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Respect ■ Determination ■ Ambition

**Year 8**  
**June 2024**

**Information & Support for**  
**Students & Parents**

This guide includes:

1. How to prepare an effective environment for studying or revising
2. How to manage your time effectively
3. Learning and memory tools – tips for revision
4. Exam day checklist
5. What to do during the exams
6. Support and Guidance for KS3 Examined Subjects

## **1. How to prepare an effective environment for studying or revising**

It is important to find a place where you can concentrate and study properly. You need to have the resources you need available e.g. textbooks, revision guides, school exercise books and access to the internet for online resources. However, you should also try and avoid having too many distractions.

It is advisable to work in a quiet room with an open window for plenty of fresh air. Make sure you have a bottle of water as it's hard to concentrate if you are dehydrated.

Some pupils find listening to quiet music helps concentration. Having the television on or loud music is likely to be a big distraction. It would be a good idea to leave your mobile phone in a different room so this doesn't become a distraction.

## **2. How to manage your time effectively?**

### **When should I start revising?**

Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Summer Exams a few weeks before they take place. Exam timetables and details of what to revise for the Summer Exams will be on the school website just before the Easter holidays. Many subjects will do some revision in lessons prior to the exams but it is important to do your own revision as well.

### **Do I need a revision schedule?**

It is important that you know when your exams are taking place. The exam timetable will be on the school website. Your tutors and subject teachers will also tell you when your exams are taking place. It is a good idea to plan a revision schedule to ensure you are ready for each exam. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute. Some pupils will put a copy of their revision schedule on their bedroom wall. Others like to write their revision schedules in their school planner. Whilst it is important to do plenty of revision you can't revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

### **How much time should I spend revising?**

You will probably want to spend more time on subjects you find more difficult. 20 minutes per session is recommended having a break and moving on to another topic or subject in the build-up to exams, though the amount will vary from subject to subject. Follow your teachers' advice.



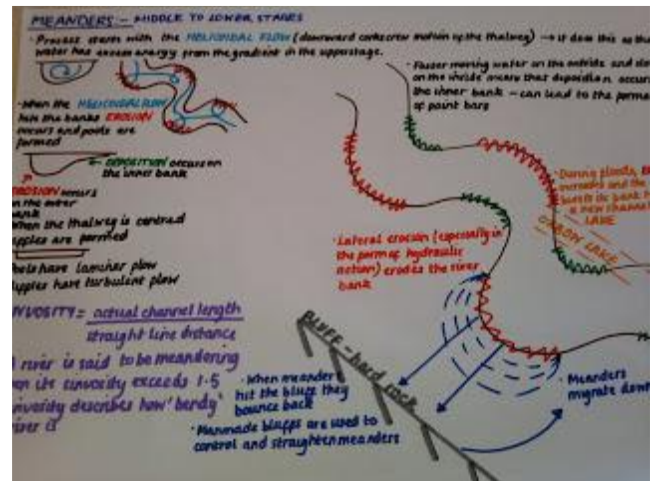
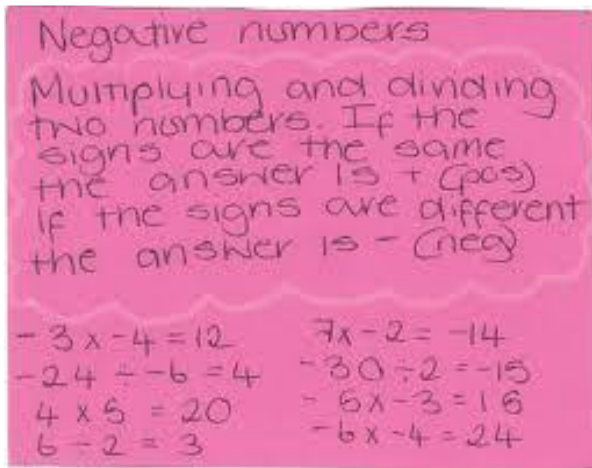
### 3. Learning and memory skills – tips for revision

#### What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information for your year group from the support and guidance section for subjects. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure ask your teachers!

#### Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn. For example:



#### Use memory techniques

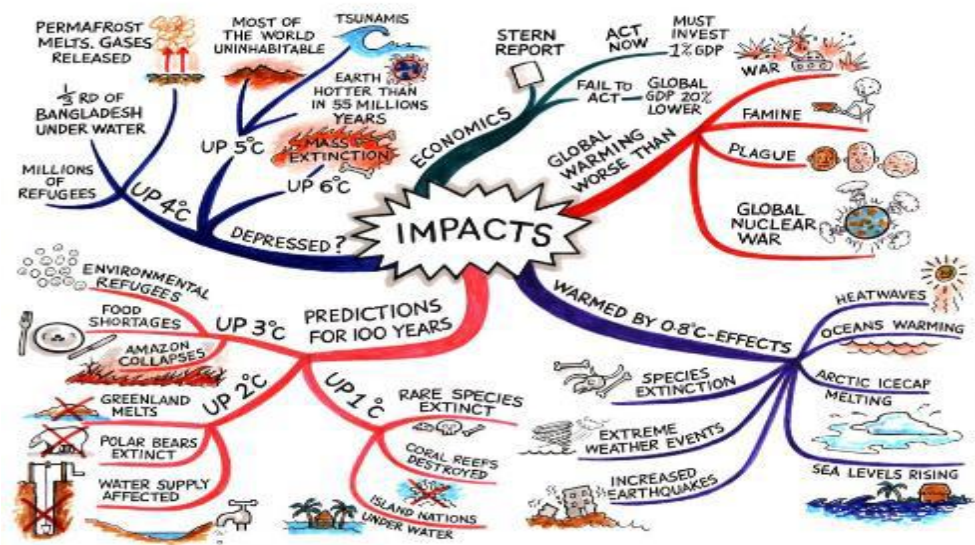
A variety of memory techniques can be used such as

- Making up rhymes/songs



## Draw mind maps

Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise things you have read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject. Examples are below:

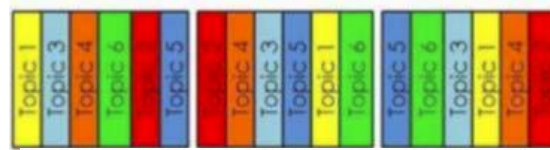


## Organising Revision

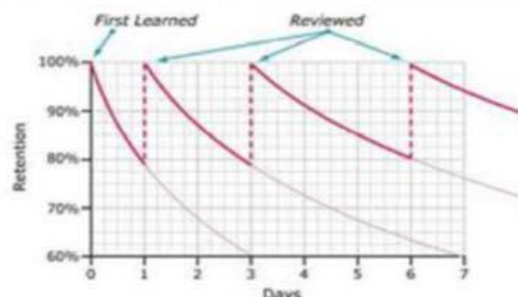
*What does the research say?*

Blocking your revision- focusing on one topic for a long time then moving on to a new topic – is not the best way to revise.

## Blocking vs interleaving



Typical Forgetting Curve for Newly Learned Information



*What does the research say?*

Ebbinghaus's famous forgetting curve shows that the brain naturally "forgets" information. If we revisit Previously covered topics after some time has elapsed, we have a greater chance of remembering more of the information.

Interleaving your topics is far more effective! The research suggests that when you plan your revision timetable, mix your topics and your subjects up (Interleaving). It may *seem* sensible to concentrate on a single topic in History for 3 straight nights, but actually you will remember more if you interleave with different subjects and topics. Remember to revisit (Spacing) what you are revising regularly.

### **Reading Around the topic**

Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

### **Get Tested**

Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information. You can also ask your parents or older siblings to test you. Alternatively you could explain what you have learnt to a friend.

### **Do practice questions**

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent to do so for you.

## **4. Exam day (or night before) check list**

Get a good night's sleep

Pack your bag with the correct equipment

Check the time of your exam so there are no last minute surprises

Eat a healthy breakfast

Have plenty to drink (water is best)

Leave home in plenty of time so you are not rushed and are as calm as possible

Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning

## **5. What to do during an exam**

- Try to relax and not to worry
- Read the instructions on the front of the exam paper
- Read the questions carefully
- Highlight any key words/command words to help you understand the question
- Complete all the questions you are asked to
- Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- If you get stuck, move on to the next question and come back to it later
- Leave time at the end to check through your answers carefully
- If you are really unsure what the question is asking you then have a guess.

You might be right. You won't get any marks if you leave a question blank!



## Revision Planner

[illegible]



# Mathematics

Contact: [j.itang@northampton-academy.org](mailto:j.itang@northampton-academy.org)

Students will be sitting three 45-minute non-calculator and calculator papers for their end of year assessment. This will assess the knowledge students have obtained since September and general mathematical skills.

## Topics to be covered in the assessment:

Half Term	Topic and Content
HT1	<b>8.01 – Powers and Roots</b> <i>Use integer powers and roots</i>
	<b>8.02 – Prime Factorisation</b> <i>Prime numbers, factors, product notation HCF and LCM</i>
	<b>8.03 – Rounding to Significant Figures</b> <i>Round numbers to varying degrees of accuracy</i>
	<b>8.04 – Fractions</b> <i>Multiply and divide fractions and mixed numbers</i>
HT2	<b>8.05 – Solving Linear Equations</b> <i>Use algebraic methods to solve linear equations</i>
	<b>8.06 – Forming and Solving Equations</b> <i>Model situations through algebraic expressions</i>
	<b>8.07 – Coordinates and Basic Graphs</b> <i>Developing algebraic relationships and coordinates</i>
HT3	<b>8.08 – Units of Measure</b> <i>Standard units of mass, length, time, money</i>
	<b>8.09 – Angles in Parallel Lines</b> <i>Alternate corresponding and co-interior angles</i>
	<b>8.10 – Interior and Exterior Angles</b> <i>Regular Polygons</i>
	<b>8.11 – Circumference</b> <i>Perimeters of 2D shapes (including circles) and composite shapes</i>
HT4	<b>8.12 – Proportional Reasoning</b> <i>Relationships between quantities as ratios or fractions</i>
	<b>8.13 – Fraction, Decimals and Percentages</b> <i>Convert between FDP and multipliers</i>
	<b>8.14 – Ratio</b> <i>Dividing quantities into parts, solving problems using parts</i>
HT5	<b>8.15 – Area of Circles and Trapezia</b> <i>Solve problems using formulae (including part circle)</i>
	<b>8.16 – Presenting and Interpreting Data</b> <i>Construct tables, charts, and diagrams</i>
	<b>8.17 – Averages</b> <i>Describe, interpret and compare distributions (MMMR)</i>

Below are some resources to help students revise and prepare for their exam:

### Websites

- Sparx Maths – independent learning
- Corbett Maths – videos and practice questions

### Class Exercise books

- The trackers in the front have students' comments detailing what they can do to improve for each topic listed above

Examples for each topic and unfinished worksheets for students to complete



## English

Contact: [l.cook@northampton-academy.org](mailto:l.cook@northampton-academy.org)

One section of the exam will test students' ability to write their own creative piece, demonstrating their narrative and descriptive skills in response to a written prompt, scenario or visual image.

The skills looked at for this exam are as follows:

- To communicate clearly, effectively and imaginatively, selecting and adapting their tone, style and register for different forms, purposes and audience.
- To organise their ideas using paragraphs and other structural and grammatical features.
- Use a range of ambitious vocabulary.
- Use a range of literary devices (like similes and personification) for effect.
- Use correct grammar and punctuation.
- Use a range of sentence structures.
- Use accurate spelling.

The second section of the exam will test students' ability to read a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

The skills looked at for this exam are as follows:

- Identify and interpret explicit and implicit information and ideas.
- Recognise word class, literary devices and structural techniques.
- Explain, comment on and analyse how writers use language and structure.
- Comment on the effects of the writer's language and structural choices.
- Evaluate texts critically and support this with appropriate textual references.

Below is a list of resources to help students revise and prepare for their exam:

### School Resources:

- Class exercise books
- Mid-year exam
- Knowledge Organisers
- Topic support sheets

### YouTube:

- Mr. Bruff grammar videos <https://www.youtube.com/watch?v=ECFDyuu0DKk>
- <https://www.youtube.com/watch?v=Ti5CKcdwbuA>

### Websites:

- Geoff Barton vocabulary lists [http://geoffbarton.co.uk/files/student-resources/GCSE-A\\*/GB-Top-level-vocab.pdf](http://geoffbarton.co.uk/files/student-resources/GCSE-A*/GB-Top-level-vocab.pdf)
- <https://www.literacyshed.com/the-images-shed.html>
- <https://www.pobble365.com>
- <https://www.bbc.com/bitesize/subjects/z3kw2hv>

### Books:

- CGP [Spelling, Punctuation and Grammar for KS3 - Workbook \(with answers\)](#)
- CGP [KS3 English Workbook \(with answers\)](#)



## Science

Contact: [p.swallow@northampton-academy.org](mailto:p.swallow@northampton-academy.org)

Students will be sitting 3 End of Year papers, focusing on a selection of topics covered this year. The papers will be 40 minutes in length each and will be out of a total of 40 marks.

The paper will contain a mixture of exam style questions which will be designed to test their scientific knowledge, practical skills, graphing and mathematical abilities as well as their explanation skills in extended answer questions. The End-of-Year Papers will cover the following topics:

Paper	Topic	Sub-Topics
EOY Paper 1 - Biology	• 8BE – Ecological relationships and Classification	Food webs, Estimating populations, Classification Variation
	• 8BD – Digestion and Nutrition	Diet, Food tests, Digestive system, Enzyme action investigation
EOY Paper 2 - Chemistry	• 8CP – The Periodic Table	Elements and periodic table, Electron configuration, Properties of elements, Chemical reactions, Groups
	• 8CM – Materials and the Earth	Structure of the Earth, Rock cycle, Fossils and fossil fuels, Changes to the atmosphere, Resources and recycling
EOY Paper 3 - Physics	• 8PL – Light and Space	Light waves, Interactions of light and matter, Vision and colour, Solar system, Weight, mass, gravity
	• 8PE - Electricity	Basic circuits, Series and parallel, Resistance, Static electricity, Magnetism, Electromagnetism

Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books.
- Use the keyword grids (in your books and/or (Satchel:one) to revise your key scientific terms.
- Use the Knowledge Organisers (in your topic booklets and/or on (Satchel:one).
- Revision booklets (either given to you in lesson, or available on Satchel:one) with summary questions for each topic.
- Use BBC Bitesize to help remind you of the content and try the quizzes to test your knowledge (<https://www.bbc.com/bitesize/subjects/zng4d2p>).
- Use Seneca to help remind your of the content and answer the questions to help you practice applying your knowledge.
- Oak National academy lessons, which can be found at: <https://continuityoak.org.uk/Lessons> KS3 science, look for Year 8 topics

# History

contact : [d.mcnelly@northampton-academy.org](mailto:d.mcnelly@northampton-academy.org)

Students will have two end of year assessments which will cover the topics that have been studied throughout the academic year. Paper 1 (Section A and B) will last for 30 mins and Paper 2 (Section C) will last for 30 mins. The assessment will consist of the following:

Topic	Content
The Reformation	<ul style="list-style-type: none"> <li>Why does Martin Luther remain a significant figure?</li> <li>What was a young Henry VIII like?</li> <li>What was Henry VIII's 'Great Matter'?</li> <li>The break with Rome</li> <li>Why did Henry dissolve the monasteries?</li> </ul>
Tudor England	<ul style="list-style-type: none"> <li>Edward VI and Protestantism</li> <li>Why was Mary Tudor nicknamed 'Bloody Mary'?</li> <li>What was Elizabeth's 'Middle Way'?</li> <li>The Spanish Armada</li> <li>Why did the Catholics try to blow up Parliament in 1605?</li> </ul>
The English Civil War	<ul style="list-style-type: none"> <li>What was the Divine Right of Kings?</li> <li>Why did Charles I embark on Personal Rule?</li> <li>Why did the English Civil War break out in 1642?</li> <li>Who won the English Civil War?</li> <li>The execution of Charles I</li> <li>Cromwell and the Restoration</li> </ul>
The Slave Trade	<ul style="list-style-type: none"> <li>The Transatlantic Slave Trade</li> <li>The Middle Passage</li> <li>Slave auctions</li> <li>Life on a plantation</li> <li>Slave rebellions and the abolition of slavery</li> </ul>

## Section A

- 5 multiple choice knowledge-based questions
- 5 knowledge questions
- Chronology task – placing events and years into chronological order

## Section B

- Write down two things you can infer from the source about an enquiry.
- Identify the origin of a source.
- Using the origin, what is the purpose of the source?
- Identify the message made in interpretation 1
- Use your own knowledge to support interpretation 1
- Identify what a counter interpretation may argue

**Section C:** Extended writing in which students will need to explain why something happened, how much something changed or the significance of an event

Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books
- Seneca and SMHW quizzes
- YouTube
  - The Reformation - <https://www.youtube.com/watch?v=FhGGiRivq7w>
  - Henry VIII - <https://www.youtube.com/watch?v=Oisw1I5dYho>
  - Mary I - <https://www.youtube.com/watch?v=1eaMix9x4HE>
  - Elizabeth I - <https://www.youtube.com/watch?v=TdDIm1zIloA>
- BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zk26n39> <https://www.bbc.com/bitesize/subjects/zk26n39>



## Religious Studies

Contact: [a.nicholson@northampton-academy.org](mailto:a.nicholson@northampton-academy.org)

Students will sit two 30 minute exams covering the following content that they have studied this year

Below is a list of resources to help students revise and prepare for their exam:

- Class Exercise books
- Revision sheets will be given to students and shared on Show My Homework.
- All lessons and content will be available on SMHW for students and home to access.
- Example questions and answers will be given to students by their class teacher and shared on SMHW.
- Knowledge Organisers will be handed out in class as well.

### T4 Islam

1	Islam	The religion of the Muslims, a monotheistic faith regarded as revealed through Muhammad as the Prophet of Allah.
2	Allah	"The God" in Arabic.
3	Tawhid	The belief in the oneness of God.
4	Revelation	A message from God to human beings.
5	Prophet Muhammad	An Arab religious, social, and political leader and the founder of Islam.
6	Qur'an	The central religious text of Islam, believed by Muslims to be the final revelation from God.
7	Mecca	Holy city for Muslims established by Ibrahim and Ishmael.



## T5. Origins of Abrahamic Faith

11	<b>Sunnah</b>	The traditions and practices of the Prophet Muhammad.
12	<b>Sunni</b>	The branch of Islam with the majority of followers, Sunni meaning followers of the Sunnah.
13	<b>Shia</b>	The branch of Islam with the minority of followers, Shi'a meaning 'House of Ali'.
14	<b>Sunni/Shia Split</b>	A division in Islam which occurred after the death of the Prophet Muhammad on who should lead the Ummah.
15	<b>Caliphate</b>	An area ruled by a Muslim leader.
16	<b>The Five Pillars</b>	The basic acts in Islam, considered mandatory by believers, and are the foundation of Muslim life.
17	<b>Hajj</b>	The Hajj is an annual Islamic pilgrimage to Mecca, Saudi Arabia, the holiest city for Muslims.
18	<b>Greater Jihad</b>	The spiritual struggle within oneself against sin.
19	<b>Lesser Jihad</b>	Defending Islam from threat but must meet a range of strict conditions to be declared.
20	<b>Islamophobia</b>	Dislike of or prejudice against Islam or Muslims.



1	<b>Genesis</b>	The first book of the Jewish and Christian scriptures.
2	<b>Adam and Eve</b>	According to Genesis, they were the first human beings created by God.
3	<b>Noah</b>	The hero of the biblical flood story in the book of Genesis.
4	<b>The Flood</b>	God's decision to return the Earth to its pre-creation state of watery chaos and then remake it in a reversal of creation.
5	<b>Abraham (Ibrahim in Islam)</b>	The common founder of Judaism, Christianity and Islam.
6	<b>Covenant</b>	Conditional promises made to humanity by God.
7	<b>Sacrifice</b>	An act of slaughtering an animal or person or surrendering a possession as an offering to a deity.
8	<b>Isaac</b>	Abraham's son who went on to be ancestor to the Jewish people.
9	<b>Ishmael</b>	Abraham's son who went on to be ancestor to the Muslim people.
10	<b>Mecca</b>	Holy city for Muslims established by Ibrahim and Ishmael.



11	<b>Moses</b>	The Hebrew prophet who led the Israelites out of Egypt and delivered the Law during their years of wandering in the wilderness.
12	<b>Exodus</b>	Second book of the Jewish and Christian scriptures which tells the story of Moses and the Israelites.
13	<b>Leviticus</b>	Third book of the Jewish and Christian scriptures which contains laws and ceremonial practices.
14	<b>Day of Atonement</b>	A religious practice described in Leviticus to remove the sins of the community.
15	<b>Jesus</b>	First-century Jewish teacher who Christians believe to be the Son of God.
16	<b>Pharisees</b>	An ancient Jewish group, distinguished by strict observance of the traditional and written law.
17	<b>Crucifixion</b>	An ancient form of execution in which a person was nailed or bound to a cross.
18	<b>Salvation</b>	Saving from sin and its consequences, believed by Christians to be brought about by faith in Jesus.
19	<b>Polytheism</b>	The belief in more than one god.
20	<b>Monotheism</b>	The belief in one God.





## Geography

Contact: [j.ryrie@northampton-academy.org.uk](mailto:j.ryrie@northampton-academy.org.uk)

Students will sit two 30 minute exams, the first of which will be on Tectonics and the second on Coasts. These will include a mixture of multiple choice questions, short answer questions, maps and statistical information and longer 9 mark questions. Students will be assessed on the following topics:

### Coasts

- To be able to explain why coastlines are important and how they can vary
- To be able to describe the different characteristics of constructive and destructive waves and how these affect the coastline
- To be able to explain the processes that lead to the formation of erosional landforms and examples of these
- To be able to explain the process of longshore drift
- To be able to explain the processes that lead to depositional landforms and examples of these
- To be able to explain the causes and impacts of coastal erosion
- To assess the advantages and disadvantages of coastal management strategies along a specific stretch of coastline

Key case study: The Holderness Coast

### Population and Migration

- To be able to describe and explain the physical and human factors that affect the distribution of population at a variety of scales
- To be able to understand the difference between population density and population distribution
- To be able to give causes and consequences of the 'population explosion'
- To be able to explain the factors affecting population growth and structures within countries (reasons for high and low birth or death rates)
- To be able to explain the Demographic Transition Model (DTM)
- To be able to understand and interpret population pyramids
- To be able to define the term 'migrant'
- To be able to describe and explain the factors which people consider when migrating
- Assess the impacts of migration using a chosen host (UK) and source (Poland) country

Key Case Studies: Japan (ageing population), Poland to UK (Migration)

Below is a list of resources to help students revise and prepare for their exam:

- Year 8 Knowledge Organisers
- Class exercise books
- Seneca
- Bitesize
- End of Topic Test

## Art

Contact: [r.hunter@northampton-academy.org](mailto:r.hunter@northampton-academy.org)

The end of year assessment is based on progress and attainment over the Summer terms focusing on drawing, which is a fundamental art skill.

A substantial part of the assessment will be through a 40 minute examination based on skills, knowledge and understanding of the Unit 'Man-made Forms'. Pupils will be set a drawing task of the visual analysis of a man-made form.

### Success Criteria

- Pencil control
- Observation skill
- Drawing in proportion using measuring and symmetry
- Identifying and using a range of tones
- Creating different textures
- Shading and blending techniques
- Use of highlights and shadow

### Resources to help students revise and prepare:

Knowledge Organiser

Skills practice in lessons

Open book in exam

Internet - How to Draw a Bottle- Pencil Drawing Tutorial

<https://www.youtube.com/watch?v=ahBrFRJOzC0>

## Drama

Contact: [m.henry-moore@northampton-academy.org](mailto:m.henry-moore@northampton-academy.org)

### Devising Drama – 'Old Man'

Pupils have been exploring a stimulus, the lyrics to the song 'Old Man' by Randy Newman and have been exploring characters and relationships based upon this, using it to devise a performance which will form their assessment.

Additionally, they will be given a short quiz testing them on the knowledge gained from this year's curriculum.

### Content to be covered in lesson in preparation for assessment:

- The stimulus
- Creating convincing characters
- The following technical vocabulary: genre, objective, motivation, point of conflict
- Identifying and use a range of approaches to create different characters
- How to use language appropriate to different characters and situations
- How to adapt their own movement and gesture to represent different characters
- How to sustain solo work within the whole group for an extended period.

### Knowledge Quiz will contain questions relating to all of the modules studied this year:

- Commedia Dell'arte
- Jo's Story – Devising

- Noughts and Crosses
- Old Man

Below is a list of resources to help students revise and prepare for their exam:

- Pupils will be given ample rehearsal time in order to create a performance that will enable them to achieve. The following is guidance that will help them to achieve this:
  - Ensure that you feature sufficiently in both the rehearsal process (by contributing ideas and being an active participant) as well as in the performance (you can only be marked on what you show, therefore you will need stage time to show this).
  - Make sure to commit to the performance and showcase your physical and vocal skills
- Ensure that your performance contains the features you have learnt about your chosen practitioner.
- Your exercise books and work booklets
- Knowledge map uploaded to Satchel:One

## PE

Contact: [n.barry@northamptonacademy.org](mailto:n.barry@northamptonacademy.org)

In PE, students will be assessed across the three bands of KPI's including "Fit to Perform", "Fit to Lead" and "Fit for Life".

During the "Fit to Perform" strand, students are assessed on their practical ability in a competitive situation in one of the following activities:

### Athletics

Students will participate in a competitive situation where you will perform 3 athletics events including a run, jump and throw. You will be assessed on the fit to perform column of the marking criteria and will be given a grade from 1-9. You will also be assessed for KPI 1 and 7 during the lesson.

8.1 – Combine and perform skills in different pressured situations.

8.7 – Maintain stamina for long periods of activity.

### Striking and Fielding

The end of year assessment is based on progress and attainment made in the last term of learning in year 8. As with BTEC Sport, you will be assessed based on the practical ability, fitness knowledge and understanding as well as leadership skills. These link to our three strands of PE which are taught through KS3: Fit to Perform, Fit to Lead and Fit for Life.

Success Criteria:

Year 8 – SILVER			
3 strands of Physical Education:			
	Fit to Perform	Fit to Lead	Fit for Life
4	I can perform a range of skills under pressure and show some problem solving and decision-making skills (tactics) in a conditioned or creative	I can lead a small activity to a small group using verbal and non-communication skills.  I can identify the skills needed to be an	I can demonstrate appropriate speed, strength, stamina and suppleness in a selected activity, including being able to complete short and long periods of



	<p>environment.</p> <p>I can identify some complex rules of some sports/events.</p>	<p>effective leader.</p>	<p>sustained exercise.</p> <p>Define the term: intensity.</p> <p>What is the link between diet, physical activity and a healthy and active lifestyle?</p>
5	<p>I can perform a range of skills under pressure and show some problem solving and decision-making skills (tactics) in a variety of conditioned and/or creative environment.</p> <p>I can identify and apply some complex rules of different sports/events.</p>	<p>I can show confidence whilst leading a small activity to a small group.</p> <p>I can organise the equipment and participants quickly and effectively.</p> <p>I can create an audit of my own leadership skills in order to record my strengths and areas for improvement as a leader.</p>	<p>I can demonstrate appropriate speed, strength, stamina and suppleness across various activities, including being able to complete short and long periods of sustained exercise.</p> <p>What short term effects occur to the musculo-skeletal system when warming up?</p> <p>What short term effects occur to the cardio-respiratory system when warming up?</p> <p>What short term effects occur to the Musculo-skeletal system when cooling down?</p> <p>What short term effects occur to the cardio-respiratory system when cooling down?</p> <p>Name the two methods that can be used to measure intensity.</p> <p>What are the methods of training? Can you link them to a component of fitness that is being trained?</p>
6	<p>I can perform a range of skills under pressure consistently and demonstrate problem solving and decision-making in a variety of conditioned environments.</p> <p>I can identify and apply complex rules of a variety of different sports/events.</p>	<p>I can confidently lead an activity to a small group showing effective organisation skills.</p> <p>I can communicate effectively with participants during the activity in order to give feedback.</p> <p>I can create an audit of my own leadership to record my strengths and areas for improvement as a leader and</p>	<p>Can you describe how you would perform each of the different methods of training?</p> <p>How do you calculate your aerobic and anaerobic training zone?</p>

		explain why the skills are important.	
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For the 'Fit to Perform' and 'Fit for Life' strand, you will be assessed during your practical PE lesson where the teacher will assess your practical ability as well as your ability to lead. For the 'Fit for Life' strand, you will complete a quiz on Sachel:One. Below are some resources you can use to support learning at home:

#### Fit to Perform

<https://www.telegraph.co.uk/men/relationships/fatherhood/10973423/How-can-you-turn-your-child-into-a-sports-star.html>  
[https://books.google.co.uk/books?hl=en&lr=&id=h2m7I96ZStgC&oi=fnd&pg=PA184&dq=skill+development+in+sport&ots=5d\\_rERhhZJV&sig=ZxLu6wacInqZle2Zlcw6l24w65k#v=onepage&q=skill%20development%20in%20sport&f=false](https://books.google.co.uk/books?hl=en&lr=&id=h2m7I96ZStgC&oi=fnd&pg=PA184&dq=skill+development+in+sport&ots=5d_rERhhZJV&sig=ZxLu6wacInqZle2Zlcw6l24w65k#v=onepage&q=skill%20development%20in%20sport&f=false)  
<https://www.activekids.com/parenting-and-family/articles/how-to-help-kids-develop-basic-athletic-skills/slide-2>

#### Fit to Lead

[https://www.sportsleaders.org/media/878646/sl0702\\_blueprintforyouthleadership\\_jun15.pdf](https://www.sportsleaders.org/media/878646/sl0702_blueprintforyouthleadership_jun15.pdf)  
<https://www.youtube.com/watch?v=rSYbrd2vOHc> <https://www.youtube.com/watch?v=UlaAVRtMTbQ>

#### Fit for Life

[https://www.irishprimarype.com/wp-content/uploads/2014/12/WarmUp\\_CoolDown.pdf](https://www.irishprimarype.com/wp-content/uploads/2014/12/WarmUp_CoolDown.pdf)  
<https://www.brianmac.co.uk/trnprin.htm>  
<https://www.brianmac.co.uk/conditon.htm>  
<https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise-intensity/art-20046887>  
<https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/2>

Key topics in the quiz include:

- The stages of a warm-up and cool down
- The importance of a warm-up and cool down
- Healthy and active lifestyle
- Intensity
- Components of fitness
- Methods of training

Please use this link to enhance your knowledge for the fit for life quiz:

<https://www.bbc.co.uk/bitesize/examspecs/zxbg39q>



## Computer Science

Contact: [h.rizvi@northampton-academy.org](mailto:h.rizvi@northampton-academy.org)

Students will sit a paper testing their knowledge of topics covered this year. The exam will be 45 minutes long and will include a number of single mark and extended answer questions.

Topics to be covered in the exam:

- Computer systems
  - What is the difference between hardware and software?
  - Input and output devices
  - What is binary?
  - Binary to denary conversion and vice versa
  - How images are represented
    - Calculating file sizes
    - Compression
- Programming with python
  - Variables
  - Data types
  - Selection
- Networks
  - What is a network?
  - Malware (virus, worm, trojan)

Below is a list of resources to help students revise and prepare for their exam:

- BBC bitesize
- Student class books
- Home learning quizzes
- Knowledge organiser





## French and Spanish

Contact: [b.devonshire@northampton-academy.org](mailto:b.devonshire@northampton-academy.org)

Students will be tested on the skills of Listening, Reading and Writing over 2 lessons. The first lesson will cover the Listening and Reading skills; the second lesson will cover the Writing skill. Each assessment should last no longer than 40 minutes, but an entire lesson (60 minutes) will be allocated to cater for students who are entitled to extra time. All skills will cover the topics and grammar listed below. Students will prepare for the Writing over the course of a few weeks, as part of their home learning. In the Writing assessment, students will have to translate 3 sentences into the Target Language and write between 60 – 90 words on one of the topics listed below.

### FRENCH

Vocabulary and structures that will be covered are:

*All of the year 7 vocabulary and grammar should be revised and revisited in preparation for the Year 8 assessments.*

#### Vocabulary

- Topic 1: Holidays: destinations, transport, accommodation, activities, past holidays, future holidays.
- Topic 2: Going out and Staying In: free-time activities, going to a party, future/weekend plans.
- Topic 3: Health and Fitness: routine, food, healthy/unhealthy lifestyles.
- Topic 4: School and Future Plans: school facilities, school rules, jobs description.
- 

#### Grammar

- Using the first-person present tense of common regular and irregular verbs.
- Using the first-person near future tense/past tense.
- Using the first-person past tense.
- Using complex conjunctions: however, moreover.
- Giving opinions and justifications.
- Agreement of adjectives.
- Quantifiers.
- Time expressions.

#### Skills

- Listening, Reading, Writing, Translation, Phonics, Pronunciation, Spontaneity

#### Resources to help students revise and prepare

- All Sentence Builder Booklets
- YEAR 8 FRENCH on [Quizlet](#)
- [KS3 French on Seneca](#)
- [BBC Bitesize](#)
- Exercise books
- Linguagenut



## SPANISH

Vocabulary and structures that will be covered are:

*All of the year 7 vocabulary and grammar should be revised and revisited in preparation for the Year 8 assessments.*

### Vocabulary

- Topic 1: Holidays: destinations, transport, accommodation, activities, past holidays, future holidays.
- Topic 2: Going out and Staying In: free-time activities, going to a party, future/weekend plans.
- Topic 3: Health and Fitness: routine, food, healthy/unhealthy lifestyles.
- Topic 4: School and Future Plans: school facilities, school rules, jobs description.
- 

### Grammar

- Using the first-person present tense of common regular and irregular verbs.
- Using the first-person near future tense/past tense.
- Using the first-person past tense.
- Using complex conjunctions: however, moreover.
- Giving opinions and justifications.
- Agreement of adjectives.
- Quantifiers.
- Time expressions.

### Skills

Resources to help students revise and prepare:

- All Sentence Builder Booklets
- YEAR 8 SPANISH on [Quizlet](#)
- [KS3 Spanish on Seneca](#)
- [BBC Bitesize](#)
- Exercise books
- Linguagenut



## DT

Contact: [j.ribbins@northampton-org](mailto:j.ribbins@northampton-org)

### Year 8 – End of Year assessment

#### Design and Technology

Students sit a 20 minute End of Topic assessment at the end of each material rotation (Food, Textiles and Resistant Materials) which will include a mixture of multiple choice questions, short and long answer questions. These questions will focus on the skills and techniques they have covered throughout the topic. These three End of Topic assessments are then added together to give them an End Of Year score.

Your child will already have completed two end of topic assessments. Below are the content covered in each material area:

##### Textiles

- Health and Safety in the textiles room
- How soft toys are manufactured safely
- Different embroidery techniques
- The function of the design brief and specification
- What a pattern is and why they are used

##### Food & Nutrition

- Health and Safety in the food room
- Where our food comes from – wheat, flour, milk, oats, rice, cheese, yoghurt, potatoes, vegetables, meat, poultry and fish.

##### Resistant Materials

- Health and Safety in the workshop
- Polymers
- Smart materials
- Tools and equipment used to manufacture their product

Below is a list of resources to help students revise and prepare for their exam:

Exercise books

Year 8 Knowledge organisers



# Music

Contact: [f.carney@northampton-academy.org](mailto:f.carney@northampton-academy.org)

Students will show a solo performance marked /100

They will be quizzed on their learnt theoretical knowledge on the below topics

## Topics:

- Note lengths
- Scale and pitch
- Triad Chords
- Building Chords
- Sharps + Flats

## Success Criteria:

1. Performed both hands accurately with the correct rhythms
2. No noticeable mistakes
3. Good hand technique
4. Performed with a great sense of fluency and musicality

## Resources to aid with revision:

### Knowledge organisers and Booklets

<https://www.onlinepianist.com/virtual-piano>

<https://www.youtube.com/watch?v=ZcThdL2CQpI>

<https://www.youtube.com/watch?v=yoAkkFa0Kto&t=9s>