

STUDENT REVISION GUIDE

Y8 Summer Big Test

8th June – 19th June

Name		Form	
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EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 8 - June	1	8x maths	8x maths	8z english	
	2	8x english		8f geography 8g computing 8h history 8i RE	8G Co
	3	8x science	8x Biology	8z maths	
	4	8x1/2 tech 8x3/4 art 8d geography 8e drama	8x1 Food SEM 8X2 DT	8f history 8g RE 8z4/5 PE	8g RE 8X3/4 Art
	5	8a computing 8b french 8c history 8y1/2 tech 8y3 art	8y1 Food BFA 8a Co	8z science	8z Biology 8Y2 Technology
Tuesday 9 - June	1	8x science	8Z3 DT	8z1/2 art 8z3/4/5 tech	8z4 Food SEM 8z5 Food JFI
	2	8x english	Reading	8z PSHE	
	3	8x1/2 art 8x3/4 tech 8d history 8e french	8x3 Food BFA	8f RE 8g history 8h geography 8i spanish	8X1/2 Art
	4	8x maths		8z english	Reading
	5	8a drama 8b history 8c computing 8d french 8e geography	8C Co	8z maths	
Wednesday 10 - June	1	8x english		8z science	8z Chemistry
	2	8x science	8x Chemistry	8f computing 8g geography 8z4/5 PE	8f Co
	3	8a geography 8b geography 8c drama 8d french 8e history		8z maths	
	4	8x maths		8f drama 8g spanish 8h history 8i geography	
	5	8x1/2 art 8x3/4 tech 8d history 8e computing	8E Co	8z english	

EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 11 - June	1	8x1/2 tech 8x3/4 art 8d history 8e drama	8d history	8z maths	
	2	8x maths		8z science	
	3	8x english		8f music 8g drama 8h spanish 8i history	8f Music big test
	4	8x science		8f spanish 8g spanish 8h geography 8i drama	
	5	8a french 8b RE 8c geography 8d music 8e french	8d	8f history 8g music 8h RE 8i geography	8h RE
Friday 12 - June	1	8x science		8z maths	Maths P1
	2	8x english		8z1/2/3 PE 8h drama 8i spanish	
	3	8x1/2/3 PE 8d drama 8e geography		8z science	
	4	8x maths	Maths P1	8z english	
	5	8a history 8b history 8c french 8y1/2 PE	8Z2 DT	8z1/2 tech 8z3/4/5 art	8z1 Food CST 8Z3/4/5 Art

EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Monday 15 - June	1	8x science	8x Physics	8z english	Writing
	2	8x english	Writing	8z1/2/3 tech 8z4/5 art	
	3	8a RE 8b history 8c drama 8d french 8e music	8a RE 8b history	8z science	8z Physics
	4	8a drama 8b drama 8c history 8y1/2 PE		8z maths	
	5	8x maths		8f drama 8g RE 8i computing 8h geography	8H Geography 8i Co
Tuesday 16 - June	1	8x science		8z1/2/3 PE 8i history 8h music	
	2	8x1/2/3 PE 8y1/2 art 8y3 tech		8z science	
	3	8x maths	Maths P2	8z english	
	4	8x english		8z maths	Maths P2
	5	8a history 8b RE 8c RE 8d geography 8e history	8b RE	8z1/2 art 8z3/4/5 tech	
Wednesday 17 - June	1	8a french 8b computing 8c geography 8d computing 8e RE	8e RE 8D Co 8B Co	8f geography 8g geography 8h spanish 8i RE	8i RE
	2	8a geography 8b french 8c french 8d RE 8e geography	8d RE 8E Geography	8f spanish 8g drama 8h computing 8i spanish	8H Co
	3	8x maths		8z english	
	4	8x english		8z science	
	5	8x science		8z maths	

EXAM TIMETABLE

Date	Period	Timetable	Exam	Timetable	Exam
Thursday 18 - June	1	8x maths		8z1/2/3 PE 8h history 8i drama	8g history
	2	8x1/2/3 PE 8d RE 8e RE		8z english	
	3	8a geography 8b geography 8c french 8d drama 8e french	8A Geography	8f history 8g history 8z4/5 PE	8f history
	4	8a french 8b music 8c music 8d geography 8e history	8e history 8D Geography	8z science	
	5	8a RE 8b french 8c RE 8y1/2 tech 8y3 art	8c RE	8z maths	8Y2 Technology
Friday 19 - June	1	8x PSHE		8z science	
	2	8a history 8b geography 8c history 8y1/2 art 8y3 tech	8a history 8c history 8B Geography 8y3 Food JFI	8f RE 8g geography 8h spanish 8i music	8f RE 8G Geography
	3	8x english		8f spanish 8g spanish 8h drama 8i history	81 history 8Y3 Technology
	4	8a music 8b drama 8c geography 8y4/5 PE	8C Geography	8f geography 8g history 8h RE 8i geography	8g history 8F Geography 8I Geography
	5	8x science		8z english	

REVISION ADVICE

1. Know what you will be tested on

Before you dive in:

- Get the specification for each subject (from the exam board website).
- Know exactly what topics will be examined.
- Understand the question formats (multiple choice, long answer, etc.).
- Read this booklet and follow the subject specific tips

2. Create a realistic revision timetable

Don't overpack it — quality over quantity.

- Use short sessions: 25–30 minutes (Pomodoro technique), followed by 5-minute breaks.
- Include all subjects, but prioritize weak areas.
- Be flexible: If you miss a session, move it—don't stress.
- Build in rewards and rest days.

3. Active recall & spaced repetition

These two are proven to work better than just re-reading notes.

Active recall:

- Use flashcards (apps like Anki or Quizlet, or physical ones).
- Cover your notes, then try to write or say everything you remember.
- Teach someone else the topic.

Spaced repetition:

- Revise topics multiple times over weeks.
- Schedule reviews of each topic just before you're likely to forget it.

4. Past papers = practice like it's the real thing

- Start early with past papers (available from exam board websites).
- Time yourself under exam conditions.
- Mark your answers using the official mark schemes.
- Use examiner reports to understand common mistakes.

5. Use the “blurting” method or draw a mind map

Great for self-assessment:

1. Pick a topic.
2. Write down everything you know on a blank sheet.
3. Check against notes.
4. Fill in what you missed in a different colour.

REVISION ADVICE

6. Mix it up (Interleaving)

- Don't study the same subject or topic for hours.
- Mix different topics (e.g., revise science equations, then English quotes).
- It keeps your brain engaged and improves memory retention.

7. Don't neglect wellbeing

- Get enough sleep (at least 7–8 hours).
- Stay hydrated, eat healthy food.
- Avoid consuming too many caffeinated drinks.
- Take regular screen breaks
- Take part in exercise or other hobbies you enjoy.

8. Use revision resources wisely

•Online platforms like:

- Seneca Learning
- BBC Bitesize
- Physics & Maths Tutor
- Save My Exams
- Sparx

•YouTube channels (e.g., Mr Bruff for English, Cognito for Science)

9. Revise with friends

- Revision groups can be powerful, if focused.
- Teach each other topics.
- Quiz each other using flashcards or mini-tests.

10. Prepare fully just before each exam

- Get an early night and set an alarm with plenty of time to get to school
- Pack your bag with a clear water bottle, a snack and black pens
- Know your seat number and candidate number
- Go to the toilet before the exam
- Put your phone and watch in your bag and leave it in the faith room
- Remove all metal and revision notes from your pockets
- Line up quietly and early for the exam

ENGLISH



In English, you will complete two assessments:

Paper 1 – READING – Dystopian Short Stories

Paper 2 – WRITING – Imaginative Writing

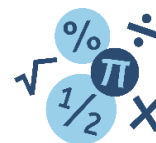
Paper	READING	Length	1 hr	Marks	50
Topics	Paper 1 is split into two sections: Section A – Multiple Choice and Short Answer Questions Students will be tested on key terminology, contextual information and key events based on an unseen dystopian extract. Some of the questions will also be comprehension questions based on the extract provided. Section B – Analytical Writing Students will be tested on key terminology, key events and ideas from an unseen piece of transactional writing. They will need to identify purpose, audience and form and have knowledge of rhetorical devices such as fact and opinion.				

Paper	WRITING	Length	1 hr	Marks	50
Topics	Paper 2 is split into two sections: Section A – Multiple Choice and Short Answer Questions Students will be tested on key terminology, imaginative writing terminology, spelling, punctuation and grammar. The SPaG topics will be ones that students have studied for as part of their Independent Learning Booklet and during their bi-weekly mini tests in lessons. Section B – Imaginative Writing Students will be asked to write the opening of a short story or piece of imaginative writing based on one of two prompts. The prompts may be the opening sentence to a story, a key emotion/topic to write on or a picture to use as a stimulus. All students will be marked on their creativity, their accuracy and their use of interesting creative devices. It is recommended that students write the opening of their story using dystopian tropes and using the ideas that they have already practiced in lessons.				

Revision Resources	Students should use their Independent Learning Booklet to prepare for their Paper 1 – Reading Exam. Teachers will also provide additional resources. Writing Skills – Creative Writing - https://www.bbc.co.uk/bitesize/topics/z43dwnb/articles/zk972v4#z8jhp4j BBC Bitesize Spelling - https://www.bbc.co.uk/bitesize/topics/zbm2sg BBC Bitesize Punctuation – https://www.bbc.co.uk/bitesize/topics/zr6bxyc BBC Bitesize Grammar - https://www.bbc.co.uk/bitesize/topics/z4hrt39 CGP 10 Minute Tests - https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-ks3-spag-online-10-minute-tests?srsId=AfmBOoqLzbFl8Tfcw2lP9Mdyz1F1_qZk5irw8aQNH3gYkLal0oN6CjzN				
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MATHEMATICS



Paper	End of term	Length	2×45 min	Marks	45
Topics	<p>Unit Topic Sparx topics</p> <p>7.01 Numerical skills M763, M704, M522, M527, M111, M431, M878, M106, M288</p> <p>7.02 Order of operations M521</p> <p>7.03 Introduction of algebra M813, M795, M531, M417, M327, M208, M979, M707, M242</p> <p>7.04 Prime, factors and multiples M227, M823, M698, M322</p> <p>7.05 Expanding and factorising M237, M792, M100</p> <p>7.06 Addition and subtraction M928, M429, M347, M152, M899</p> <p>7.07 Perimeter M920, M635, M690</p> <p>7.08 Mean M940</p> <p>7.09 Multiplication and division M113, M911, M187, M803, M462, M354, M873, M262</p> <p>7.10 Area of triangles and quadrilaterals M900, M390, M291, M610, M269, M996, M705</p> <p>7.11 Fraction manipulation M158, M410, M671, M939, M601</p> <p>7.12 Adding and subtracting fractions M835, M931</p> <p>7.13 Comparing and ordering fractions M335</p> <p>7.14 Fractions of amounts M695</p> <p>7.15 Polygons M276, M523</p> <p>7.16 Angles M502, M541, M780, M331, M818, M351, M679, M319</p> <p>7.17 Coordinates M618, M230, M622, M797</p> <p>7.18 Time M892, M627, M963, M747, M515</p> <p>Unit Topic Sparx topics</p> <p>8.01 Powers and Roots M135</p> <p>8.02 Prime Factorisation M322, M823, M108</p> <p>8.03 Rounding M994, M131, M878</p> <p>8.04 Fractions M410, M671, M601, M835, M931, M157, M197, M110, M265, M645, M619</p> <p>8.05 Solving equations M707, M509, M387, M554, M634, M647, M401 M957,</p> <p>8.06 Angles in parallel lines M163, M606</p> <p>8.07 Circumference M595, M169</p> <p>8.08 Direct proportion M478, M681</p> <p>8.09 Fractions, decimals and percentages M267, M958, M264, M553,</p> <p>8.10 Percentage calculations M437, M905, M235, M476, M533, M528</p> <p>8.11 Ratio 1 M885, M543, M267, M801, M525</p> <p>8.12 Area of circles M705, M231, M430, M303, M269, M996</p> <p>8.13 Statistics 1 (Presenting and interpreting data) M210, M899, M597, M644, M460, M738, M140, M183, M574, M165, M648,</p> <p>8.14 Averages and spread M940, M934, M328, M841, M440</p> <p>Paper 1: Non-Calculator</p> <p>Paper 2: Calculator</p>				
Revision Resources	<ul style="list-style-type: none"> You can search the Sparx codes in the Independent Learning function in Sparx The Year 8 End of Year assessment can include any topic from Year 7 and Year 8 HT1 to HT5 				

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SCIENCE



Paper	End of Year	Length	3x 30 mins	Marks	90
Topics	<p>Students will sit three 30 minute assessments spread over 3 lessons.</p> <p>The papers will include a range of knowledge-based questions and important working scientifically skills such as: graph drawing and interpretation; experiment method writing and analysis; numeracy and data calculations.</p> <p>Paper 1 topics: 8.04 Parts of a plant, structure of the leaf, rates of photosynthesis 7.08 Reproductive organs and foetal development, variation within a species.</p> <p>Paper 2 topics: 8.08 Acids and alkalis 8.02 Rocks types and cycle, Earth's atmosphere</p> <p>Paper 3 topics: 8.01 Energy transfers during heating and cooling, density and the particle model 8.03 Resultant forces and speed</p>				
Revision Resources	<ul style="list-style-type: none"> • Paper work book from your teacher • Science Sparx (for homework questions) https://sparxscience.com/ • YoutubeCognito (for video mind maps of every topic) https://www.youtube.com/channel/UCaGEe4KXZrjou9kQx6ezG2w • BBC Bitesize (for simplified explanations of every topic) https://www.bbc.co.uk/bitesize/subjects/zrkw2hv • Oak National Academy (for online lessons for every topic) https://continuityoak.org.uk/Lessons 				

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HISTORY



Paper	Big test	Length	1 hr	Marks	40
Topics	<p>The Reformation and Henry VIII</p> <ul style="list-style-type: none"> - What was the Reformation - Martin Luther - The printing press - Henry VIII's break from Rome - Dissolution of monasteries - How Henry VIII changed the Church <p>The Tudors (The religious rollercoaster)</p> <ul style="list-style-type: none"> - Edward VI and the changes he made - Mary I and the changes she made - Elizabeth I and the changes she made <p>The English Civil War</p> <ul style="list-style-type: none"> - The causes of the English Civil War - Charles I execution - Oliver Cromwell becomes Lord Protector <p>Slavery</p> <ul style="list-style-type: none"> -How did the slave trade begin? <p>The Middle passage</p> <ul style="list-style-type: none"> -The role of the British Empire -Slave auctions and plantations -How did people resist slavery? -Abolishment of slavery 				
Revision Resources	<ul style="list-style-type: none"> • Resources on Teams • BBC Bitesize • Revision PowerPoint on Teams / printed copy from your teacher 				

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GEOGRAPHY



Paper	1	Length	Marks
Topics	<p>Population</p> <ul style="list-style-type: none"> • Population Density • Population distribution • Sparsely vs densely populated areas • Overpopulation • Population pyramids • Ageing populations • Migration <p>Coasts</p> <ul style="list-style-type: none"> • Waves • Types of erosion • Types of transportation • Types of weathering • Coastal landforms: Headlands and bays, caves, arches, stacks and stumps, beaches • Impacts of erosion • Coastal management <p>Ecosystems</p> <ul style="list-style-type: none"> • Global temperature and precipitation • Climate graphs • Taiga- characteristics, threats and management • Coral reefs- Characteristics, threats and management <p>Tectonics</p> <ul style="list-style-type: none"> • Geological timescales • Structure of the earth • plate movement and types • Plate margins- constructive, destructive • Volcano types- shield and composite • Living with volcanoes 		
Revision Resources	<ul style="list-style-type: none"> • <i>Population: Population - KS3 Geography - BBC Bitesize</i> • <i>Migration: Migration guide for KS3 geography students - BBC Bitesize</i> • <i>Coasts: Coastal processes and landforms - BBC Bitesize</i> • <i>Management: Coastal management - KS3 Geography - BBC Bitesize</i> <p>• <i>There will also be quizzes on your teams page for you to complete as part of your revision</i></p>		

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RELIGIOUS EDUCATION



Paper	<i>Islam / Religious Authorities/ Dharmic Faiths/ Hindu Dharma</i>	Length	<i>45 mins</i>	Marks	<i>44</i>
Topics	<p><u>Islam</u></p> <ul style="list-style-type: none"> • Pre-Islamic Arabia • Prophet Muhammad and the Qur'an • Prophet Muhammad – The Hijrah and Conquest of Mecca • The Final Sermon • The Sunni-Shi'a Split • Caliphates • The Five Pillars • Practices of Salah <p><u>Religious Authority</u></p> <ul style="list-style-type: none"> • The Founders and Living Traditions • The Formation of Texts • Influential People <p><u>Introduction to Dharmic Faiths</u></p> <ul style="list-style-type: none"> • The Origins of the Dharmic Traditions • Cyclical Time • Dharmic Traditions in the UK <p><u>Hindu/Dharma</u></p> <ul style="list-style-type: none"> • Brahman • The Trimurti • Authority and Sacred Texts • Worship • Festivals • Rituals • Pilgrimage • Ahimsa • The Caste System 				
Revision Resources	<i>Revision Guides</i>				

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FRENCH

Paper	2	Length	1 hr	Marks	tbc
Topics	<p><i>Holidays</i></p> <ul style="list-style-type: none"> ○ <i>Destination and accommodation</i> ○ <i>Modes of transport</i> ○ <i>Past tense</i> ○ <i>Imperfect tense: the weather</i> ○ <i>Expressing opinions and preferences about holidays</i> ○ <i>Future holiday plans: expressions with the infinitive</i> <p><i>Going out and staying in</i></p> <ul style="list-style-type: none"> ○ <i>Present tense: regular and irregular</i> ○ <i>Past tense: regular and irregular</i> ○ <i>Present and infinitive</i> ○ <i>Future wishes: conditional</i> ○ <i>Near future tense</i> ○ <i>TV vocabulary</i> ○ <i>Free time activity vocabulary</i> <p><i>Daily routine, health and fitness</i></p> <ul style="list-style-type: none"> ○ <i>Morning routine</i> ○ <i>Daily routine</i> ○ <i>Routine after school (past tense)</i> ○ <i>Routine changes (conditional tense)</i> ○ <i>Healthy eating and direct object</i> ○ <i>Keep a healthy lifestyle</i> <p><i>School and future plans</i></p> <ul style="list-style-type: none"> ○ <i>What is your school like</i> ○ <i>Extracurricular activities</i> ○ <i>Jobs (future tense)</i> ○ <i>School rules</i> ○ <i>Changes in school (conditional tense)</i> 				
Revision Resources	<ul style="list-style-type: none"> • <i>Languagenut</i> • <i>PPT uploads on TEAMS</i> • <i>BBC Bitesize</i> 				

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SPANISH



Paper	2	Length	1 hr	Marks	tbc
Topics	<p><i>Holidays</i></p> <ul style="list-style-type: none"> ○ <i>Destination and accommodation</i> ○ <i>Modes of transport</i> ○ <i>Past tense</i> ○ <i>Imperfect tense: the weather</i> ○ <i>Expressing opinions and preferences about holidays</i> ○ <i>Future holiday plans: expressions with the infinitive</i> <p><i>Going out and staying in</i></p> <ul style="list-style-type: none"> ○ <i>Present tense: regular and irregular</i> ○ <i>Past tense: regular and irregular</i> ○ <i>Present and infinitive</i> ○ <i>Future wishes: conditional</i> ○ <i>Near future tense</i> ○ <i>TV vocabulary</i> ○ <i>Free time activity vocabulary</i> <p><i>Daily routine, health and fitness</i></p> <ul style="list-style-type: none"> ○ <i>Morning routine</i> ○ <i>Daily routine</i> ○ <i>Routine after school (past tense)</i> ○ <i>Routine changes (conditional tense)</i> ○ <i>Healthy eating and direct object</i> ○ <i>Keep a healthy lifestyle</i> <p><i>School and future plans</i></p> <ul style="list-style-type: none"> ○ <i>What is your school like</i> ○ <i>Extracurricular activities</i> ○ <i>Jobs (future tense)</i> ○ <i>School rules</i> ○ <i>Changes in school (conditional tense)</i> 				
Revision Resources	<ul style="list-style-type: none"> • <i>Languagenut</i> • <i>PPT uploads on TEAMS</i> • <i>BBC Bitesize</i> 				

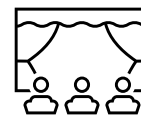
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Paper	N/A	Length	3 hrs	Marks	0-100%
Topics	<p>Maori Art Page</p> <p>A4 Maori page inspired by the artist Margaret Bremner</p> <p>Skills- Page layout and composition watercolour background with two circles Graphite transferring Graffiti images of the artists work Facts and annotations break down about the artists work Water colour blending from dark to light tones Maori patterns and designs added to two circle designs</p> <p>Knowledge- Knowledge recall about the artists work Analysing the artists work</p>				
Revision Resources	<p>https://www.newzealand.com/uk/feature/maori-arts/ https://www.facebook.com/Art10Gallerynanaimo/videos/margaret-bremners-shape-shifting-show-is-up-zentangle-designs-explode-in-so-many/1580053679756869/ https://www.gallea.ca/en/artists/margaret-bremner https://en.wikipedia.org/wiki/New_Zealand_art</p>				

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DRAMA



Paper	N/A	Length	All lessons	Marks	0-100%
Topics	<p>Rehearsal</p> <p>You will be assessed on your focus, contribution of ideas to your group.</p> <ul style="list-style-type: none"> -Focus in rehearsal- rehearse at least six times -Demonstrate safety and control at all times in rehearsal. -Use imagination to create a performance that makes sense. -Ability to respond to teacher/student feedback to improve during the rehearsal phase. -I will be planning for an impact on my audience <p>Performance</p> <ul style="list-style-type: none"> -To use conventions with confidence when required. -To show a clear characterisation using tone of voice, facial expressions, body language and use of space. -Stay in character-sustain the role without laughing throughout the performance. -Face the audience for the whole performance -I will be performing for an impact on my audience. <p>Responding</p> <ul style="list-style-type: none"> -To discuss the elements of performance with confidence. -To analyse the strengths and weaknesses of my own/others performance. -To listen to others ideas and be able to develop or challenge them. -To be able to use the drama terminology with confidence. -I will be evaluating the impact on my audience. <p>Conventions</p> <ul style="list-style-type: none"> - Physical Theatre - Narration - Direct address - Still image 				
Revision Resources	<ul style="list-style-type: none"> • Respond to feedback in lesson • Focus with energy and resilience • Answer questions with thought and imagination • Support your group to be successful 				

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Paper	N/A	Length	30 minutes	Marks	30
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Topics	Hook and riffs
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Revision Resources	<div data-bbox="347 476 1246 1865" style="border: 1px solid black; padding: 10px;"> <h2 style="text-align: center; color: #0070C0;">Exploring Repeated Musical Patterns</h2> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <h3 style="color: #0070C0;">A. Key Words</h3> <p>HOOK – A ‘musical hook’ is usually the ‘catchy bit’ of the song that you will remember. It is often short and used and repeated in different places throughout the piece. HOOKS can either be a:</p> <p>MELODIC HOOK – a HOOK based on the instruments and the singers</p> <p>RHYTHMIC HOOK – a HOOK based on the patterns in the drums and bass parts or a</p> <p>VERBAL/LYRICAL HOOK – a HOOK based on the rhyming and/or repeated words of the chorus.</p> <p>RIFF – A repeated musical pattern often used in the introduction and instrumental breaks in a song or piece of music. RIFFS can be rhythmic, melodic or lyrical, short and repeated.</p> <p>OSTINATO – A repeated musical pattern. The same meaning as the word RIFF but used when describing repeated musical patterns in “classical” and some “World” music.</p> <p>BASS LINE – The lowest pitched part of the music often played on bass instruments such as the bass guitar or double bass. RIFFS are often used in BASS LINES.</p> <p>MELODY – The main “tune” of a song or piece of music, played higher in pitch than the BASS LINE and it may also contain RIFFS or HOOKS. In “Classical Music”, the melody line is often performed “with” an OSTINATO pattern below.</p> </div> <div style="width: 35%;"> <h3 style="color: #0070C0;">B. Famous Hooks, Riffs and Ostinatos</h3> <p><i>Bass Line Riff from “Sweet Dreams” – The Eurythmics</i></p> <p><i>Riff from “Word Up” – Cameo</i></p> <p><i>Rhythmic Riff from “We Will Rock You” – Queen</i></p> <p><i>Vocal and Melodic Hook from “We Will Rock You” – Queen</i></p> <p>we will, we will rock you.</p> <p><i>Rhythmic Ostinato from “Bohème” – Bizet</i></p> <p><i>Bass Line Ostinato from “Habanera” from “Carmen” – Bizet</i></p> <p><i>Ostinato from 2nd Movement of Symphony No.101 (The Clock) – Haydn</i></p> </div> <div style="width: 30%;"> <h3 style="color: #0070C0;">C. Music Theory</h3> <p>REPEAT SYMBOL – A musical symbol used in staff notation consisting of two vertical dots followed by double bar lines showing the performer should go back to either the start of the piece or to the corresponding sign facing the other way and repeat that section of music.</p> <p>TREBLE CLEF – A musical symbol showing that notes are to be performed at a higher pitch. Also called the G clef since it indicates that the second line up is the note G.</p> <p>BASS CLEF – A musical symbol showing that notes are to be performed at a lower pitch. The BASS LINE part is often written using the BASS CLEF. Also called the F clef since it indicates that the fourth line up is the note F.</p> </div> </div> </div>
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Lead Teacher	Mr Gamble	Email	Jerome.gamble@manchester-academy.org
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TECHNOLOGY ((DESIGN))



Paper	NA	Length	3 hours	Marks	0-100%
Topics	<p>Y8 DT Revision Tick List</p> <p>Workshop Safety</p> <p>I can explain why safety rules are important in a workshop. I know what PPE (Personal Protective Equipment) is. I can name the PPE used in a workshop (e.g. goggles, apron, dust mask). I can explain why PPE must be worn when using tools and machinery. I know how to behave safely around others in the workshop.</p> <p>Using Hand Tools Safely</p> <p>I can describe how to use hand tools safely. I know how to secure material before cutting or shaping. I can explain why correct posture and grip matter.</p> <p>Coping Saw</p> <p>I know what a coping saw is used for. I can explain how to hold and use a coping saw safely. I know how to cut accurately along a marked line. I understand why turning the material (not the saw) helps on curves.</p> <p>Filing and Sanding</p> <p>I can explain the purpose of file and sanding. I know the difference between coarse and fine abrasives. I can choose the correct tool for shaping and smoothing. I know how to work safely when filing and sanding.</p> <p>Importance of a Good Finish Before Decorating</p> <p>I can explain why products should be smooth before painting or decorating. I understand how sanding improves appearance and quality. I know that a poor finish affects the final look of the product.</p> <p>Following Relief Lines When Cutting Out</p> <p>I know what relief lines are. I can explain why relief cuts help when cutting curved shapes. I can follow marked lines accurately when shaping material.</p> <p>Pillar Drill Safety</p> <p>I can describe how to use a pillar drill safely. I know why material must be clamped securely. I understand why loose clothing and long hair are dangerous near machinery. I can explain why teacher supervision is needed.</p> <p>Design Task</p> <p>I can identify the design brief. I can research and gather ideas. I can create annotated sketches. I can explain how my design meets the user's needs.</p> <p>Designing Creatively for the Future</p> <p>I can generate original ideas. I can design products for future users and needs. I can consider sustainability in my designs. I can explain how technology may influence future products. I can evaluate and improve my ideas.</p> <p>Final Check</p> <p>I can explain each topic in my own words. I can apply this knowledge in a practical workshop task. I feel confident answering questions about safety, tools, and design.</p>				
Revision Resources	<ul style="list-style-type: none"> Ms McBride & Mr Fittons Revision Handout- 				

Lead Teacher	Ms Mc Bride	Email	Catherine.mcbride@manchester-academy.org
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TECHNOLOGY (FOOD)



Paper	1	Length	45 mins	Marks	50
Topics	<ul style="list-style-type: none">• Hygiene and Safety• The danger zone, different coloured chopping boards and Cross contamination• The fridge and the freezer• Environmental Health Officer• Function and source of fat and how to reduce fat intake• Obesity• Function and sources of Protein and vegetarians.				
Revision Resources	<p>Year 8 BT Revision booklet Food & Cookery.pptx Food, Nutrition and Health. https://www.bbc.co.uk/bitesize/subjects/zdn9jhv</p>				

Lead Teacher	Mrs C Stack	Email	Claire.stack@manchester-academy.org
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COMPUTING



Paper	Big Test	Length	1 hr	Marks:	70
Topics	<ul style="list-style-type: none">• <i>This unit begins by defining a network and addressing the benefits of networking, before covering the types of hardware required are explained.</i>• <i>Learners will develop an understanding of the terms 'internet' and 'World Wide Web'. Learners will develop a network diagram and cost a new network infrastructure. The final lesson discusses operating systems and introduced graphical user interfaces (GUI) & Command line interfaces (CLI).</i>• <i>Define what a computer network is and explain the advantages and disadvantages of using a network</i>• <i>List examples of the hardware necessary for connecting devices to networks</i>• <i>Define what the internet is</i>• <i>Explain how data travels between computers across the internet</i>• <i>Explain the difference between the internet, its services, and the World Wide Web</i>• <i>Create a network diagram using a range of hardware solutions & pricing to enable re world understanding and context.</i>• <i>Understand what an operating system is and be able to define a Graphical user interface & a Command line interface.</i>• <i>Write simple Python programs that display messages, assign values to variables, and receive keyboard input</i>• <i>Use simple arithmetic expressions in assignment statements to calculate values</i>• <i>Receive input from the keyboard and convert it to a numerical value</i>• <i>Describe what HTML is</i>• <i>Identify and explain the features of a website</i>• <i>Know the basics of good Web Design</i>				
Revision Resources	Year 8 BT2 Revision.pptx				

Lead Teacher	Ms Rashid	Email	Nazim.rashid@manchester-academy.org
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MY REVISION TIMETABLE

Week ____	Slot 1 __:__:__->__:__:__	Slot 2 __:__:__->__:__:__	Slot 3 __:__:__->__:__:__
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