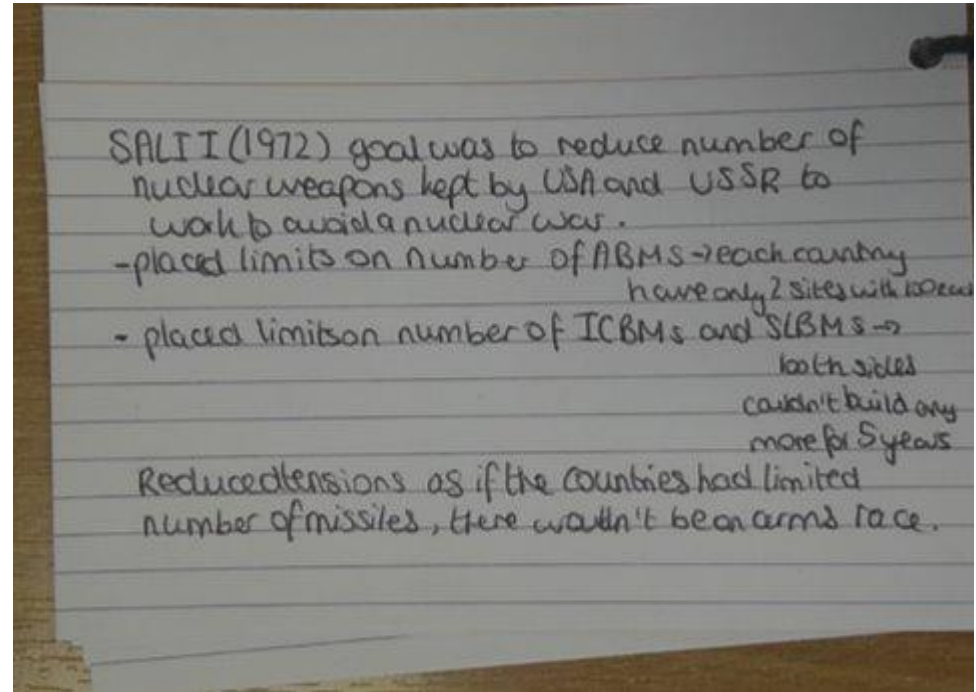
- Main topic is in the centre
- Key information is broken up into different sections
- Use of images as visual cues to help remember certain points
- Colour coding for different sections

Example Flash Card



Front of the flashcard

- Has a key question



Back of the flashcard

- Has a number of short responses, with the key detail, which answer the question

Example Revision Timetable			
	Subject/Time	Subject/Time	Subject/Time
Monday	Computing 5:00-5:30	English 5:40-6.10	Biology 6.20-6.50
Tuesday	Geography 5.00-5.30	RE 5.45-6.15	Chemistry 6.30-7
Wednesday	Maths 5.15-5.45	DT 6.00-6.30	Physics 6.45-7.15
Thursday	RE 10.45-11.15	History 6.00-6.30	Biology 6.45-7.15
Friday	French/Spanish 6.30-7	Geography 7.15-7.45	Chemistry 8-8.30
Saturday	Computing 2.00-2.30	History 2.45-3.15	Physics 3.15-3.45
Sunday	DT 10.00-10.30	Art 10.45-11.15	Biology 11.30-12

Revision Timetable			
	Subject/Time	Subject/Time	Subject/Time
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Year 8		
Subject	Term 1	Resources
Art	<ul style="list-style-type: none"> • Zentangle pattern • Oil Pastel Lifts • Artist 'Faye Halliday' 	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=NOLxG3yjZQ8 • https://www.youtube.com/watch?v=n-j-sx7oSvI • https://www.youtube.com/watch?v=U2tbT6zg6hE
Computing	<ul style="list-style-type: none"> • Computer Networks • Modelling Data • Software Skills • Scratch • Impact of Technology • Networks 	<ul style="list-style-type: none"> • Knowledge organiser • https://www.bbc.co.uk/bitesize/subjects/zvc9q6f • https://www.bbc.co.uk/bitesize/subjects/z8mtsbk
Design and Technology	<ul style="list-style-type: none"> • Design • Market • Sustainability • ACCESSFM • Shape • Drawing 	<ul style="list-style-type: none"> • Exercise book • DT - Mindful Chef - The Future of Recipe Boxes - Revision Guide.pdf • Drawing videos: <ul style="list-style-type: none"> ◦ Cube and Cuboid - Sketching and Isometric Drawing ◦ How to draw a trapezoid • CAD: <ul style="list-style-type: none"> ◦ Cube > Cuboid - Isometric and Net (Cube and Cuboid) ◦ Trapezoid - Isometric and Net
English	<ul style="list-style-type: none"> • Power • 'The Bone Sparrow' 	<ul style="list-style-type: none"> • Red exercise book • BBC bitesize (language and structure features)

	<ul style="list-style-type: none"> • Close Text Analysis 	<ul style="list-style-type: none"> • amnesty.org.uk
French	<ul style="list-style-type: none"> • Sports and free time - naming the sports and free time activities and using the correct verb with it • Present tense - verb conjugations, infinitive verbs, and present tense time expressions • Near future tense - formation of near future, near future time expressions • Weather - saying what you do depending on the weather 	<ul style="list-style-type: none"> • Exercise book • Purple Grammar book • K.Os in exercise books • DIP tasks and improvement tasks • K.O revision packs • www.linguascope.com Username: yardleys Password: tyseley1 • www.languagenut.com (login details glued into back of exercise books)
Geography	<ul style="list-style-type: none"> • Coastal landscapes - processes, landforms and OS map skills. • China - a country study of development • Atmospheric hazards - Typhoon Haiyan • Volcanic hazards - causes and consequences 	<ul style="list-style-type: none"> • Red exercise book • Knowledge Organizers on VLE • BBC bitesize
History	<ul style="list-style-type: none"> • The American Revolution • Transatlantic Slave Trade 	<ul style="list-style-type: none"> • Exercise book • Booklets

		<ul style="list-style-type: none"> • Knowledge organisers (VLE) • https://www.bbc.co.uk/bitesize/subjects/zk26n39
Maths	<ul style="list-style-type: none"> • Prime Factorisation and using Prime Factors • Probability • Calculating with Mixed Numbers • Rounding to Significant Figures • Working with decimals • Ratio calculations • Speed • Percentages (of, increase, decrease with a calculator) 	<ul style="list-style-type: none"> • Corbett Maths • Knowledge Organisers (VLE and printed) • Exercise book • Assessment Book - Weekly Quizzes
Music	<p>Controversy in Music</p> <ul style="list-style-type: none"> • Learn to play with two hands together • Learn how to play a walking bass line or chords. • Learn how to play with swing • Learn how to play in time with a partner • Use musical elements of increasing complexity to analyse and describe music. 	<ul style="list-style-type: none"> • VLE Lesson PowerPoints

RE	<ul style="list-style-type: none"> • Messianic Prophecy in Judaism • Jesus as the Christian Messiah • Parables of Jesus - Good Samaritan and the Sheep and Goats • Jesus' Disciples and Pentecost • Jesus' crucifixion, resurrection and ascension (meanings) • Early Christian martyrs - Perpetua and Paul • Holy Trinity • Hinduism, Sikhism and Judaism (Y7) 	<ul style="list-style-type: none"> • Revision booklet • Exercise book • Quiz done in class
Science	<ul style="list-style-type: none"> • Light and Sound • Environmental Chemistry • + year 7 synoptic topics • Year 7-Inside cells • Year 7-Cells to systems 	<p>Please refer to your <u>Yardleys KS3 Science Revision Guide</u> which will be handed out in lessons by your class teacher. Keep this as you'll need it until the end of year 8!</p> <ul style="list-style-type: none"> • Your exercise book and DIPs. • BBC bitesize <p>https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p>
Spanish	<ul style="list-style-type: none"> • Sports and free time - naming the sports and free time activities and using the correct verb with it • Present tense - verb conjugations, infinitive verbs, and present tense time expressions 	<ul style="list-style-type: none"> • Exercise book • Purple Grammar book • K.Os in exercise books • DIP tasks and improvement tasks • K.O revision packs • www.linguascope.com

	<ul style="list-style-type: none"> • Near future tense - formation of near future, near future time expressions • Weather - saying what you do depending on the weather 	<p>Username: yardleys Password: tyseley1</p> <ul style="list-style-type: none"> • www.languagehut.com • (login details glued into back of exercise books)
--	---	--

Mindful Chef – Future of Recipe Boxes – Revision Guide

Key Vocabulary	
Design and Technology	The study of how products are designed and made for people to use that make life better.
Project Outline	An initial starting point for the project.
Empathise	The ability to understand and share the thoughts and feelings of another ('to put yourself in their shoes').
Consumer/user	Someone who buys/uses the product or service.
Research	To find something out.
Market	Where, when and to whom (the user or consumer) the product or service is sold. It also includes other similar products or services (that you are competing against).
Market Research	Finding out information about the market, i.e. the user or consumer and competition.
Design Brief	Statement of intent that addresses how the product will solve the problem and/or satisfy a user's want or need.
Design Specification	Provides more detail from the brief with a list of points of what a product should do once made.
ACCESSFM	Aesthetics, Cost, Consumer, Environment, Size, Safety, Function, Material.
Sustainability	The use of natural resources without impacting the availability of them in the future.
6Rs (of sustainability)	Reduce, recycle, reuse, repair, re-think. refuse
2D	Two dimensions: height and width/length
3D	Three dimensions: height, width/length and depth
Drawing: sketching	Freehand drawing.
Drawing: isometric	3D shape using vertical lines and lines drawn at 30° to the horizontal.
Net	Flat pattern that can be folded into a 3D shape.
CAD	Computer Aided Design.
Orthographic Projection	Presents a 3D shape as a set of 2D drawings (i.e. front and back).

Design

Project outline: an initial starting point for the project.



Research is to try to find out something.



Design Brief: statement of intent that addresses how the product will solve the problem and/or satisfy a user's want or need.



Design Specification: provides more detail from the brief with a list of points of what a product should do once made.

Market



Not necessarily a physical space, i.e. online or market in the abstract form.

Sustainability – 6Rs



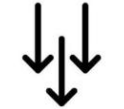
Re-Think



Refuse



Repair



Reduce



Reuse



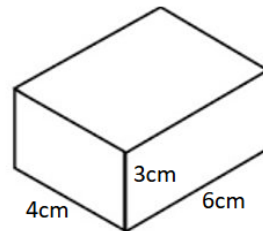
Recycle

ACCESSFM

Aesthetics	Appearance: the way the product should look, shape, colour, etc.
Cost	How much the product/service should cost
Consumer	Who the product/service is aimed at
Environment	The impact on the environment
Size	Measurements: how big or small
Safety	How the product will be made safe
Function	How the product should work
Material	What the product should be made from

Maths

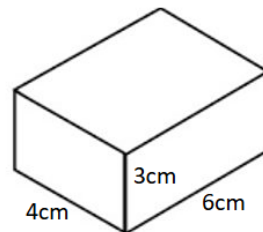
Total Surface Area = area of all of the sides (including those you cannot see).



- $(4 \times 3) \times 2 = 24$
- $(3 \times 6) \times 2 = 36$
- $(4 \times 6) \times 2 = 48$

$$= 108\text{cm}^2$$

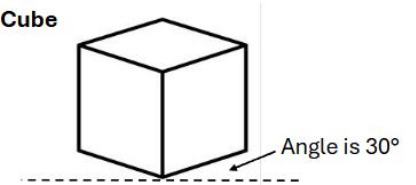
Volume = the total amount of space that an object occupies > for a cuboid, area of one side (height x length/width) multiply by the depth).



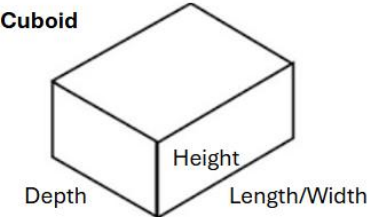
$$\text{➤ } (6 \times 3) \times 4 = 72\text{cm}^3$$

Shape

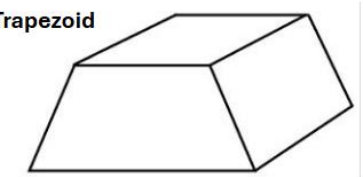
Cube

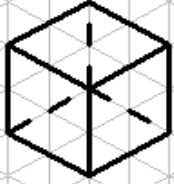


Cuboid

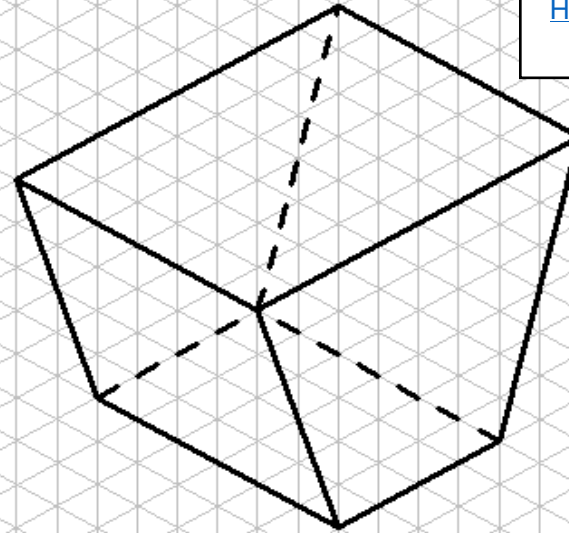
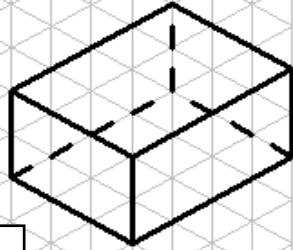


Trapezoid



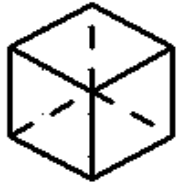


[How to draw an isometric cube and cuboid video](#)



[How to draw an isometric trapezoid video](#)

Practice drawing nets for the different isometric shapes

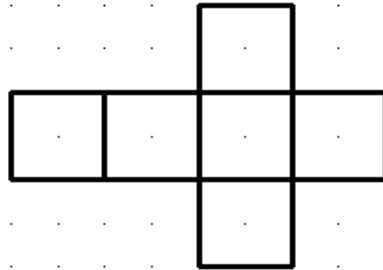


Videos:

[Cube](#)

[Cuboid](#)

[Trapezoid](#)



Yr7 - Industrial Change

- ☐ I can define and classify different jobs into their employment type.
- ☐ I can create a graph to show and then analyse a countries employment structure.
- ☐ I can describe the processes of industrial change.
- ☐ I can give a balanced view of Trans National Corporations.

Geography

Key locations		
1	Birmingham	The UKs second largest city and previously home to a lot of manufacturing industry. Went through deindustrialisation and is still being regenerated.
2	Lucas electrical	A large factory that used to be in Tyseley less than 1 mile from our school that made car parts, but was closed due to competition from factories in India. The brownfield site it left was used to build houses.
3	Bangladesh	An LIC country on the continent of Asia. Manufactures the third highest amount of clothing in the world (after China & Turkey)
4	Primark Clothing	A fast fashion brand that makes its clothes in Bangladesh but sells them in the UK - a TNC

Key terms		
6	Brownfield	A building site that has existing, but abandoned, buildings on it.
7	Deindustrialisation	The decline in manufacturing and a corresponding growth in tertiary and quaternary industry.
8	Employment structure	The percentage of the population who works in each of the four types of employment.
9	Globalisation:	The way the world is becoming more interconnected - it is getting easier to do business all over the world.
10	Greenfield	A building site which has not been built on in the last 500 years.
11	Industrialisation	The growth of secondary, manufacturing industry as the major way a country gains wealth and development.
12	Primary Industry	Jobs where people collect things from the Earth, for example miner, farmer or fisherman.
13	Quaternary Industry	Jobs where people use high-level expertise to develop things to help the other sectors, for example a research scientist.
14	Regeneration	When a run down urban area is improved
15	Secondary Industry	Jobs where people build things and make things , for example in factories.
16	Stakeholder	A person who can be affected by an issue, in a positive or negative way.
17	Tertiary Industry	Jobs where people provide a service to others, for example healthcare or education.
18	Trans National Corporation (TNC)	A company that operated in more than one country, for example Nike.
19	Unemployed	A person without a job.

Models & theory		
5	Trans National Corporation (TNC)	Many of the biggest companies in the world operate in more than one country - not just their shops but their entire business. This is called globalisation . For example, the headquarters will be in a HIC but the factories in an LIC. This is good for the LIC country as the TNCs provide jobs and their workers pay taxes - giving the governments money to develop, improving services like healthcare or education. However, the TNC could take advantage of the LICs need for money, with worse working conditions or environmental damage than a factory in a HIC could be allowed to have.

Y8 - UK Coasts

Geography

- ☐ I can define and correctly spell coastal process vocabulary.
- ☐ I can define and correctly spell coastal landscape vocabulary.
- ☐ I can draw annotated diagrams of both coastal processes and landforms.

Key locations

1	Dorset	Country in the South-West of England with a long coastline.
2	Durdle Door	A sea arch made of limestone located in Dorset
3	Old Harry	A sea stack made of chalk located in Dorset
4	Sandbanks	A spit located in Dorset

Models & theory

5	Longshore Drift	This is how material is transported along a beach. Constructive waves approach in the same direction as the prevailing wind so the swash goes up the beach at an angle, pushing material with it. Backwash brings water back down the beach straight to the sea (as it is powered by gravity) moving the material along like a conveyer belt. Each wave moves more material in the direction of the prevailing wind .
---	-----------------	--

Key terms

6	Abrasion	A type of erosion. Sand and pebbles wearing away rock like sandpaper.
7	Arch	Part of the sequence of erosion for a headland (cave, arch, stack stump)
8	Attrition	A type of erosion- rocks knocking against each other, breaking pieces off.
9	Backwash	The movement of a wave back down a beach
10	Bay	An area of softer rock that has eroded back
11	Constructive wave	A low energy wave that builds up a beach
12	Deposition	When material is dropped (for example - building up a beach)
13	Destructive wave	A higher energy wave that removes material from a beach
14	Erosion	The wearing away of a coastline by water energy
15	Fetch	The length of water the wind blows over to create a wave
16	Headland	A area of hard, erosion resistant rock that sticks out into the sea.
17	Hydraulic Action	A type of erosion. The force of water hitting a rock face, water is forced into cracks, making them wider and breaking the rock.
18	Prevailing wind	The normal direction the wind blows along a coastline. It pushes the waves in that direction, so Long Shore Drift will move in the same direction.
19	Salt marsh	An area of shallow water and mud sheltered by a spit that has lots of grasses and insects, attracting feeding birds.
20	Solution	A type of erosion. When acids in the water dissolve rocks (limestone & chalk are prone to this)
21	Spit	A beach that sticks out into the sea, attached to land at one end.
22	Swash	The movement of a wave up a beach

Yr8 - China

- ☐ I can locate China on a global scale.
- ☐ I can describe the living conditions in both rural and urban China.
- ☐ I can explain how manufacturing industry has changed China.
- ☐ I can assess the results of a population control program.

Geography

Key locations			Key terms		
1	China	The third largest country in the world but the one with the biggest population, this country is in Asia.	6	Ageing Population	When a rising proportion of the population are over the age of 65 and no longer in work.
2	Asia	The largest continent on planet Earth, this northern hemisphere continent stretches from the Arctic ocean to the Equator.	7	Asia	The largest continent on planet Earth, this northern hemisphere continent stretches from the Arctic ocean to the Equator.
3	Beijing	Capital city of China, it is in the North-East of the country. Population is 21.5 million.	8	Birth rate	The number of babies born per 1000 people in the population.
4	Shanghai	The largest city on China, it is a port city on the East coast. Population 24.2 million.	9	China	The third largest country in the world but the one with the biggest population, this country is in Asia.
Models & theory			10	Culture	The ideas, behaviours and customs of a particular country or group of people.
5	One Child Policy	China's OCF has successfully slowed down the rate of China's population growth. However a lower birth rate and higher death rate caused by improvements in living standards has meant that China now has to deal with the problems associated with an aging population .	11	Death rate	The number of deaths per 1000 people in the population.
			12	Densely Populated	An area with many people living in it, there are lots of people per square kilometre.
			13	Distribution	Where a thing (like a population) is located and how many of the thing there are in each place.
			14	Empathy	The ability to understand and share the feelings of another.
			15	Industrial	The work people do in factories, or the products made in factories.
			16	Industrialisation	The growth of secondary, manufacturing industry as the major way a country gains wealth and development.
			17	Internal Migration	Migration to another place in the same country.
			18	Manufacturing	To make a product on a large scale using machines (similar to industrial)
			19	Migration	Moving from one place to another to live.
			20	NEE	Newly Emerging Economy. A country making the change from being a poorer country (LIC) to a richer one(HIC) usually through industrialisation.
			21	Pull factor	The things that pull you in or make you want to go to a place.
			22	Push factor	The things that push you away or make you want to leave a place.
			23	Sparsely Populated	An area with few people living in it, there are few people per square kilometre.
			24	Standard of living	How happy and comfortable a person or group of people are.

- ☐ I can describe how climatic conditions change as you move away from the equator.
- ☐ I can explain the causes of tropical storms
- ☐ I can detail the effects of, and responses to, a named tropical storm.

Geography

Key locations

1	The Philippines	A country in Southern Asia made up of over seven thousand islands. The country is in the Western Pacific and so is surrounded by warm water
2	Manila	The capital city of the Philippines
3	Tacloban	Large city in the East of The Philippines. 90% destroyed by Typhoon Haiyan.

Models & theory

4	Global atmospheric circulation	This is the large-scale movement of air. At the equator, where the incoming heat energy from the sun is concentrated, air warms quickly and so rises up, creating an area of low pressure. As it rises this air cools creating huge rain clouds (creating the Tropical Rainforests). This warm dry air eventually sinks (about 30 degrees North of the Equator), giving us a band of high pressure which creates clear skies and no rain - giving us hot deserts. There are three of these cycles moving away from the equator.
---	--------------------------------	---

Key terms

5	Global atmospheric circulation	The worldwide system of winds, which transports heat from tropical to polar latitudes. In each hemisphere, air also circulates through the entire depth of the troposphere which extends up to 15 km.
6	Tropical storm (hurricane, cyclone, typhoon)	An area of low pressure with winds moving in a spiral around the calm central point called the eye of the storm. Winds are powerful and rainfall is heavy.
7	Economic impact	The effect of an event on the wealth of an area or community.
8	Environmental impact	The effect of an event on the landscape and ecology of the surrounding area.
9	Social impact	The effect of an event on the lives of people or community.
10	Primary effects	The initial impact of a natural event on people and property, caused directly by it, for instance buildings being partially or wholly destroyed by a tropical storm.
11	Secondary effects	The after-effects that occur as indirect impacts of a natural event, sometimes on a longer timescale, for instance impact on access to potable water can lead to spread of disease.
12	Immediate responses	The reaction of people as the disaster happens and in the immediate aftermath.
13	Long-term responses	Later reactions that occur in the weeks, months and years after the event.
14	Low Atmospheric Pressure	Caused when heat and evaporation causes the air to rise, it then cools and causes clouds to form and precipitation to occur. Low pressure areas tend to be cloudy and wet, for example, near the equator creating the conditions for tropical rainforests
15	High Atmospheric Pressure	Created when air that rose in low pressure areas sinks back down to the surface of the Earth. This air is dry and so there are no clouds. High pressure areas have no cloud and clear skies, so create the conditions for hot deserts to thrive 30 degrees north and south of the equator (the tropics)


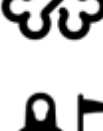






7.2 WHO HAD THE KING FACTOR IN 1066?

History



1066 was a pivotal year in British history because of the Norman Conquest. Why were there arguments about who should be next in line to the throne? Who were the contenders?

TIMELINE:



1003 Birth of Edward, son of King Athelred and Emma of Normandy.

1016 Death of King Athelred, succeeded by Viking Cnut.

1017 Emma marries Cnut. Edward sent to live in Normandy.

1042 Edward become King of England. He marries the daughter of powerful Saxon earl, Godwin.

1051 Duke William of Normandy is supposed to have visited Edward and been promised the throne of England.

1053 Earl Godwin dies, his son Harold is now the most powerful man in England, other than the king.

1061 The Normans claim that Harold Godwinson had promised to support William's claim to the throne. He had made an oath on the bones of a saint.

1066 Edward is old, sick and without an heir. There are three major claimants to the throne.

Who were the claimants to the throne in 1066?

Harold Godwinson - Earl of Wessex

The most powerful Saxon in the country, Harold was an experienced warrior and had helped to run the country for many years. He was not a blood relative of Edward, but was his brother-in-law. Harold claimed that Edward made him his heir just before his death. The Witan supported his claim.



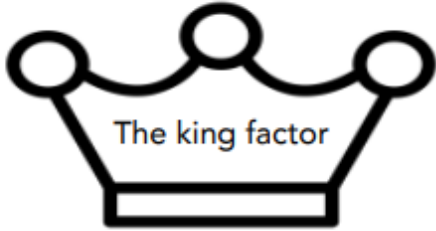
Duke William of Normandy

William was related to Edward, although not very closely. He was an experienced ruler and warrior. Edward had spent a lot of time in Normandy. He claimed that both Edward and Harold had promised that he should be the next king. He also had the support of the king of France and the Pope – head of the Christian church.



Harald Hardrada

Harald Hardrada was King of Norway – a Viking. He was also an experienced king and a feared fighter. His claim was based on a promise made by King Cnut that Harald's father should succeed him as king. This never happened as Cnut's sons, including Edward, followed him instead. He had the support of Harold's brother, Tostig.



The king factor

The criteria for a good choice of king would be:

- A close relative of the current king
- An experienced leader and warrior
- Have the support of powerful people, including the church

TRANSATLANTIC SLAVERY

Knowledge organiser
Year 8

Slavery
Timeline

WHAT HAPPENED DURING THE BRITISH

EMPIRE?

1502: First enslaved African people arrive in the New World in the forced service of the conquistadors.

1619: The first Africans in English America are brought to Jamestown, Virginia.

1641: colonial plantations in the Caribbean begin exporting sugar. British traders also begin capturing and shipping enslaved people.

1700: The largest numbers of enslaved Africans are taken to the Americas during this period.

1780: The peak of the slave trade is reached. On average, some 78,000 enslaved people are brought to America every year.

1789: Olaudah Equiano publishes the first significant work on an enslaved person's life. The book is *The Interesting Narrative of the Life of Olaudah Equiano*.

1807: The British abolishes the slave trade with its colonies, effectively banning new slaves being transported in the middle passage.

1808: America bans the importation of slaves into the country

1833: Britain passes the Slavery Abolition Act, freeing 800,000 slaves in its colonies

1861- 65: The American Civil War is fought between those who want to increase slavery to new states and those that want it abolished.

1863: Abraham Lincoln passes the Emancipation Proclamation, which declares all enslaved people are now free in America.

WHAT WAS THE TRANSATLANTIC SLAVE TRADE?

Slavery has been around for years, with the Ancient Egyptians using them to build the pyramids to Spanish settlers using native Americans to work for them.

The transatlantic slave trade made slavery profitable. At the height of the slave trade, in the 1700s, an estimated six million Africans were taken across the Atlantic ocean to work as slaves. Over 50,000 voyages, lasting between 40 and 70 days, were made in 300 years.

WHY DID THE SLAVE TRADE LAST SO LONG?

Money:

The traders were making so much money from the sale of enslaved people, that it would have been too profitable to end.

Empire:

Britain took enslaved people from its own colonies in Africa, and so they believed that it was their right to do so.

Morally:

People believed that the African people were inferior to white people, and so they didn't see anything wrong with what they were doing.

HOW DID THE SLAVE TRADE WORK?



RAW MATERIALS

These are goods such as coffee, sugar and tobacco that are grown on plantations in America and the Caribbean. These are produced by Slaves to maximise profits.

MANUFACTURED GOODS

These are goods such as guns, cloth and alcohol. These were sold to Africans in exchange for slaves. The traders also kidnapped people for slavery.

THE MIDDLE PASSAGE

This was the journey between Africa and America, where traders transported slaves. The conditions were horrendous, with cramped spaces, little food and high death rates.

WHAT WAS LIFE LIKE ON THE PLANTATIONS?

Once enslaved people had been sold off at auction, they were sent to do a variety of different jobs in different countries, but their lives were always hard. On huge farms called plantations, they were forced to plant, look after and harvest crops that would sell for lots of money in Europe. Sugar was grown in the West Indies, cotton was grown in North America, Tobacco was grown in North and South America, and coffee was grown in South America.

'A slave would be expected to work for most of his or her life. Some worked in the Plantations owner's house as a cleaner, cook or servant, but most worked out in the fields as farm workers. Three and four year olds would work in 'trash gangs' (weeders) or as water can carriers. Between the ages of nine and twelve, they would start to work in the fields with the adults. As they got older, slaves would often do less exhausting jobs, such as gardening, horse-and-carriage driving, cleaning and nursing.'



Punishments for slaves who break my laws

For any rebellions: rebels nailed to the ground then burnt; fire applied starting at the feet, gradually moving up to the head.

For continued running away: removal of hand, foot or testicle with an axe.

For running away: neck ring or iron muzzle

Failing to do duties properly: lashed for

Why was slavery abolished? History	
Abolitionists	Campaigned to end the slave trade. Some were MPs who tried to pass laws banning slavery , (Which succeeded by banning the trade of slaves in 1807 and slavery entirely in 1833). Others challenged slavery in the courts , by proving it was illegal in Britain helped to force slavery to end. Some abolitionists organised boycotts of slave produced goods , which cost people who used slaves money. Abolitionists also funded books by freed slaves to tell people what life was like for slaves, and organised speaking tours .
Enslaved people	The enslaved people did much to force the end of slavery. By working slowly or through other acts of defiance they could cost the slave owners money and make them realise that slavery was not worth their while. Some ran away and cost slave owners money capturing them again, or else a few such as Mary Prince were able to get to freedom and use their position to tell the world about slavery . Others escaped and joined rebel groups like the maroons on Jamaica who fought the slave owners and British army, which made it too dangerous and expensive to keep slaves. Some like the slaves of Haiti overthrew the slave owners completely .
Economics (Money)	In the end slavery was not as cheap as it seemed. Plantation owners still had to feed and house their slaves, which was expensive , and owners began to realise that it might be cheaper to pay their slaves low wages and give them freedom than to pay to house, clothe and feed them. As the rebellions made it more expensive to protect plantations and chase after runaway slaves , and the boycotts cut into the profits of plantation owners and people who traded slave produced goods, many slave owners began to move away from slavery anyway.

Key individuals in the fight against slavery	
William Wilberforce	An MP who led the campaign to get slavery abolished in the House of Commons
Granville Sharpe	A lawyer who challenged slavery in the courts and campaigned to get slavery abolished.
Olaudah Equiano	A freed slave who wrote about his experiences to tell people about slavery
Mary Prince	A slave who escaped and came to Britain. She also wrote a book about her experiences
Elizabeth Heyrick	An abolitionist who organised boycotts of sugar produced by slaves
Toussaint-Louverture	The leader of the slave revolt on Haiti who fought the slave owners and set up a country for freed slaves.
Society for abolition of the slave trade	An organisation of abolitionists who worked together to campaign to end the slave trade.

The Legacy of Slavery	
Inequality and racism	Racism still exists in many countries, including the UK, and many racist attitudes have their roots in the slave trade. In the USA even though slavery was abolished in the 1865, slaves were not given compensation and were left with no money, whilst the slave owners were compensated greatly. Racist laws stopping African Americans mixing with whites, and stopping them voting and getting a good education existed until the 1960s in some states, in the USA there is still a huge divide between many African Americans and whites, which can trace its roots to the inequality of slavery. In the UK, there is still a feeling that black people are not treated fairly, and a feeling that slavery has not been properly acknowledged or dealt with as an issue.
Economic	Britain and other developed Western countries, such as the USA and other European countries, profited hugely from slavery, and gained a world power' status on the proceeds of industries using slave labour. Meanwhile many African states have stayed poor. Some people argue it is time to give something back.
Cultural	Enslaved people brought their African culture with them and fused it with European culture, to create music and art forms that are popular today. For example, Jazz, Reggae, Hip Hop and Soul music all have their roots in the culture of slavery



Year 8 Revision Guide

Messianic Prophecies in Judaism

A Messiah is the promised and expected saviour or liberator of the Jewish people. Also considered the 'anointed one'.



According to the Torah, the Messiah will be:

- human - he will have a human birth and human parents.
- a perfect teacher of God's law.
- rebuild the Temple in 3 days
- free the Jewish people from oppressors
- rule with kindness.
- bring peace and unite humanity

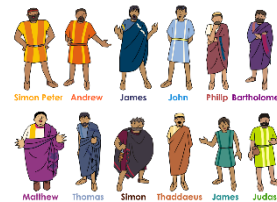
Jesus' Twelve Disciples

Disciple = personal follower of Jesus.

Jesus chose 12 disciples to spread the Good News and bring God's kingdom down to earth.

Some of them were:

- James - fisherman and was called James the Greater because he was old and wise.
- Thomas- doubted Jesus' resurrection until he touched wounds
- Matthew - tax collector (considered by some to be working for the Romans).
- Judas - betrayed Jesus for two bags of silver.



Why the Sanhedrin did not accept Jesus as the Messiah

- Jesus criticised them in stories (parables) - e.g. The Good Samaritan, where religious leaders ignored a man in need.
- They feared losing followers - they thought Jesus was taking attention and authority away from them.
- Jesus broke Sabbath laws - for example, healing people on the day of rest.
- "Remember the Sabbath day and keep it holy." (Bible)
- He made bold claims - said he was God's Son and the promised saviour, which they saw as blasphemy (disrespecting God).
- "I and the Father are one." (Jesus)

The Parable of Good Samaritan

- Jesus tells this story in response to a question, "Who is my neighbour?" to explain what true love and compassion mean.
- A man is attacked by robbers and left half-dead on the road from Jerusalem to Jericho.
- A priest and a Levite both see the man but walk past without helping.

The Parable of Sheep and Goats

- Jesus tells this story to explain what will happen at the Final Judgment.
- The Son of Man (Jesus) separates people like a shepherd separates sheep from goats.
- The Sheep: Represent those who helped others — feeding the hungry, caring for the sick, welcoming strangers — and are rewarded with eternal life.

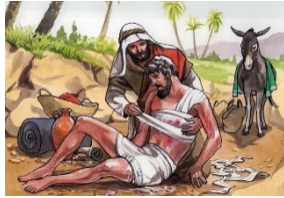


Crucifixion, Resurrection and Ascension

- Crucifixion (dying on a cross). Jesus considered the **sacrificial 'lamb'** for dying on the cross for humanity's sins. Yet he forgave humans for putting him on the cross. "Look the **Lamb of God who takes away the sins of the world.**" (Bible)



- A Samaritan (from a group despised by Jews) stops, cares for the man's wounds, and pays for his recovery.



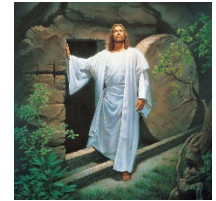
- Everyone is our neighbour — we should show love and mercy to all people, regardless of background or difference.
"Love your neighbour as yourself."
(Bible)

- The Goats: Represent those who ignored others in need and are punished for their lack of compassion.



"I was hungry and you gave me something to eat." (Bible)
"He will put the sheep on his right and the goats on his left." (Bible)

- Resurrection (rising from the dead). Three days later, Jesus' body disappeared. He appears to his disciples and is seen for the next 40 days. "He is not here, he has risen." (Bible)



- Ascension (going up to heaven) - After 40 days on Earth, Jesus ascends to heaven to return to his Father.



"While blessing his disciples he was taken up into the heavens." (Bible)

Day of Pentecost

- This marks the beginning of the Christian Church where 3000 people were baptised after witnessing a miracle.
- They saw fire appear above the disciples' heads and speak in foreign tongue - 10 days after Jesus ascended. They were filled with the Holy Spirit.
- "They were filled with the Holy Spirit."
(Bible)



The Trinity

Holy Trinity - three persons of God:

1. God the Father - creator and sustainer of all things. "In the beginning God created the heavens and the Earth." (Bible)
2. God the Son - the incarnate (in human flesh) sent down to Earth to spread the Good News and to take away the sins of humanity. "I and the Father are one." (Jesus)
3. Holy Spirit - power of God which is present in the world as a guide for humanity after Jesus went up to Heaven "They were filled with the Holy Spirit." (Bible)

Early Converts and Martyrs

Martyr - someone who dies for their religion.

Some Christian martyrs were:

- Perpetua - Christian noblewoman who was killed by Romans for refusing to give up her Christian faith.
 - Saul - changed his name to Paul and was beheaded by the Romans for preaching Christianity in a Jewish synagogue.
- "Blessed are those who are persecuted." (Bible)



1. Explain **two** different roles in the Holy Trinity. (6 marks)

P:	E:
P:	E:
Q: Origin of quote _____	

2. Explain **two** reasons the Sanhedrin did not accept Jesus as the Messiah. (6 marks)

P:	E:
P:	E:
Q: Origin of quote _____	

3. Explain **two** reasons why the crucifixion is important for Christians. (4 marks)

P:	E:
P:	E:

4. Explain the significance of **two** of Jesus' parables. (4 marks)

P:	E:
P:	E:

Les sports et les jeux

a

Sports and games

le basket	<i>basketball</i>
le billard	<i>snooker</i>
les cartes	<i>cards</i>
les échecs	<i>chess</i>
le football	<i>football</i>
le hockey sur glace	<i>ice-hockey</i>
le rugby	<i>rugby</i>
le tennis	<i>tennis</i>
le tennis de table/	<i>table-tennis</i>
le ping-pong	
le volley-ball	<i>volleyball</i>
le cyclisme	<i>cycling</i>
la natation	<i>swimming</i>
la voile	<i>sailing</i>
la planche à voile	<i>windsurfing</i>
l'athlétisme	<i>athletics</i>
l'équitation	<i>horse riding</i>
la gymnastique	<i>gymnastics</i>
le patin à roulettes	<i>rollerskating</i>
le ski nautique	<i>waterskiing</i>
les sports d'hiver	<i>winter sports</i>
les sports nautiques	<i>water sports</i>
les sports d'équipe	<i>team sports</i>

Les jours

b

Days

le lundi	<i>on Mondays</i>
le mardi	<i>on Tuesdays</i>
le mercredi	<i>on Wednesdays</i>
le jeudi	<i>on Thursdays</i>
le vendredi	<i>on Fridays</i>
le samedi	<i>on Saturdays</i>
le dimanche	<i>on Sundays</i>
le matin	<i>in the morning</i>
l'après-midi	<i>in the afternoon</i>
le soir	<i>in the evening</i>
le samedi matin	<i>on Saturday</i>
le dimanche	<i>mornings</i>
après-midi	<i>on Sunday afternoons</i>

Opinion

c

Opinion

j'aime	<i>I like</i>
j'adore	<i>I love</i>
je préfère	<i>I prefer</i>
...me plaît	<i>...pleases me</i>
je n'aime pas	<i>I don't like</i>
je déteste	<i>I hate</i>
à mon avis	<i>In my opinion</i>
je pense que	<i>I think that</i>
je trouve que	<i>I find that</i>
Quel est ton sport préféré?	<i>What's your favourite sport?</i>
Mon sport préféré est...	<i>My favourite sport is</i>

Les raisons

d

Reasons

parce que	<i>because</i>
c'est...	<i>it is...</i>
un peu	<i>a little</i>
assez	<i>quite</i>
très	<i>very</i>
vraiment	<i>really</i>
amusant	<i>fun</i>
sain	<i>healthy</i>
reposant	<i>relaxing</i>
agréable	<i>pleasant</i>
divertissant	<i>entertaining</i>

tous les jours

e

every day

le week-end	<i>at the weekend</i>
une fois par semaine	<i>once a week</i>
deux fois par semaine	<i>twice a week</i>
parfois / quelquefois	<i>sometimes</i>
souvent	<i>often</i>
de temps en temps	<i>from time to time</i>
en été	<i>in summer</i>
en hiver	<i>in winter</i>
en automne	<i>in autumn</i>
au printemps	<i>in spring</i>

a	
jouer	to play
Je joue	I play
Tu joues	You (sg) play
Il, elle joue	He, she plays
Nous jouons	We play
Vous jouez	You (pl) play
Ils, elles jouent	They play

b	
faire	to do
Je fais	I do
Tu fais	You (sg) do
Il, elle fait	He, she does
Nous faisons	We do
Vous faites	You (pl) do
Ils, elles font	They do

For/since

‘Depuis’ is used to say since or for. In French, you use the present tense with it.

1. **Je joue** au foot **depuis** deux ans.
I have been playing football **for** two years.

2. **Je fais** de la gymnastique **depuis** l’année dernière.
I have been doing gymnastics **since** last year.

c

e	
aller	to go
Je vais	I go
Tu vas	You (sg) go
Il, elle va	He, she goes
Nous allons	We go
Vous allez	You (pl) go
Ils, elles vont	They go

Les passe-temps

Pastimes

Pendant mon temps libre...

During my free time...

je fais du vélo.

I ride my bike

je fais la cuisine.

I do the cooking

je fais les magasins.

I go shopping

j’envoie des textos.

I send texts

je regarde des DVD.

I watch DVDs

je lis un livre.

I read a book

je fais mes devoirs.

I do my homework

je surfe sur l’Internet.

I surf the Internet

je vais au cinéma.

I go to the cinema

je sors avec mes copains.

I go out with my friends

je joue sur l’ordinateur.

I play on the computer

d

f	
sortir	to go out
Je sors	I go out
Tu sors	You (sg) go out
Il, elle sort	He, she goes out
Nous sortons	We go out
Vous sortez	You (pl) go out
Ils, elles sortent	They go out

Questions

Add 'est-ce que' to statements in French to form yes/no questions.

Tu aimes le foot. – You like football.

Est-ce que tu aimes le foot? – Do you like football?

Questions words

comment = how

où = where

(avec) qui = who (with)

pourquoi = why

que/qu' = what

quand = when

à quelle heure = at what time

combien (de) = how many/ how much

quel/quelle = which

Pourquoi est-ce que tu aimes le foot?

Why do you like football?

Qu'aimes-tu faire pendant ton temps libre?

J'aime/Je n'aime pas ...

faire du sport.

faire du vélo.

faire la cuisine.

faire les magasins.

faire mes devoirs.

envoyer des textos.

aller au cinéma.

sortir avec mes

copains.

jouer sur

l'ordinateur.

regarder la télé.

surfer sur l'internet.

la lecture

lire

la console de jeu

les loisirs

What do you like doing in your free time?

I like/don't like ...

to do sports.

to go cycling.

to do the cooking.

to go shopping.

to do my homework.

to send texts.

to go to the cinema.

to go out with my

friends.

to play on the

computer.

to watch TV.

to surf the internet.

reading

to read

games console

leisure

Pourquoi?

parce que c'est...

facile

intéressant

bon marché

cher

ennuyeux

difficile

une perte de temps

c

Why?

because it is...

easy

interesting

cheap

expensive

boring

difficult

a waste of time

The near future tense is used to say what someone is going to do. To form the this tense:

1. Take the present tense of the verb 'aller' (to go).
2. Add an infinitive verb.

1

je vais	I am going
tu vas	you are going
il, elle va	he, she is going
nous allons	we are going
vous allez	you are going
ils, elles vont	they are going

Infinitive verbs

jouer: to play

regarder: to watch

faire: to do

2

demain

après-demain

ce soir

plus tard

lundi prochain

la semaine prochaine

le week-end prochain

e

tomorrow

the day after

tomorrow

tonight

later

next Monday

next week

next weekend

Year 8 French - Knowledge Organiser 4

Le temps/ la météo

Il fait chaud/ froid

Il fait beau

Il y a du soleil

Il y a du vent

Il y a des nuages

Il y a de l'orage

Il y a du brouillard

Il pleut

Il neige

Weather

It's hot/ cold

*The weather is
nice*

It's sunny

It's windy

It's cloudy

It's stormy

It's foggy

It's raining

It's snowing

Los pasatiempos

a

Hobbies

¿Qué haces en tu tiempo libre?

What do you do in your free time?

bailar
salsa
chatear en el móvil
descansar en casa
escuchar música
jugar a la videoconsola
leer libros
navegar por Internet
practicar deportes
salir con mis amigos
ir de compras
ir al cine
ir a la piscina
hacer natación
montar en bicicleta
hacer mis deberes
ir a la bolera
ver la tele
la discoteca
estupendo/a
favorito/a
interesante
el programa
el tipo

to dance
salsa
to chat on the phone
to relax at home
to listen to music
to play on the games console
to read books
to surf the Internet
to do/play sports
to go out with friends
to go shopping
to go to the cinema
to go to the swimming pool
to go swimming
to ride my bike
to do my homework
to go bowling
to watch TV
nightclub
wonderful
favourite
interesting
programme
type

Los deportes

b

Sports

¿Qué deportes haces?

What sports do you do?

Hago
Juego
atletismo
ciclismo
equitación
esquí
natación
patinaje
baloncesto
balonmano
bádminton
béisbol
golf
tenis
voleibol
críquet
ballet
boxeo
gimnasia

I do
I play
athletics
cycling
horse riding
skiing
swimming
skating
basketball
handball
badminton
baseball
golf
tennis
volleyball
cricket
ballet
boxing
gymnastics

Year 8 Spanish: K.O 2

a

¿Con qué frecuencia? How often?

todos los días	every day
los lunes	on Mondays
una vez por semana	once a week
dos veces a la semana	twice a week
los fines de semana	at weekends
nunca	never

b

me chifla	I love
me fascina...	... fascinates me
me interesa...	... interests me
me mola	I love
me gusta (mucho)	I (really) like
No me gusta (nada)	I don't like (at all)
odio	I hate
detesto	I hate
prefiero	I prefer
en mi opinión	in my opinion
para mí	for me
porque	because
es	it is

c

aburrido/a	boring
apasionante	exciting
difícil	difficult
divertido/a	fun
emocionante	exciting
fácil	easy
lento/a	slow
rápido/a	fast
barato/a	cheap
bueno/a	good
caro/a	expensive
sano/a	healthy
interesante	interesting

Ejemplo:

En mi tiempo libre juego al fútbol dos veces a la semana. También voy a la piscina. No me gusta hacer patinaje porque es caro, sin embargo mi hermano hace patinaje los sábados.

d

jugar	to play
juego	I play
juegas	you play
juega	he/she plays
jugamos	we play
jugáis	you (pl) they
juegan	they play

e

hacer	to do
hago	I do
haces	you do
hace	he/she does
hacemos	we do
hacéis	you (pl) do
hacen	they do

f

Example

In my free time I play football twice a week. I also go to the swimming pool. I don't like to do skating because it's expensive, however my brother does skating on Saturdays.

a

Present tense

	-ar	-er	-ir
I	o	o	o
you	as	es	es
he/she/you (f)	a	e	e
we	amos	emos	imos
you (pl)	áis	éis	ís
they	an	en	en

Step 1: take your infinitive (hablar)

Step 2: remove the ending (habl)

Step 3: add the new ending on, depending on who is doing the action (hablamos – we speak)

El tiempo

¿Qué tiempo hace (en Madrid)?

Hace buen tiempo.

Hace mal tiempo.

Hace calor.

Hace frío.

Hace sol.

Hace viento.

Hay niebla.

Hay tormenta.

Llueve.

Nieva.

Weather

What's the weather like (in Madrid)?

It's nice.

It's bad.

It's hot.

It's cold.

It's sunny.

It's windy.

It's foggy.

It's stormy.

It's raining.

It's snowing.

b

Irregulars:

jugar	→ juego (I play)
hacer	→ hago (I do)
salir	→ salgo (I go out)
ir	→ voy (I go)
ver	→ veo (I watch)
dar	→ doy (I give)
conocer	→ conozco (I know (person))
saber	→ sé (I know (a fact))
ser	→ soy (I am)
estar	→ estoy (I am)
tener	→ tengo (I have)

c

Infinitives

jugar	= to play
hacer	= to do
escuchar	= to listen
ver	= to watch
leer	= to read
escribir	= to write
comer	= to eat
beber	= to drink
montar	= to ride
vivir	= to live

ir	= to go
tener	= to have
correr	= to run
ser	= to be
estar	= to be
cantar	= to sing
esquiar	= to ski
navegar	= to navigate
salir	= to go out
nadar	= to swim

a

Telling the time

es mediodía ☀
es medianoche ☾

son las once 11 12 1 es la una
son las diez 10 2 son las dos
son las nueve 9 3 son las tres
son las ocho 8 4 son las cuatro
son las siete 7 5 son las cinco
son las seis 6

Small hand (hour)

menos cinco 12 1 y cinco
menos diez 11 2 y diez
menos cuarto 10 3 y cuarto
menos veinte 9 4 y veinte
menos veinticinco 8 5 y veinticinco
y media 7 6

Big hand (minutes)

b

ir	to go
voy	I am going
vas	you are going
va	he/she/you(f) is going
vamos	we are going
vais	you (pl) is going
van	they are going

Near Future Tense
Step 1: take the present tense of 'ir'
Step 2: add 'a'
Step 3: add an infinitive

Eg:
 1. voy a jugar = I am going to play
 2. vamos a ir = we are going to do

Ejemplo:

A las siete de la tarde juego al fútbol. Cuando hace mal tiempo voy de compras. Este fin de semana voy a montar en bicicleta con mis amigos. Me encanta hacer ciclismo porque es bastante sano.

c

Example

At 7 in the evening I play football. When it is bad weather I go shopping. This weekend I am going to ride my bike with my friends. I love to do cycling because it's quite healthy.

