

# Revision Booklet



YEAR 8

Cycle 3

Name:

Team




# What is Assessment Week?

Assessment week takes place in week 11 of our 12 week learning cycles.

During assessment week, you will sit assessments in all of your subjects throughout the week. The purpose of assessment week is to uncover how well you have grasped key ideas. It also highlights areas we need to work on still and where you are ready for more stretch and challenge in your learning!

One of the best ways you can prepare for your assessment to revise a little and often in the run up for your assessment.

Use this revision pack to help you focus your revision both outside and inside school! You should also prepare on the day by making sure you get plenty of sleep, eating a good breakfast and staying hydrated. Remember, you have got this!

## How to Revise Videos:

- Cornell Notes [https://www.youtube.com/watch?v=nX-xshA\\_0m8](https://www.youtube.com/watch?v=nX-xshA_0m8)
  - Flashcard Quizzing <https://www.youtube.com/watch?v=TjPFZaMe2yw>
  - Look, Cover, Write, Check <https://www.youtube.com/watch?v=WSaRUa-tPxs>
  - Concept Mapping <https://www.youtube.com/watch?v=sZJj6DwCqSU>
- <https://www.youtube.com/watch?v=IUEqM-4BP4w>

## Assessment dates:

All assessments will take place in week 11, week commencing 29<sup>th</sup> June, unless stated otherwise in the table below! Your teacher will tell you what your assessment will involve before the date, e.g. assessment of a practical piece of work, evaluation of a performance or a written test.

	8a1	8a2	8a3
English	Tuesday 30th June	Tuesday 30th June	Tuesday 30th June
Maths	Monday 29th June (paper) Tuesday 30th (paper) Friday 3rd (online)	Monday 29th June (paper) Tuesday 30th (paper) Friday 3rd (online)	Monday 29th June (paper) Tuesday 30th (paper) Friday 3rd (online)
Science	Monday 29th June	Monday 29th June	Monday 29th June
History	Monday 29th June	Tuesday 30th June	Wednesday 1 <sup>st</sup> July
Geography	Monday 29th June	Thursday 2 <sup>nd</sup> July	Thursday 2 <sup>nd</sup> July
Spanish	Tuesday 30th June	Monday 29th June	Monday 29th June
Art- Coursework due:	Friday 3 <sup>rd</sup> July	Friday 3 <sup>rd</sup> July	Friday 3 <sup>rd</sup> July
Music	Wednesday 1 <sup>st</sup> July	Monday 29th June	Wednesday 1 <sup>st</sup> July
Computing	Monday 29th June	Thursday 2 <sup>nd</sup> July	Wednesday 1 <sup>st</sup> July
Drama	Thursday 2 <sup>nd</sup> July	Monday 29th June	Monday 29th June
Sport	Thursday 2 <sup>nd</sup> July	Thursday 2 <sup>nd</sup> July	Thursday 2 <sup>nd</sup> July
Nutrition	Friday 26 <sup>th</sup> June	Tuesday 30 <sup>th</sup> June	Monday 29 <sup>th</sup> June

This cycle, we have been studying *Romeo and Juliet* by William Shakespeare. The question will be on the character of Juliet. For revision, students should read and annotate the scenes on the following page.

The BBC Bitesize KS3 website on the play are an excellent revision resource.

The mark scheme for the essay is here:

	Topic sentence	Quotations	Analysis	Context & Writer's message
Thoughtful 11-15	T11: My topic sentences are thoughtful and developed. I mention the writer, link well to the question and thoughtfully lay out my argument for each paragraph.	T12: I use a range of relevant quotations and secondary quotations throughout my answer.  I may even feel confident embedding them.	T13: My explanations are thoughtful and I zoom in on a range of key words/phrases. I identify a range of devices and their effects.	T14: My context is thoughtful and purposeful and helps me explore the writer's wider societal, political or moral message which has been influenced by things outside of the text.
Clear 6-10	T6: My topic sentences are clearly explained. I mention the writer, clearly link to the question and clearly identify my argument for each paragraph.	T7: I use relevant quotations which clearly support my ideas and show my understanding of the text.	T8: I clearly explain what quotations suggest and begin to zoom in on key words/phrases. I identify some language devices.	T9: I use some relevant context in my answer and my writer's message is clearly explained. I am beginning to think about wider meanings beyond the text.
Simple 1-5	T1: My topic sentences mention the writer and attempt to link to the focus of the question.	T2: I use a limited number of quotations but they may not be fully relevant to my ideas. I try to explain what they suggest.	T3: I attempt to explain what quotations suggest but analysis is fairly brief. I may try to identify simple devices but they may not be fully accurate.	T4: I begin to consider context using simple links to the time period. My explanations about the writer's message may lack clarity or detail.
Do not credit 0	No topic sentence or topic sentence not relevant to time period or author.	No quotations used.	No relevant comments on quotations/IMPACTS used.	No mention of context or writer's message

## Act 1, scene 3

### LADY CAPULET

What say you? can you love the gentleman?  
This night you shall behold him at our feasts,  
scene 3;  
Read o'er the volume of young Paris' face, ...  
...So shall you share all that he doth possess,  
By having him, making yourself no less.

### Nurse

No less! nay, bigger; women grow by men.

### LADY CAPULET

Speak briefly, can you like of Paris' love?

### JULIET

I'll look to like, if looking liking move:  
But no more deep will I endart mine eye  
Than your consent gives strength to make it fly.

## Act 2, scene 1

### JULIET

How camest thou hither, tell me, and wherefore?  
The orchard walls are high and hard to climb,  
And the place death, considering who thou art,  
If any of my kinsmen find thee here.

### ROMEO

With love's light wings did I o'er-perch these  
walls;  
Therefore thy kinsmen are no let to me.

### JULIET

If they do see thee, they will murder thee.

### ROMEO

Alack, there lies more peril in thine eye  
Than twenty of their swords:

### JULIET

I would not for the world they saw thee here.

### ROMEO

O, wilt thou leave me so unsatisfied?

### JULIET

What satisfaction canst thou have to-night?

### ROMEO

The exchange of thy love's faithful vow for mine.

### JULIET

I gave thee mine before thou didst request it:  
My bounty is as boundless as the sea,  
My love as deep; the more I give to thee,  
The more I have, for both are infinite.

## Act 3, scene 2

### Nurse

Shame come to Romeo!

### JULIET

Blister'd be thy tongue  
For such a wish! he was not born to shame:  
Upon his brow shame is ashamed to sit;  
For 'tis a throne where honour may be crown'd  
Sole monarch of the universal earth.  
O, what a beast was I to chide at him!

### Nurse

Will you speak well of him that kill'd your  
cousin?

### JULIET

Shall I speak ill of him that is my husband?  
Ah, poor my lord, what tongue shall smooth thy

When I, thy three-hours wife, have mangled it?  
But, wherefore, villain, didst thou kill my cousin?  
That villain cousin would have kill'd my husband:  
Back, foolish tears, back to your native spring;  
Your tributary drops belong to woe,  
Which you, mistaking, offer up to joy.  
My husband lives, that Tybalt would have slain;  
And Tybalt's dead, that would have slain my  
husband:  
All this is comfort; wherefore weep I then?

## Act 3, scene 5

### CAPULET

Have you deliver'd to her our decree?

### LADY CAPULET

Ay, sir; but she will none, she gives you thanks.  
I would the fool were married to her grave!

### CAPULET

doth she not give us thanks?  
Is she not proud? doth she not count her blest,  
Unworthy as she is, that we have wrought  
So worthy a gentleman to be her bridegroom?

### JULIET

Not proud, you have; but thankful, that you have:  
Proud can I never be of what I hate;  
But thankful even for hate, that is meant love.

### CAPULET

How now, how now, chop-logic! What is this?  
'Proud,' and 'I thank you,' and 'I thank you not;'  
And yet 'not proud,' mistress minion, you,  
Thank me no thankings, nor, proud me no prouds,  
But fettle your fine joints 'gainst Thursday next,  
To go with Paris to Saint Peter's Church,  
Or I will drag thee on a hurdle thither.  
Out, you green-sickness carrion! out, you baggage!  
You tallow-face!

## ACT 5, scene 3

### JULIET

What's here? a cup, closed in my true love's hand?  
Poison, I see, hath been his timeless end:  
O churl! drunk all, and left no friendly drop  
To help me after? I will kiss thy lips;  
Haply some poison yet doth hang on them,  
To make die with a restorative.

*Kisses him*

Thy lips are warm.

### First Watchman

*[Within]* Lead, boy: which way?

### JULIET

Yea, noise? then I'll be brief. O happy dagger!  
*Snatching ROMEO's dagger*  
This is thy sheath;  
*Stabs herself*  
there rust, and let me die.  
*Falls on ROMEO's body, and dies*

## Sparx Independent Learning Codes

To revise maths:

You will need a device to log in to Sparx and some paper to write down your bookwork codes and method.

1. Choose your topic from the list below.
2. Log into Sparx homework
3. Select "Independent Learner"
4. Search for the code on the right in search bar, for example "U435".
5. Try the questions.

If an objective is too easy, move onto later questions or a different topic.

Maths Assessments:  
 Monday: Cycle 3 Paper  
 Tuesday: End of Year 7 Paper  
 Friday: Online numeracy assessment

Topic	Independent Learning
Calculate the mode from frequency tables	M127
Calculate the median from a frequency table	M127
Calculate the mean from a frequency table	M127
Draw and interpret frequency polygons	U840
Draw scatter graphs	M769
Interpret scatter graphs	M596
Draw pie charts	M574
Interpret pie charts	M165
Revisit and develop knowledge of probability	M755
Use 2-way tables to work out conditional probability	U246
Understand and use relative frequency	M206
Complete and interpret frequency trees	U280
Revisit and develop the interior angles of regular and irregular polygons	M653
Calculate the exterior angles of regular and irregular polygons	M653
Revisit and Develop Parallel lines rules	M606
Develop Parallel lines rules	M606
Learn Circle Vocabulary	M595
Understand the formula for circumference of a circle	M169
Substitute and rearrange the formula for Circumference of a circle	M169
Understand the formula for area of a circle	M231
Substitute into and rearrange the formula for area of a circle	M231
Revisit and develop the area of a triangle, rectangle and parallelogram	M303
Revisit the area of trapeziums	M705
Calculate the area of compound shapes including circles	M996
Identify the nets of 3D shapes	M518
Calculate the volume of cubes and cuboids	M765
Calculate the volume of prisms	M722
Calculate the surface area of cubes and cuboids	M534
Calculate the surface area of prisms	M661

# Science

Your end of cycle assessment will be a combination of multiple-choice answers to demonstrate retrieval from your long-term memory, then written answers ranging from 2-6 marks to show your application of knowledge.

Below are Sparx codes for all topics covered within cycle 3. Log onto your Sparx Science account and select 'independent learning' to type these codes in.

	<b>Topic</b>	<b>Sparx code</b>	<b>RAG</b>
Plants and photosynthesis	Plant cells	F516	
	Structure of a flower	F235	
	Reproduction in plants	F278	
	Photosynthesis	F281	
	Adaption of leaves	F111	
	Factors affecting photosynthesis	F578	
Cell transport	Diffusion	Z286	
	Osmosis	Z903	
	Calculations in osmosis	Z745	
Classification	Food chains and food webs	F568	
	Interdependence	F473	
	Maintaining biodiversity	Z969	
Electricity	Static electricity	F705	
	Circuit symbols	F517	
	Current	F456	
	Series circuits	F367	
	Parallel circuits	F234	
	Potential difference	F767	





# USE THESE WORDS TO WRITE AND SPEAK

## LINE

*Contour - Bold - Fine - Wavy - Jagged - Curved - Directional - Implied - Parallel - Vertical - Horizontal - Diagonal - Contour - Chaotic - Calm - Unpredictable - Basic - Frantic*

LIKE AN...

# ARTIST

## SHAPE

*Organic - Geometric - Abstract - Irregular - Regular - Angular - Curved - Symmetrical - Asymmetrical - Flat - 2D - 3D*

## TEXTURE

*Rough - Smooth - Bumpy - Soft - Glossy - Matt - Grained - Polished - Shiny - Furry - Silky - Coarse - Fluffy - Sharp - Thin - Thick - Warm - Cold - Bare - Washed - Fake - Plastic*

## FORM

*Spherical - Cylindrical - Cubic - Volumetric - Solid - Hollow - Angular - Curved - Concave - Convex - Realistic - Abstract*

## COMPOSITION

*Balanced - Unbalanced - Symmetrical - Asymmetrical - Focal Point - Foreground - Background - Overlapping - Layered - Centred - Rule of Thirds - Negative Space - Depth*

## TONE

*Light - Dark - Soft - Harsh - Contrasting - Muted - Monochrome - Graduated - Subtle - Dramatic*

## COLOUR

*Primary - Secondary - Warm - Cool - Complementary - Contrasting - Harmonious - Muted - Vibrant - Pastel - Earthy - Monochrome - Bold*

## MOOD

*Intense*

*Chaotic - Tense - Aggressive - Disturbed - Dramatic - Explosive - Passionate - Turbulent - Violent - Overwhelming - Shocking*

*Dark*

*Dark / Mysterious Eerie - Sinister - Melancholic - Gloomy - Mysterious - Haunting - Foreboding - Isolated - Dystopian - Bleak - Shadowy - Tragic - Surreal*

*Peaceful / Calm*

*Tranquil - Serene - Calming - Gentle - Still - Meditative - Dreamy - Balanced - Harmonious - Soothing - Soft - Idyllic - Subtle*

*Emotional / Reflective*

*Nostalgic - Sentimental - Introspective - Thoughtful - Lonely - Poignant - Bittersweet - Reflective - Honest - Raw - Expressive - Sad - Hopeful*

*Uplifting / Energetic*

*Joyful - Playful - Energetic - Exciting - Positive - Radiant - Fun - Vibrant - Celebratory - Optimistic - Exuberant - Animated - Bright*

*Ambiguous / Complex Conflicted - Ambiguous - Uncertain - Mysterious - Surreal - Disorienting - Unsettling - Tense - Elusive - Paradoxical - Intriguing - Thought-provoking*

**Take it to the next level and use similes and metaphors in your writing.** For example, to use a simile we would use 'as' and 'like'. This page is useful like the way a friend whispers you advice in moments of mind-blanked panic. Or to use a metaphor, we get rid of the 'like' and 'as' and just confidentially go for it! **This page is a gift from the art universe determined to help me succeed.**



## Instrumental Skills: The Saxophone

### All About the Saxophone

- The saxophone was invented by **Adolphe Sax** in around 1830.
- Although it is usually made of brass, it is part of the **woodwind** family because of the way it makes a sound.
- Its closest relative is the **clarinet**.
- Sound is created by blowing through a **reed** attached to a mouthpiece.
- Saxophones are the only instrument to be named after their **creator!**
- They are very popular and used in lots of different styles of music including... **jazz, military bands, film music and later pieces of classical music**

### Parts of a Saxophone

A saxophone has several important parts:

**Mouthpiece** – The part placed in the player's mouth.

**Reed** – A thin piece of cane that vibrates to make sound.

**Neck** – Connects the mouthpiece to the main body.

**Body** – The largest section of the instrument.

**Keys** – Open and close holes to change the pitch.

**Bell** – The flared end where the sound comes out.

### Different types of Saxophone

#### ✓ **Soprano Saxophone**

The smallest common saxophone; high pitch.

#### ✓ **Alto Saxophone**

Popular beginner instrument; medium-high pitch.

#### ✓ **Tenor Saxophone**

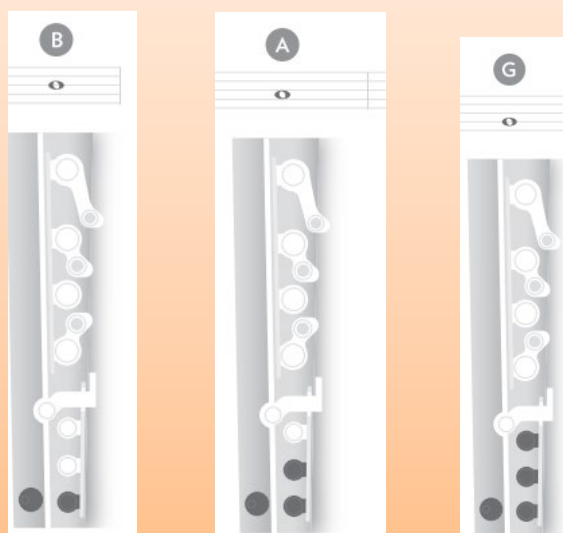
Larger than the alto; deeper sound

#### ✓ **Baritone Saxophone**

One of the largest saxophones; very low pitch.



### Finding B, A and G!



#### ✓ **J-Sax**

A light-weight, smaller saxophone made from plastic / silicone and designed for beginners.



# Music

Term	Definition	Example
<b>Pitch</b>	How high or low a sound is	See notation guide below
<b>Rhythm</b>	A pattern of sounds, often with different durations	See note value grid below
<b>Duration</b>	The length of a sound	See note value grid below
<b>Dynamics</b>	How loud or quiet the music is	<i>Piano = quiet</i> <i>Forte - loud</i>
<b>Tempo</b>	The speed of the music	<i>Andante – walking pace</i> <i>Allegro – running pace</i>
<b>Timbre</b>	The colour of sound – how instruments and pieces of music can sound different from each other	Words to describe timbre might include: <i>bright, deep, rich, mellow, piercing, shrill....</i>
<b>Melody</b>	A sequence of musical notes - the tune!	Links to pitch!
<b>Texture</b>	Layering or combining different sounds or rhythms at the same time.	
<b>Harmony</b>	A combination of notes played together	A chord or a bass line underneath a melody
<b>Structure / form</b>	How a piece is organised	Verse / chorus / verse
<b>Chord</b>	Playing more than one note at the same time	



quaver ½ beat	crotchet 1 beat	minim 2 beats	semibreve 4 beats
= 1 beat			

# History

## 1. Africa Before Slavery (Benin Kingdom)

Benin was a powerful, organised West African kingdom with skilled artists and strong Obas. People lived in structured communities with farming and craftwork. Benin traded ivory and pepper with Europe. Britain invaded in 1897, destroying Benin City and stealing the Benin Bronzes.

## 3. Capture & the Middle Passage

Africans were kidnapped, imprisoned and sold to European traders like products or property. The Middle Passage (from Africa to the Americas) was overcrowded, filthy and violent, with many dying from disease or punishment. The Zong massacre (1781) showed extreme cruelty when over 130 enslaved Africans were thrown overboard.

## 5. Resistance & Rebellion

Enslaved people resisted through work slowdowns, breaking tools, escaping, keeping African culture alive, and organising rebellions. Major uprisings included the Haitian Revolution (1791–1804) and the Demerara Rebellion (1823), but smaller revolts like Exuma in 1830 also showed courage and constant defiance. Together, these acts of resistance challenged enslavers' control and helped push Britain towards abolition.

## 7. Consequences and Legacy

Britain gained huge wealth from slavery—ports, banks and factories grew rich from the trade. Statues, buildings and museum collections still show these links, including the Benin Bronzes. Slavery also shaped racist ideas that continued after abolition, influencing how Black people were treated in Britain and across the empire. Modern debates, such as the Colston statue, show ongoing arguments about how this history and its racist legacy should be remembered.

## 2. Triangular Trade

The Triangular Trade linked Europe, Africa and the Americas. European goods were traded for captured Africans, who were forced across the Atlantic. Ships returned with sugar, cotton and tobacco. Britain became the biggest slave-trading nation by the 1700s.

## 4. Plantations

Barbados was a British colony where plantations grew sugar, a crop needing extremely hard labour. Enslaved people worked long hours under violent overseers and faced beatings, hunger and family separation. The Barbados Slave Code (1661) treated enslaved Africans as property and allowed brutal punishments. The Sugar Revolution made sugar very profitable, increasing demand for enslaved labour and expanding plantations.

## 6. Abolition & Emancipation

Abolition happened because many factors combined: enslaved people's resistance, growing public opposition to cruelty, economic doubts (lower profits) about slavery, and abolitionists like Olaudah Equiano exposing its horrors. Britain banned the slave trade in 1807 and ended slavery in 1833, but compensation went to slave owners, not the enslaved, and slavery's legacy continued.

**Enslaved person** – someone forced to work without freedom.

**Plantation** – large farm using enslaved labour.

**Middle Passage** – brutal journey from Africa to the Americas.

**Abolition** – ending the slave trade or slavery.

**Resistance** – actions taken to oppose control.

**Abolitionist** – campaigner against slavery.

**Triangular Trade** – trade system linking Europe, Africa and the Americas.

## Timeline:

**10th–19th centuries** – Benin Kingdom flourishes in West Africa (structured society, strong Obas, rich artistic culture).

## 1500s

**1500s** – Europeans begin trading with Benin (ivory, pepper, art).

**1562** – Britain begins involvement in the Transatlantic Slave Trade (Francis Drake and John Hawkins).

## 1600s

**1661** – Barbados Slave Code legally defines enslaved Africans as property, allowing harsh punishment.

## 1700s

**1730s** – Britain becomes the world's largest slave-trading nation.

**1781** – Zong massacre: 130+ enslaved Africans thrown overboard for insurance.

**1783** – Zong court case in Britain exposes brutality of slavery; used by abolitionists.

**1789** – Olaudah Equiano publishes *The Interesting Narrative*.

## 1800s

**1807** – Britain abolishes the slave trade.

**1823** – Demerara Rebellion in British Guiana; thousands join uprising.

**1830** – Exuma rebellion (Bahamas); significant local resistance by enslaved people.

**1831** – Jamaican Christmas Rebellion (Sam Sharpe) influences British politics (mentioned contextually through parallels with Demerara).

**1833** – Slavery abolished in the British Empire; compensation goes to enslavers, not enslaved people.

**1897** – British invade Benin, burn the palace, and steal the Benin Bronzes.

## Watch, read, listen:

- *Britain's Forgotten Slave Owners* – David Olusoga (BBC iPlayer)
- BBC Bitesize – The Transatlantic Slave Trade
- Exeter RAMM – 'In Plain Sight' (Online Resource)

# Geography

Year 8 Geography – Cycle 3 KO	Week 1	Week 2
<p><b>Rivers Key Vocabulary/ Processes</b></p> <p><b>Erosion:</b> The wearing away of the river's bed and banks.</p> <p><b>Hydraulic Action:</b> The force of water compressing air into cracks, breaking rock apart.</p> <p><b>Abrasion:</b> Rocks carried by the river scrape against the bed and banks.</p> <p><b>Attrition:</b> Rocks in the river collide and break into smaller, rounded pieces. -</p> <p><b>Solution:</b> Some rocks (e.g., limestone) dissolve in the water.</p>	<p><b>Drainage Basin:</b> The area of land drained by a river and its tributaries.</p> <p><b>Key Features:</b> - Source: Where a river begins (e.g., springs, glaciers). - Watershed: The boundary between drainage basins. - Tributary: A smaller river joining a larger one. - Confluence: Where two rivers meet. - Mouth: Where the river meets the sea/lake.</p> <p><b>The Hydrological Cycle:</b> Water moves through processes like evaporation, condensation, precipitation, infiltration, and runoff.</p>	<p><b>Transportation:</b> The movement of sediment.</p> <p><b>Traction:</b> Large boulders roll along the riverbed.</p> <p><b>Saltation:</b> Small stones bounce along the bed.</p> <p><b>Suspension:</b> Fine particles are carried in the water.</p> <p><b>Solution:</b> Dissolved materials move within the water.</p> <p><b>Deposition:</b> Occurs when the river loses energy, dropping sediment. Larger rocks are deposited first, fine sediment last.</p>
<p><b>Week 3</b></p> <p><b>Upper Course Features:</b></p> <p><b>Waterfalls:</b> Formed where hard rock lies over softer rock, creating a steep drop (e.g., High Force, UK).</p> <p><b>Gorges:</b> Steep-sided valleys formed as waterfalls retreat.</p> <p><b>V-Shaped Valleys:</b> Created by vertical erosion and weathering.</p> <p><b>Interlocking Spurs:</b> Hills that a river winds around in the upper course.</p>	<p><b>Week 4</b></p> <p><b>Middle Course Features:</b></p> <p><b>Meanders:</b> Bends in the river formed by lateral erosion on the outer bank and deposition on the inner bank.</p> <p><b>Oxbow Lakes:</b> Created when a meander loop is cut off.</p> <p><b>Lower Course Features:</b></p> <p><b>Floodplains:</b> Wide, flat land formed by deposition during floods.</p> <p><b>Levees:</b> Raised riverbanks from repeated flooding.</p> <p><b>Deltas:</b> Formed at the mouth when sediment builds up, splitting the river (e.g., Nile Delta).</p>	<p><b>Week 5</b></p> <p><b>Physical Causes of Flooding:</b></p> <p><b>Heavy rainfall:</b> Increases surface runoff.</p> <p><b>Steep slopes:</b> Water flows quickly into rivers.</p> <p><b>Impermeable rock:</b> Prevents infiltration.</p> <p><b>Snowmelt:</b> Increases river discharge in spring.</p> <p><b>Human Causes of Flooding:</b></p> <p><b>Deforestation:</b> Less interception, increasing runoff.</p> <p><b>Urbanisation:</b> Concrete surfaces reduce infiltration.</p> <p><b>Climate change:</b> More extreme weather events.</p>

# Geography

## Year 8 Geography: Rivers & Ethiopia

### Rivers

#### Drainage Basin

- Area of land drained by a river and its tributaries.
- Source = where a river begins.
- Tributary = smaller river joining a larger river.
- Confluence = where two rivers meet.
- Mouth = where a river enters a sea or lake.

#### River Processes

##### Erosion

- Hydraulic action
- Abrasion
- Attrition
- Solution

##### Transportation

- Traction
- Saltation
- Suspension
- Solution

##### Deposition

- Sediment is dropped when the river loses energy

#### River Landforms

##### Upper Course

- V-shaped valleys
- Waterfalls
- Gorges

##### Middle and Lower Course

- Meanders
- Oxbow lakes
- Floodplains
- Levees
- Deltas

#### Flooding

##### Physical Causes

- Heavy rainfall
- Steep slopes
- Impermeable rock
- Snowmelt

##### Human Causes

- Deforestation
- Urbanisation
- Climate change

#### Hydrographs

- Show how river discharge changes after rainfall.
- Flashy hydrographs have:
  - Short lag time
  - High peak discharge
  - Steep rising limb

#### Boscastle Floods, 2004

## Ethiopia

### Location

- Landlocked country in East Africa.
- Population over 120 million.
- Low-Income Country (LIC).

### Challenges

- Drought and unreliable rainfall.
- Poor infrastructure.
- Conflict and instability.
- No coastline for trade.

### Opportunities

- Agriculture.
- Coffee exports.
- Water resources.
- Rapid economic growth.

### Danakil Depression

- Over 100 metres below sea level.
- One of the hottest places on Earth.
- Important salt-mining area.

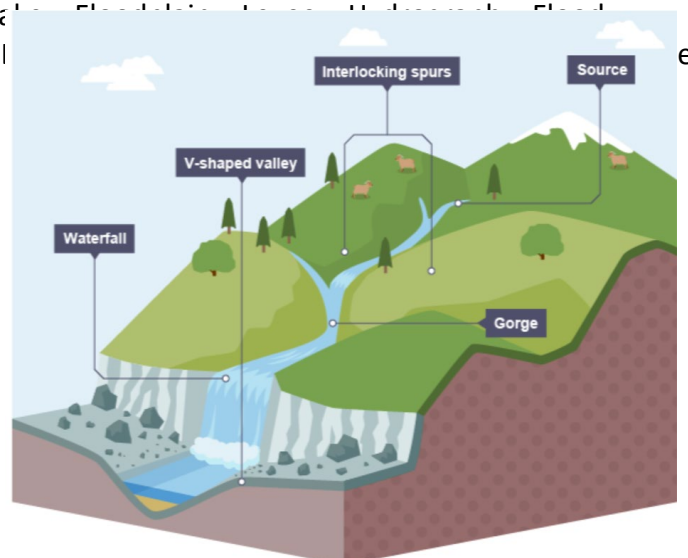
### Grand Ethiopian Renaissance Dam (GERD)

- Built on the Blue Nile.
- Generates hydroelectric power.
- Provides electricity and supports development.
- Creates tensions with Egypt and Sudan over water supplies.

### Fair Trade Coffee

- Gives farmers better prices.
- Supports local communities.
- Helps economic development.

- Key Words:** Drainage Basin • Tributary • Confluence • Erosion • Hydraulic Action • Abrasion • Attrition • Deposition • Waterfall • Gorge • Meander • Oxbow Lake • Floodplain • Levee • Hydrograph • Flashy
- 



# Spanish

## Verb endings PRESENT TENSE

Person	AR verb ending
I	o
You	as
He/she/it	a
We	amos
They	an

Person	ER verb ending
I	o
You	es
He/she/it	e
We	emos
They	en

Person	IR verb ending
I	o
You	es
He/she/it	e
We	imos
They	en

Remember to remove the **AR/ER/IR** and add the ending corresponding to the person that you would like to do the action.

## Verb endings PAST TENSE

Person	AR verb ending
I	é
You	aste
He/she/it	ó
We	amos
They	aron

Person	ER/IR verb ending
I	í
You	iste
He/she/it	ió
We	imos
They	ieron

Remember to remove the **AR/ER/IR** and add the ending corresponding to the person that you would like to do the action.

## Direct object pronouns

The direct object in a sentence is the thing that is receiving the action.

For example:

*I eat an ice cream*

The ice cream is the direct object. It is the thing being eaten.

Example: *I eat **it***

For a masculine word, we replace the word for ice cream with **LO**

For a feminine word, we replace the word for ice cream with **LA**

**LO/LA** comes BEFORE the verb in the sentence

Ice cream is masculine, so we would say

**LO** como – I eat it

## Indirect object pronouns

For the indirect object, we need to ask ‘for/to whom?’

Example: I give an ice cream **to him**.

The ice cream is the direct object as it is the thing that is being given.

‘He’ would be the indirect object as the ice cream is being given **to him/for him**.

When **I am** the indirect object (I am receiving the action), we use **ME**

When **you are** the indirect object, use **TE**

When **he/she/it is** the direct object, use **LE**

For example – **TE** mando un mensaje – I send a message **to you** (literally ‘**to you I send a message**’)

**If the object is a known person/ animal, you must put an ‘a’ before it**

## Translating a complex sentence:

**Someone bought a house for Daniel**

Follow the steps:

1) Who is the indirect object? → Put an A before this

Daniel is the indirect object – he is being bought the house (it is to/for him) → **A Daniel**

1) Add ‘le’ (to/for him/her/it/ someone) → **le**

2) Conjugate verb into past tense → bought in past tense = comprar → compr → **compró**

3) Add on the extra vocab → a house = **una casa**

**A Daniel le compró una casa** (literally ‘**Daniel to him someone bought a house**’)

# Spanish

Week 1		Week 2		Week 3		Week 4		Week 5	
lo	him, it (m)	me	myself, to me	gustar	to please, to be pleasing to	querer	to want, to love	nuestro	our (m)
la	her, it (f)	te	yourself, to you	difícil	difficult	encontrar	to find, finding	nuestra	our (f)
dejar	to leave, to let (give permission)	le	to him/her/it	importar	to matter, to be important to	volver	to return, returning	tan	so (for emphasis)
seguir	to follow, following	quitar	to take away, to take off	interesar	to interest, to be interesting to	esperar	to wait (for), waiting (for)	hijo	son
sigo	I follow, am following	lleno	full (m)	fácil	easy	historia	story	hija	daughter
acompañar	to go with, to accompany	llena	full (f)	preocupar	to worry, to be worrying to	mes	month	médico	doctor (m)
policía	police (officer)	tirar	to throw, throwing	encantar	to delight, to be delightful to	llorar	to cry, crying	médica	doctor (f)
parar	to stop, stopping	caja	box	molestar	to annoy, to bother	mamá	mum	conocido	well-known (m)
cocina	kitchen	regalar	to give, giving	alegrar	to make happy	gritar	to shout, shouting	conocida	well-known (f)
saludar	to greet, greeting	vacío	empty (m)			papá	dad	científico	scientist (m)
besar	to kiss, kissing	vacía	empty (f)			frío	coldness	científica	scientist (f)
		reloj	watch						
		tarjeta	card						

# Spanish

Week 6		Week 7		Week 8		Week 9		Week 10	
veintiún	twenty one	que	that, than	este	this (m)	hice	I did, I made	fui	I went
treinta	thirty	menos	less	esta	this (f)	hiciste	you did, you made	fuiste	you went
tío	uncle	¿de verdad?	really?	parecer	to seem, to appear	hizo	s/he/it did, s/he/it made	fue	s/he/it went
tía	aunt	entrar	to go in, to enter	tipo	type	viejo	old	zona	area, zone
abogado	lawyer (m)	vale	OK	precio	price	fondo	back, end (of an area)	apoyar	to support
abogada	lawyer (f)	peor	worse	guardar	to keep, keeping	evitar	to avoid, avoiding	simplemente	simply
débil	weak	ambiente	atmosphere	mitad	half	dentro	inside	celebrar	to celebrate, celebrating
músico	musician (m)	prestar	to lend, lending	marca	brand	fuego	fire	directo	direct
música	musician (f)	enfermo/a	ill, sick	ligero/a	light	mayo	May	septiembre	September
		cansado/a	tired	práctico/a	practical	junio	June	octubre	October
		emocionado/a	excited	pagar	to pay, paying	habitación	bedroom	noviembre	November
		enojado/a	angry	euro	euro	jardín	garden	diciembre	December
				falda	skirt	daño	harm, damage	colegio	school, college
						estadio	stadium	avión	plane
						campo	countryside, pitch	principalmente	mainly, principally
						fila	line		

# Nutrition

Lesson Question	What have I learned?
1. How do I make Mini Burgers?	<ul style="list-style-type: none"> <li>I can understand the importance of safety requirements within the nutrition classroom.</li> <li>I understand that practices such as being healthy and eating healthily is important.</li> </ul>
2. How do I make Pancakes?	<ul style="list-style-type: none"> <li>I can safely use the ingredients and follow the method in order to prepare pancakes.</li> </ul>
3. How do I make Pasta Salad?	<ul style="list-style-type: none"> <li>I can safely use the ingredients and follow the method in order to prepare a pasta salad.</li> </ul>
4. How do I make Rocky Road?	<ul style="list-style-type: none"> <li>I can safely use the ingredients and follow the method in order to prepare rocky road.</li> </ul>
5. How do I make Fairy Cakes?	<ul style="list-style-type: none"> <li>I can safely use the ingredients and follow the method in order to prepare fairy cakes.</li> </ul>
6. What have I achieved this cycle? <b>(Complete End-Cycle Reflection Sheet)</b>	<ul style="list-style-type: none"> <li>I can reflect on the skills I have learnt in this cycle.</li> <li>I can participate in ensuring good food hygiene standards.</li> </ul>

<b>Knowledge Retrieval:</b> State a cutting technique. State the difference between boiling and simmering Name 1 category from the eat well plate.	<b>Knowledge Retrieval:</b> Name 1 protein food that can be used in stir fry State 3 rules for the Nutrition classroom. State the 4 things that help bacteria grow Name 1 symptom of food poisoning.
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<b>Definition:</b> How to take care of your body and reduce risks of infection and diseases.	<b>Characteristics</b> Cleaning your body every day and washing your hands regularly.
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<b>Examples:</b> Washing your hands with soapy water before and after handling food.	<b>Personal Hygiene</b>	<b>Non-examples</b> Not washing and sneezing into hands and then handling food.
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<b>Definition:</b> Kitchen safety is fostering habits that limit risks and prevent harm or injury while in the kitchen.	<b>Characteristics</b> Lead by example and ensure you follow key safety instructions and be positive and Strong communication.
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<b>Examples:</b> Making sure hair is tied back and make sure knives are pointed down when carrying them.	<b>Safety</b>	<b>Non-examples</b> Talking to someone in another kitchen when you should concentrating on what you are cooking .
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<b>Definition:</b> Eating healthy means following a healthy eating routine eating specific healthy foods.	<b>Characteristics</b> Adequacy, balance, calorie control, moderation, and variety.
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<b>Examples:</b> Protein, carbohydrates, fats and oils	<b>Healthy Diet</b>	<b>Non-examples</b> Exercising regularly. Eating a diet high in ultra processed foods.
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# Computing

Term	Definition
Cell; Cell Address	A single element in a spreadsheet. Each cell has its own address or reference, e.g., D3, which corresponds to the column and row for that cell.
Range; Contiguous	A selection of <i>contiguous</i> cells, e.g., A3:D7. Contiguous means there are no gaps between the selected cells.
Formatting	The visual styling for a cell. The cell text can be <b>bold</b> , <i>italic</i> , or <u>underlined</u> ; a specific format, e.g., a number (12345), or currency (£12.34); and the fill and outline colour of the cell.
Formula; (plural <i>formulae</i> )	A mathematical expression within a cell, that performs a calculation. The calculation usually depends on the content of other cells within the spreadsheet, or another spreadsheet with the workbook. A formula <b>must</b> start with an <b>equals</b> symbol (=). For example, to add the values in cell A1 and A2, you would enter <b>=A1+A2</b> .
Excel Functions	In most Excel formulae, we will use a small number of functions: IF; COUNTIF; SUM; MAX; MIN; COUNTA; AVERAGE.
Mathematical Operators	Multiplication: * (asterisk) Division: / (forward slash) Addition: + Subtraction: - Powers, e.g., 2 <sup>3</sup> : POWER( <i>number</i> , <i>power</i> ), e.g., POWER(2,3)
Algorithm	An algorithm is a step-by-step set of clear instructions, in a specific order, that a computer follows to complete a task accurately.
Iteration	Iteration is repeating a set of instructions to until a specific condition or outcome is achieved.
FOR loops	A type of loop used when the number of <i>iterations</i> is known.
WHILE loops	A type of loop used when the number of <i>iterations</i> is unknown.
IF condition	A program uses an IF condition to make a decision. The program checks if something is true or false and then chooses what code to run next. This helps your program behave differently depending on the situation.
Variable	A 'container' within a computer program that holds a value of any data type. For example: <ul style="list-style-type: none"> <li>• you might store a person's name as a <b>string</b> data type, within a <b>variable</b> called 'username'</li> <li>• you might store a person's age as an <b>integer</b> data type, within a <b>variable</b> called 'age'</li> </ul>
Data types	Data types are categories that organise different kinds of computer data, helping programs store and process information accurately and efficiently.
NUMBER Data Types	<b>int</b> : an integer; a whole number; no decimal places <b>float</b> : a number with a decimal point
Other Data Types	<b>list</b> : a list of values; the values can be of any data type. <b>bool</b> : a Boolean value, i.e., either TRUE or FALSE. <b>string</b> : text, in Python contained within speech marks.

# Computing

Term	Definition
Network	a group of devices connected together, wirelessly or using cables, to enable communication
Server	a computer on a network that provides a service like storing files or web pages
Client	a device on a network that requests a service from a server
Router	a device that connects different computer networks together and directs data between them
Protocol	Rules used to allow devices to communicate with each other
IP Address	A unique identifier, such as 192.168.4.8, that is assigned to a networked device.
Iteration	The process of repeating a sequence of instructions within a program loop
Condition	An expression that evaluates (results in) True or False
Flag	A signal that is used to let a program know whether a condition has been met or not
Wired	Uses a cable to connect to a device on a network. At home, you might connect a device to your router with a cable to enable internet access.
Wireless (WiFi)	Uses radio waves to connect a device to a network. At home, you might connect a device to your router via WiFi to enable internet access.
Bandwidth	The maximum amount of data that can be transmitted at a time, e.g., 80Mbps, 1Gbps.
CPU	Central Processing Unit. The 'brain' of a computer system.
RAM	Random Access Memory. Primary storage. Programs and data are loaded into this area from secondary storage, e.g., hard disk, USB drive, memory card. Volatile: when the power is turned off, RAM is empty.
GPU	Graphics Processing Unit. A dedicated graphics processing circuit, that reduces the amount of work that the CPU needs to do to display complex graphics. Regularly found in gaming PCs and consoles, on video editing equipment, and in AI systems.
HDD	Hard Disk Drive. Secondary storage, comprising of spinning disks, electrical circuits, and mechanical arms with magnets that read and write data to and from the disks. Fragile, slow, cheap. Non-volatile: when the power is turned off, the data remains.
SSD	Solid State Drive. Secondary storage, comprising of silicon and electrical circuits. Data is stored in memory cells, and is read and written using memory addresses. More robust than HDD, fast, getting cheaper but still relatively expensive compared to similarly-sized HDDs. Non-volatile: when the power is turned off, the data remains.
Input device	Any device that allows data to be entered <i>into</i> the computer system, e.g., keyboard, mouse, microphone, touch-screen monitor.
Output device	Any device that allows data from inside the computer system to reach the outside world, e.g., a printer, a monitor that displays video or images, speakers.
Hardware	Something physical that you can touch, e.g., keyboard, monitor, mouse.
Software	Programs and data stored within a computer system. Non-physical.



# Revision Booklet



YEAR 8  
CYCLE 3