



**BELVOIR**  
A PRIORY ACADEMY

# Year 8 Exams Revision

## The Rules!

- You will decide which subjects to revise on which days, and then which topics to focus on. **Do your best to stick to it.**
- Each session needs to be a minimum of **30 minutes** with NO distractions. Put your phone in another room, turn the TV off and tell your family you are revising.
- Your sessions should be **5 mins self-quizzing, 20 mins active revision, 5 mins writing a quiz for next time.**
- Revision sessions need to be **active**. This means NOT just reading and highlighting. Do something with the information – turn it into pictures, summarise it onto revision cards, test yourself or get someone to test you.
- Set yourself a day off each week. Remember this can be flexible each week depending on your plans, but you should **be revising for six out of seven days.**

<u>Assessment Checklist</u>	<u>History</u>	<u>English</u>	<u>Geography</u>	<u>Maths</u>	<u>Music</u>	<u>Science</u>
I know the date and time of my assessment in this subject ( <b><i>add to the assessment week schedule on page 8</i></b> ).						
I know how long my assessment is and how long I should spend on each question/section.						
I know how many marks the assessment paper is worth and how these marks are divided between questions.						
I have broken this topic down into sections or chunks so that I can revise it in smaller pieces.						
I know what the questions or tasks on the assessment paper will look like.						
I know how to revise for this assessment.						

## TOPICS TO REVISE

<b>History</b>	<p><u>Elizabethan England</u></p> <ul style="list-style-type: none"> <li>• Spanish Armada</li> <li>• Adventurers (Drake, Raleigh, Lancaster, Frobisher)</li> <li>• Culture (Merrymaking, art, music, education, theatre)</li> </ul> <p><u>English Civil War</u></p> <ul style="list-style-type: none"> <li>• Causes of the war</li> <li>• How people were affected</li> <li>• Significance of the Civil War</li> <li>• How the role of parliament has developed over time following this</li> </ul> <p><u>Witchcraft</u></p> <ul style="list-style-type: none"> <li>• History of witches over time</li> <li>• Reasons why people believed in witchcraft</li> </ul>	<p><u>African Kingdoms</u></p> <ul style="list-style-type: none"> <li>• Examples of African kingdoms and what they were known for</li> <li>• Benin and its involvement in the slave trade</li> <li>• Ideas about Africa in the 19<sup>th</sup> century</li> </ul> <p><u>Transatlantic Slave Trade</u></p> <ul style="list-style-type: none"> <li>• The slave triangle</li> <li>• Auctions and plantations</li> <li>• Rebellions</li> <li>• Abolition – ending of slavery</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• Knowledge of the three poems - <i>Give</i> by Simon Armitage, <i>Refugee Blues</i> by WH Auden and <i>Resistance</i> by Simon Armitage</li> <li>• Poetic language techniques</li> <li>• Poetic structure techniques</li> <li>• Understanding of how these poems link to the theme of Belonging</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Plate Tectonics</li> <li>• Volcanoes</li> <li>• Montserrat case study</li> <li>• OS Map Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Settlement Site</li> <li>• Function and Hierarchy</li> <li>• Urban Land Use Model</li> <li>• Patterns of Crime</li> </ul>
<b>Maths</b>	<ul style="list-style-type: none"> <li>• Ratio and scale</li> <li>• Multiplicative change</li> <li>• Multiplying and dividing fractions</li> <li>• Working in the Cartesian plane</li> <li>• Representing data</li> </ul>	<ul style="list-style-type: none"> <li>• Tables and Probability</li> <li>• Brackets, equations and inequalities</li> <li>• Sequences</li> <li>• Indices</li> </ul>
<b>Science</b>	<p><u>Physics - Forces:</u></p> <ul style="list-style-type: none"> <li>• Pressure in solids, liquids and gases</li> <li>• Balanced and unbalanced forces, speed, distance-time graphs</li> </ul>	<p><u>Biology - Organisms:</u></p> <ul style="list-style-type: none"> <li>• Digestion – nutrients, balanced diet, digestive system, enzymes</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>• MAD TSHIRT</li> <li>• African Drumming</li> <li>• Ukulele, including ukulele tablatures and strumming patterns</li> </ul>	

## Revision Week 1 - Easter Holidays Week 1

Monday 25 <sup>th</sup> March	Tuesday 26 <sup>th</sup> March	Weds 27 <sup>th</sup> March	Thurs 28 <sup>th</sup> March	Friday 29 <sup>th</sup> March	Sat 30 <sup>th</sup> March	Sunday 31 <sup>st</sup> March
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>MAD TSHIRT</li> </ul>	<p><b><u>Maths</u></b></p> <p>Ratio and scale</p>	<p><b><u>Science</u></b></p> <p><u>Physics - Forces:</u></p> <ul style="list-style-type: none"> <li>Pressure in solids, liquids and gases</li> </ul>	<p><b><u>Geography</u></b></p> <p>Plate Tectonics</p>	<p><b><u>History</u></b></p> <p><u>Elizabethan England</u></p> <ul style="list-style-type: none"> <li>Culture (Merrymaking, art, music, education, theatre)</li> </ul>		<p><b><u>History</u></b></p> <p><u>English Civil War</u></p> <ul style="list-style-type: none"> <li>Causes of the war</li> </ul>
<p><b><u>English</u></b></p> <p><i>Give</i> by Simon Armitage</p>	<p><b><u>Geography</u></b></p> <p>Volcanoes</p>	<p><b><u>English</u></b></p> <p><i>Refugee Blues</i> by WH Auden</p>	<p><b><u>History</u></b></p> <p><u>Elizabethan England</u></p> <ul style="list-style-type: none"> <li>Spanish Armada</li> <li>Adventurers (Drake, Raleigh, Lancaster, Frobisher)</li> </ul>	<p><b><u>Science</u></b></p> <p><u>Physics - Forces:</u></p> <ul style="list-style-type: none"> <li>Balanced and unbalanced forces, distance-time graphs</li> </ul>		<p><b><u>Maths</u></b></p> <p>Multiplicative change</p>

## Revision Week 2 – Easter Holidays Week 2

Monday 1 <sup>st</sup> April	Tuesday 2 <sup>nd</sup> April	Weds 3 <sup>rd</sup> April	Thurs 4 <sup>th</sup> April	Friday 5 <sup>th</sup> April	Sat 6 <sup>th</sup> April	Sunday 7 <sup>th</sup>
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>African Drumming</li> </ul>	<p><b><u>Maths</u></b></p> <p>Multiplying and dividing fractions</p>	<p><b><u>Science</u></b></p> <ul style="list-style-type: none"> <li>Speed, distance-time graphs</li> </ul>	<p><b><u>Geography</u></b></p> <p>Montserrat case study</p>	<p><b><u>History</u></b></p> <p><u>English Civil War</u></p> <ul style="list-style-type: none"> <li>Significance of the Civil War</li> </ul>		<p><b><u>History</u></b></p> <p><u>English Civil War</u></p> <ul style="list-style-type: none"> <li>How the role of parliament has developed over time following this</li> </ul>
<p><b><u>English</u></b></p> <p><i>Resistance</i> by Simon Armitage</p>	<p><b><u>Geography</u></b></p> <p>OS map skills</p>	<p><b><u>English</u></b></p> <p>Poetic language techniques</p>	<p><b><u>History</u></b></p> <p><u>English Civil War</u></p> <ul style="list-style-type: none"> <li>How people were affected</li> </ul>	<p><b><u>Science</u></b></p> <p><u>Biology - Organisms:</u></p> <ul style="list-style-type: none"> <li>Digestion – nutrients, balanced diet</li> </ul>		<p><b><u>Maths</u></b></p> <p>Working in the Cartesian plane</p>

### Revision Week 3

Monday 8 <sup>th</sup> April	Tuesday 9 <sup>th</sup> April	Weds 10 <sup>th</sup> April	Thurs 11 <sup>th</sup> April	Friday 12 <sup>th</sup> April	Saturday 13 <sup>th</sup> April	Sunday 14 <sup>th</sup> April
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>• Ukulele tablatures</li> <li>• Strumming patterns</li> </ul>	<p><b><u>Maths</u></b></p> <p>Representing data</p>	<p><b><u>Science</u></b></p> <p><u>Biology - Organisms:</u></p> <ul style="list-style-type: none"> <li>• Digestion – digestive system, enzymes</li> </ul>	<p><b><u>Geography</u></b></p> <p>Settlement Site</p>	<p><b><u>History</u></b></p> <p><u>African Kingdoms</u></p> <ul style="list-style-type: none"> <li>• Examples of African kingdoms and what they were known for</li> <li>• Benin and its involvement in the slave trade</li> </ul>		<p><b><u>History</u></b></p> <p><u>African Kingdoms</u></p> <ul style="list-style-type: none"> <li>• Ideas about Africa in the 19<sup>th</sup> century</li> </ul>
<p><b><u>English</u></b></p> <p>Poetic structure techniques</p>	<p><b><u>Geography</u></b></p> <p>Function and Hierarchy</p>	<p><b><u>English</u></b></p> <p>How do the poems link to the theme of Belonging?</p>	<p><b><u>History</u></b></p> <p><u>Witchcraft</u></p> <ul style="list-style-type: none"> <li>• History of witches over time</li> <li>• Reasons why people believed in witchcraft</li> </ul>	<p><b><u>Science</u></b></p> <p><u>Physics - Forces:</u></p> <ul style="list-style-type: none"> <li>• Pressure in solids, liquids and gases</li> </ul>		<p><b><u>Maths</u></b></p> <p>Tables and Probability</p>

## Revision Week 4

Monday 15 <sup>th</sup> April	Tuesday 16 <sup>th</sup> April	Weds 17 <sup>th</sup> April	Thursday 18 <sup>th</sup> April	Friday 19 <sup>th</sup> April	Saturday 20 <sup>th</sup> April	Sunday 21 <sup>st</sup> April
<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>Ukulele</li> </ul>	<p><b><u>Maths</u></b></p> <p>Brackets, equations and inequalities</p>	<p><b><u>Science</u></b></p> <p><u>Physics - Forces:</u></p> <ul style="list-style-type: none"> <li>Balanced and unbalanced forces</li> </ul>	<p><b><u>Geography</u></b></p> <p>Urban Land Use model</p>	<p><b><u>History</u></b></p> <p><u>Transatlantic Slave Trade</u></p> <ul style="list-style-type: none"> <li>Auctions and plantations</li> </ul>		<p><b><u>History</u></b></p> <p><u>Transatlantic Slave Trade</u></p> <ul style="list-style-type: none"> <li>Rebellions</li> <li>Abolition – ending of slavery</li> </ul>
<p><b><u>English</u></b></p> <p>Write practise comparative paragraphs</p>	<p><b><u>Geography</u></b></p> <p>Patterns of Crime</p>	<p><b><u>English</u></b></p> <p>Write practise comparative paragraphs</p>	<p><b><u>History</u></b></p> <p><u>Transatlantic Slave Trade</u></p> <ul style="list-style-type: none"> <li>The slave triangle</li> </ul>	<p><b><u>Science</u></b></p> <p><u>Biology - Organisms:</u></p> <ul style="list-style-type: none"> <li>Digestion – nutrients, balanced diet, digestive system, enzymes</li> </ul>		<p><b><u>Maths</u></b></p> <p>Fractions and percentages</p>

**Assessment Week**

<b>Monday 22<sup>nd</sup> April</b>	<b>Tuesday 23<sup>rd</sup> April</b>	<b>Weds 24<sup>th</sup> April</b>	<b>Thursday 25<sup>th</sup> April</b>	<b>Friday 26<sup>th</sup> April</b>		
<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>	<b>Assessments:</b>		
<b>Revision:</b>	<b>Revision:</b>	<b>Revision:</b>	<b>Revision:</b>			



## Active vs Passive Revision

Active Revision is...

Passive Revision is...

How many examples of ACTIVE revision techniques can you think of? List them below.

Improve these passive revision activities by adding an ACTIVE revision strategy to them:

Rereading the text	
Looked through your exercise book	
Copied out of the text book	
Highlighted key information in a text	
Watched a revision video on YouTube	
Looked at the text book	

# How Do I Revise?

## Revision Cards or Dual Coding?

Draw simple pictures to illustrate a key fact.	Write a key word or topic heading on one side, then the explanation or information on the other side.	Your brain remembers pictures and words in different ways, so this doubles your chance of remembering the information.	Write an example exam question on one side, then the key ideas you would need to answer that question.
Use the Leitner method of three boxes to structure your use of the cards.	Quiz yourself by seeing if you can remember the words that match the picture, then swap round.	Write a key word or topic on one side, then make links to other key words and topics on the other side.	Quiz yourself on your cards or get someone else to quiz you.

Write an explanation or draw a diagram to remind yourself what the Leitner method is:

# How Do I Revise?

Note-Making

Quizzing

## History Note Making

## History Quiz

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

<b>Factual</b>	<b>Predictive</b>	<b>Analytical</b>	<b>Application/Synthesis</b>
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	<b>Is/Are</b>	<b>Did/Do</b>	<b>Can</b>	<b>Would/Should</b>	<b>Will</b>	<b>Might/Could</b>
<b>What</b>						
<b>Where</b>						
<b>When</b>						
<b>Who</b>						
<b>Why</b>						
<b>How</b>						

# How Do I Revise?

## 1. Space your practice

If you want to study effectively, you should spread out your revision rather than trying to do it all in one go. This is easier said than done, but if you are organised enough, you can spend less time revising and remember more.

## 2. Make sure you fail occasionally

People who make the most mistakes when they first start have better scores later on. These people are pushing themselves to learn new things and make links with their existing knowledge, which improves their overall memory and understanding.

The message is clear: invest some time in trying things out, which may mean failing occasionally, if you want to maximise learning in the long run.

## 3. Practise the thing you'll be tested on

The big mistake many students make is not practising the thing they will be tested on. If your assessment involves writing an essay, you need to practise essay-writing. Merely memorising the material is not enough.

Writing assessment answers is a skill, just like playing an online game is a skill. You wouldn't try and improve at a game by trying to memorise moves, you'd practise making them. Other research confirms that practising retrieving information is one of the best ways to ensure you remember it.

## 4. Structure information, don't try to remember it

Trying to remember something has been shown to have almost no effect on whether you do remember it. The implication for revision is clear: just looking at your notes won't help you learn them.

Instead, you need to reorganise or rewrite the information in some way – whether by making notes of your notes, thinking about how what you're reading relates to other material, or practising writing answers.

## 5. Rest and sleep

A full night's sleep helps you learn new skills or retain information. Staying up all night to revise will increase your stress levels and cramming will not help your memory in the long term (see number 1).

# How Do I Revise?

## Mind maps

- Start with a large piece of paper.
- Revise a topic or a sub-topic.
- Use a selection of words and diagrams.
- Use colour, shapes, symbols, pictures and cuttings to bring the information to life.
- Use lines and arrows to connect ideas.
- Stick your learning map on your wall/door, anywhere it can be seen easily and often.

## Revision Cards

- Reduce the information from one sub-topic to key points/bullet points. This could build up into a little booklet that you can carry wherever you are. You can put the key points on one side and the detail on the other if you want.
- Create a quiz for yourself. For example, write key words on one side of your revision cards and definitions on the other side. Get a friend or family member to test you.

## Copy, Cover, Check

- Divide your page into three columns.
- Write key information in the left-hand column.
- Go back to the top of your page. Cover the left-hand column and see how much you can remember to write into the middle column. Uncover and check your answers. Correct any mistakes.
- Do it again! Cover both columns and try to recall more information to write into the final column. Check and correct.

## Post-It Notes

- Create your own sorting activity. For example, write parts of a cycle or important dates on separate post-it notes and then try to organise them into the correct order. Do this a few times over a number of days.
- Decorate your bedroom (or even your house!) with key information, facts, definitions etc that you need to know so that you are seeing them all the time.

## Online

- Ask your teacher for any key websites that might be useful to help you revise.
- BBC Bitesize is usually a great place to start as it covers lots of different subjects.
- Go on Youtube sites set up by teachers and watch and listen to the information. Search for the topic you want to revise and find a presentation.

## Practice Questions

- Ask your teacher for practice questions that you can try out at home.
- Look through your exercise book for questions similar to the ones on your assessment. Try to rewrite your answers, improving them and following any teacher feedback.
- Work with a partner to create your own assessment-style tasks, then try to answer each other's questions.