Year 8
Mid-Year Assessment Revision Topics

20th – 22nd January 2026

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Contents

Biology

There will be 1 Science paper, 60 minutes long. 20 minutes will assess Biology knowledge.

Topics included: Lifecycles (Year 7 topic) and Plants and their Processes

Lifecycles (Year 7 topic):

- ❑ State when reproduction happens and describe the role of the genome in reproduction.
- ❑ Define heredity and explain why offspring usually look similar but not identical to their parents.
- ❑ Explain why offspring usually look similar but not identical to each other.
- ❑ Identify and describe DNA, chromosomes and genes and their relationship to the genome.
- ❑ Describe the structure of DNA.
- ❑ Describe how the discovery of DNA is an example of how new hypotheses can emerge from data collected across scientific methods.
- ❑ Define species.
- ❑ Define variation and describe causes of variation within a species, with examples.
- ❑ State which cause of variation can be inherited and why variation within a species is important.
- ❑ Define and give examples of discontinuous and continuous variation.
- ❑ Collect and classify data on variation.
- ❑ State how different types of data are presented.
- ❑ Display data using a bar chart.
- ❑ Draw conclusions and assess if observations are within expected values.
- ❑ Define growth in multicellular organisms.
- ❑ Describe how new cells are made in growing multicellular organisms.
- ❑ Describe what happens as an organism develops.
- ❑ State the role of the sperm and egg in sexual reproduction.
- ❑ Describe adaptations of the male and female gametes for sexual reproduction.
- ❑ Explain why sexual reproduction leads to genetic variation.
- ❑ Identify and describe the functions of the structures in the male reproductive system.
- ❑ Identify and describe the functions of the structures in the female reproductive system.
- ❑ Describe how the male and female reproductive systems work together to produce offspring.
- ❑ Define adolescence and puberty in humans.
- ❑ Describe changes that take place in human males and females during puberty.
- ❑ State what causes puberty in humans.
- ❑ Describe where fertilisation takes place in humans and explain its importance for chromosome numbers.
- ❑ Describe implantation and how an embryo is formed after fertilisation.
- ❑ State the purpose of the menstrual cycle and its approximate length.
- ❑ Describe the main stages of the menstrual cycle.
- ❑ Describe how contraception can be used
- ❑ Describe human gestation and foetal development.
- ❑ Describe the function of the placenta, umbilical cord and amniotic fluid.
- ❑ Explain how the foetus gets its nutrition and oxygen, and how waste is excreted.
- ❑ Use data to describe the impact of smoking and alcohol on foetal development.
- ❑ Describe the human birth process.
- ❑ Identify and describe the function of the parts of the flower, including gametes.
- ❑ Describe pollination and the ways it can happen.
- ❑ Describe fertilisation in plants.
- ❑ Describe the formation of seeds and fruit.
- ❑ Describe germination and state what plants need for this process.
- ❑ Describe how seeds are adapted for dispersal.
- ❑ Identify variables to change, measure and control.
- ❑ Process data collected and use it to describe a relationship.
- ❑ Describe asexual reproduction in plants.
- ❑ Describe asexual reproduction in unicellular organisms.
- ❑ Compare sexual and asexual reproduction.

Plants and their Processes: The whole unit is not assessable in the 25-26 mid-year exams. The objectives that are assessable in the 25-26 mid-year exams have a * next to them:

- ❑ Identify the organs of a plant and describe their functions *
- ❑ Name some of the tissues found in the leaf and describe their functions *
- ❑ Describe photosynthesis, identify reactants and products and give a word summary *
- ❑ Explain why photosynthesis is an endothermic process *
- ❑ Describe some uses of glucose in plants *
- ❑ Carry out a test for starch, identifying relevant hazard symbols *
- ❑ Explain the results of the starch test *
- ❑ Explain the steps of testing a leaf for starch *
- ❑ Describe historical beliefs about how plants gained mass *
- ❑ Describe Van Helmont's conclusions and how our understanding of plant mass has changed *
- ❑ Explain how the leaf is adapted for photosynthesis *
- ❑ Describe the function and adaptations of leaf structures for efficient photosynthesis *
- ❑ Describe how plant cells, tissues, and organs work together for efficient photosynthesis *
- ❑ Describe how the stomata and the guard cells support gas exchange in plants *
- ❑ Describe how the stomata and guard cells help to reduce water loss *
- ❑ Observe stomata using a light microscope *
- ❑ Compare root hair cells to palisade cells *
- ❑ Describe the importance of water and minerals for plants *
- ❑ Describe how water and minerals are absorbed into plants *
- ❑ Describe how water and sugars are moved around plants *
- ❑ Describe the adaptations of the xylem for function *
- ❑ Describe the adaptations of the phloem for function *
- ❑ Describe the process of transpiration and the transpiration stream
- ❑ Describe and explain factors that affect the rate of transpiration
- ❑ Identify variables to test a hypothesis and make a prediction
- ❑ Collect, record and process data and explain the steps in the method
- ❑ Describe the benefits of datalogging and recording devices in enhancing scientific data collection and analysis
- ❑ Present the data collected during the investigation appropriately
- ❑ Describe and explain the relationship shown in the data collected
- ❑ Describe limitations of the method and how it could be improved and extended
- ❑ Describe how carbon dioxide and oxygen levels have changed over the Earth's history
- ❑ Explain what caused changes in carbon dioxide and oxygen levels in Earth's atmosphere
- ❑ Describe and explain how deforestation affects carbon dioxide levels
- ❑ Explain why plants are called producers and describe the role of plants as producers
- ❑ Test for starch in common foods and process secondary data to find frequency
- ❑ Describe the importance of insect pollination to food security and how science helps improve crop production

There is also a synoptic element meaning any Biology topics from Year 7 can be included.
Useful resources:

Knowledge organisers and curriculum details can be found at Independent Study | Students | Stockport Academy

Students can access revision materials by logging onto your Sparx science account.

Chemistry

There is 1 Science paper, 60 minutes long. 20 minutes will assess Chemistry knowledge.

Topics included: Earth and the Atmosphere

- ❑ Label the structure of the Earth, and compare the layers in terms of composition, thickness and temperature.
- ❑ Describe the structure of the crust.
- ❑ State the strengths and limitations of a model for Earth's structure
- ❑ Describe some of the evidence for continental drift.
- ❑ State the importance of peer review.
- ❑ Explain how the continents move.
- ❑ Distinguish between lava and magma.
- ❑ Describe the formation and properties of igneous rock.
- ❑ Describe how cooling rate affects crystal size and igneous rock type.
- ❑ Describe the three ways rock can be weathered.
- ❑ Explain how freeze–thaw physically weathers rock.
- ❑ Describe erosion, and distinguish it from weathering.
- ❑ Describe the formation of sedimentary rock.
- ❑ Define strata.
- ❑ Describe the properties of sedimentary rocks.
- ❑ Describe the formation of metamorphic rocks.
- ❑ Describe the properties of metamorphic rocks.
- ❑ Apply knowledge of all three rock type formations to describe the rock cycle
- ❑ Define fossils, explain where they're found, and describe the three main types
- ❑ Describe the process of fossilisation.
- ❑ Interpret diagrams to identify the relative age of fossils.
- ❑ Describe fossil fuels and explain why they are non-renewable.
- ❑ Describe how coal is formed.
- ❑ Describe how crude oil and natural gas are formed.
- ❑ Describe how coal is extracted and its uses.
- ❑ Describe how crude oil and natural gas are extracted and their uses.
- ❑ Describe the advantages and disadvantages of extracting fossil fuels
- ❑ Describe the composition of Earth's modern atmosphere and its importance.
- ❑ Compare the Earth's early atmosphere with Earth's atmosphere today.
- ❑ Interpret and explain data on carbon dioxide levels in Earth's atmosphere today.
- ❑ Describe the greenhouse effect.
- ❑ Describe the enhanced greenhouse effect and its significance.
- ❑ Describe some of the potential consequences of climate change.

There is also a synoptic element meaning any Chemistry topics from Year 7 can be included.

Useful resources:

Knowledge organisers and curriculum details can be found at Independent Study | Students | Stockport Academy

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English

Paper One is 45 minutes and assesses students' **reading ability**.

Students will be asked to respond to one question on the Shakespeare text they have read this term: **Richard III**.

Students will be given an extract from the play, and the question will focus on either a character or theme from the play. For example:

How is the character of Richard presented in this extract?

Or

How does Shakespeare present ideas about ambition in the play?

The criteria below outlines the skills students are assessed on:

- The student can present ideas about the text and give reasons for the ideas which form a developed and coherent response.
- The student can provide a detailed explanation of the impact of the writer's methods.
- The student can select a range of relevant evidence/references from different parts of the text to support ideas.
- The student can use a range of appropriate subject terminology/vocabulary specific to the text type and specifically refers to the writer's intent.

Paper Two is 45 minutes and assesses students' **writing ability**.

Students will be asked to complete a creative writing task. Either descriptive writing or a narrative (story). For example:

Write a description of a magical place.

Or

Write a story about a character who is lost.

The criteria below outlines the skills students are assessed on:

- A developed response with structure and vocabulary chosen for effect.
- Accurate use of a range of punctuation beyond full stops, commas, capital letters, and apostrophes.
- Accurate spelling of all words including some ambitious vocabulary.
- Accurate use of paragraphs which are shaped for effect.

Revision Materials

- Knowledge Organiser
- Revision booklet – to be provided by teacher
- BBC Bitesize

French

There will be two papers each 30 minutes long.

1. Receptive (Listening and Reading)
2. Productive (Writing)

Both papers will cover the following units of study: -

Y8 Revision Booklet

These are the units of work covered in Year 8 and a reminder of the y7 units too. Once you have revised each unit, you can tick it off the list. This booklet contains exercises covering all topics and links to quizzes.

✓	**Holidays**
	Destinations
	Transport
	Accommodation
	Activities
	Your usual holidays
	Describing a holiday in the past
	Where you would like or will go
	Going out and Staying in
	Free time activities
	Future/Weekend plans
	Asking someone out
	Going to a party
	Favourite TV program/Film/Music
	Health and Fitness
	Describing your routine
	How healthy you are
	Recommendations and resolutions for healthy living
	At the Doctor's

✓	**y7 Content**
	Greetings and Introductions
	Family
	School
	Where I live

	Linguistic structures
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

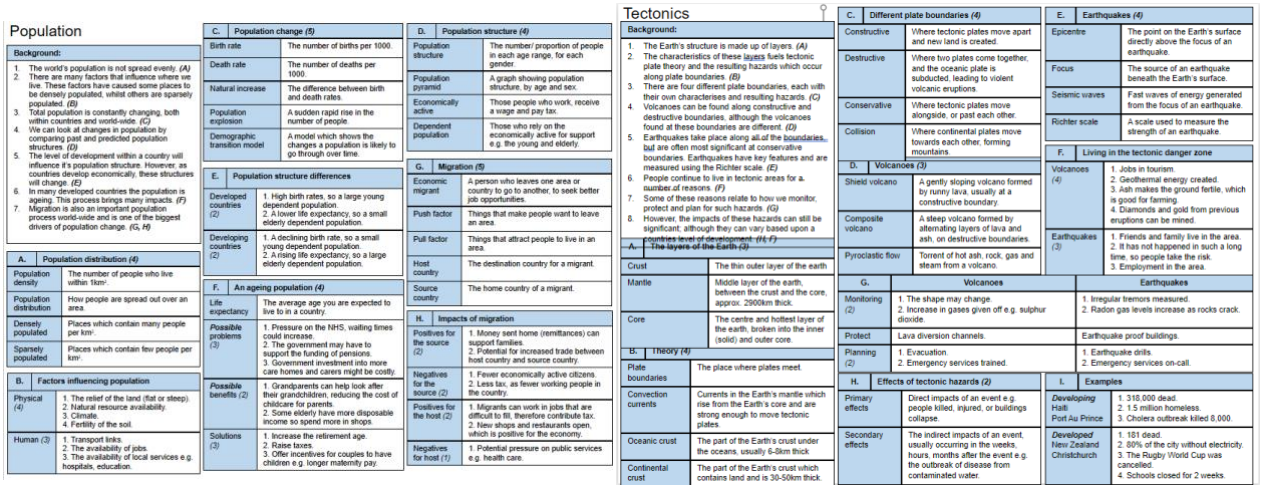
Geography

There will be one paper, 60 minutes long.
It will contain questions relating to the following units:

- Tectonics
- Population

Useful resources:

- Knowledge organisers can be found here: [Stockport Academy > Information > Curriculum > Humanities (stockport-academy.org))]



Population

Background:

1. The world's population is not spread evenly. *(A)*
2. There are many factors that influence where we live. These factors have caused some places to be densely populated, whilst others are sparsely populated. *(B)*
3. Total population is constantly changing, both within countries and world-wide. *(C)*
4. We can look at changes in population by comparing past and predicted population structures. *(D)*
5. The level of development within a country will influence it's population structure. However, as countries develop economically, these structures will change. *(E)*
6. In many developed countries the population is ageing. This process brings many impacts. *(F)*
7. Migration is also an important population process world-wide and is one of the biggest drivers of population change. *(G, H)*

A. Population distribution *(4)*	
Population density	The number of people who live within 1km².
Population distribution	How people are spread out over an area.
Densely populated	Places which contain many people per km².
Sparsely populated	Places which contain few people per km².

B. Factors influencing population	
Physical *(4)*	1. The relief of the land (flat or steep). 2. Natural resource availability. 3. Climate. 4. Fertility of the soil.
Human *(3)*	1. Transport links. 2. The availability of jobs. 3. The availability of local services e.g. hospitals, education.

C. Population change *(5)*	
Birth rate	The number of births per 1000.
Death rate	The number of deaths per 1000.
Natural increase	The difference between birth and death rates.
Population explosion	A sudden rapid rise in the number of people.
Demographic transition model	A model which shows the changes a population is likely to go through over time.

E. Population structure differences		
Developed countries *(2)*	1. High birth rates, so a large young dependent population. 2. A lower life expectancy, so a small elderly dependent population.
Developing countries *(2)*	1. A declining birth rate, so a small young dependent population. 2. A rising life expectancy, so a large elderly dependent population.

F. An ageing population *(4)*	
Life expectancy	The average age you are expected to live to in a country.
Possible problems *(3)*	1. Pressure on the NHS, waiting times could increase. 2. The government may have to support the funding of pensions. 3. Government investment into more care homes and carers might be costly.
Possible benefits *(2)*	1. Grandparents can help look after their grandchildren, reducing the cost of childcare for parents. 2. Some elderly have more disposable income so spend more in shops.
Solutions *(3)*	1. Increase the retirement age. 2. Raise taxes. 3. Offer incentives for couples to have children e.g. longer maternity pay.

D. Population structure *(4)*	
Population structure	The number/ proportion of people in each age range, for each gender.
Population pyramid	A graph showing population structure, by age and sex.
Economically active	Those people who work, receive a wage and pay tax.
Dependent population	Those who rely on the economically active for support e.g. the young and elderly.

G. Migration *(5)*	
Economic migrant	A person who leaves one area or country to go to another, to seek better job opportunities.
Push factor	Things that make people want to leave an area.
Pull factor	Things that attract people to live in an area.
Host country	The destination country for a migrant.
Source country	The home country of a migrant.

H. Impacts of migration	
Positives for the source *(2)*	1. Money sent home (remittances) can support families. 2. Potential for increased trade between host country and source country.
Negatives for the source *(2)*	1. Fewer economically active citizens. 2. Less tax, as fewer working people in the country.
Positives for the host *(2)*	1. Migrants can work in jobs that are difficult to fill, therefore contribute tax. 2. New shops and restaurants open, which is positive for the economy.
Negatives for host *(1)*	1. Potential pressure on public services e.g. health care.

Tectonics

Background:

1. The Earth's structure is made up of layers. *(A)*
2. The characteristics of these layers fuels tectonic plate theory and the resulting hazards which occur along plate boundaries. *(B)*
3. There are four different plate boundaries, each with their own characterises and resulting hazards. *(C)*
4. Volcanoes can be found along constructive and destructive boundaries, although the volcanoes found at these boundaries are different. *(D)*
5. Earthquakes take place along all of the boundaries, but are often most significant at conservative boundaries. Earthquakes have key features and are measured using the Richter scale. *(E)*
6. People continue to live in tectonic areas for a number of reasons. *(F)*
7. Some of these reasons relate to how we monitor, protect and plan for such hazards. *(G)*
8. However, the impacts of these hazards can still be significant, although they can vary based upon a countries level of development. *(H, I)*

A. The layers of the Earth *(3)*	
Crust	The thin outer layer of the earth.
Mantle	Middle layer of the earth, between the crust and the core, approx. 2900km thick.
Core	The centre and hottest layer of the earth, broken into the inner (solid) and outer core.

B. Theory *(4)*	
Plate boundaries	The place where plates meet.
Convection currents	Currents in the Earth's mantle which rise from the Earth's core and are strong enough to move tectonic plates.
Oceanic crust	The part of the Earth's crust under the oceans, usually 6-8km thick.
Continental crust	The part of the Earth's crust which contains land and is 30-50km thick.

C. Different plate boundaries *(4)*	
Constructive	Where tectonic plates move apart and new land is created.
Destructive	Where two plates come together, and the oceanic plate is subducted, leading to violent volcanic eruptions.
Conservative	Where tectonic plates move alongside, or past each other.
Collision	Where continental plates move towards each other, forming mountains.

D. Volcanoes *(3)*	
Shield volcano	A gently sloping volcano formed by runny lava, usually at a constructive boundary.
Composite volcano	A steep volcano formed by alternating layers of lava and ash, on destructive boundaries.
Pyroclastic flow	Torrent of hot ash, rock, gas and steam from a volcano.

E. Earthquakes *(4)*	
Epicentre	The point on the Earth's surface directly above the focus of an earthquake.
Focus	The source of an earthquake beneath the Earth's surface.
Seismic waves	Fast waves of energy generated from the focus of an earthquake.
Richter scale	A scale used to measure the strength of an earthquake.

F. Living in the tectonic danger zone	
Volcanoes *(4)*	1. Jobs in tourism. 2. Geothermal energy created. 3. Ash makes the ground fertile, which is good for farming. 4. Diamonds and gold from previous eruptions can be mined.
Earthquakes *(3)*	1. Friends and family live in the area. 2. It has not happened in such a long time, so people take the risk. 3. Employment in the area.

G.	Volcanoes	Earthquakes
Monitoring *(2)*	1. The shape may change. 2. Increase in gases given off e.g. sulphur dioxide.	1. Irregular tremors measured. 2. Radon gas levels increase as rocks crack.
Protect	Lava diversion channels.	Earthquake proof buildings.
Planning *(2)*	1. Evacuation. 2. Emergency services trained.	1. Earthquake drills. 2. Emergency services on-call.

H. Effects of tectonic hazards *(2)*	
Primary effects	Direct impacts of an event e.g. people killed, injured, or buildings collapse.
Secondary effects	The indirect impacts of an event, usually occurring in the weeks, hours, months after the event e.g. the outbreak of disease from contaminated water.

I. Examples	
Developing Haiti Port Au Prince	1. 316,000 dead. 2. 1.5 million homeless. 3. Cholera outbreak killed 8,000.
Developed New Zealand Christchurch	1. 181 dead. 2. 80% of the city without electricity. 3. The Rugby World Cup was cancelled. 4. Schools closed for 2 weeks.

- Fluency sheets (each pupil has these stuck in their books at the start of each unit).
- They must know about a named example of a tectonic hazard. We studied the Haiti earthquake and the earthquake and tsunami in Japan. For this they must learn the location, date and magnitude one of these earthquakes, the type of plate boundary it is on, a primary and secondary effect and an immediate and long term response.
- SENECA key stage 3 geography, the tectonics and population units will be helpful. We have set these for all Y8 classes to work through. Their log in for SENECA is the same as last year or pupils can log in using Microsoft 365, which is their school email address and password.
- Exercise books are very useful as they contain everything that has been taught. Pupils can take their books home, but must remember to bring them in when they have geography lessons. They are no use if left in the classroom in a box all the time!

History

The reformation

- Catholicism vs. Protestantism
- Henry VIII
- Why did Henry break with Rome

Elizabethan Religion

- Changes to the Church
- The religious Settlement
- The Catholic Threat
- The Armada

Information Technology

There will be a 30-minute exam based off the topics you have done so far on E-safety, Microbits and Python programming.

E-Safety and legislation

•Describe the potential consequences of inappropriate content, contact and conduct

•Can explain how legislation affect online activities

•Explain how to protect online identify and privacy on a range of platforms

•Pupils should know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

•Pupils should know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

•Pupils should know their rights, responsibilities, and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

Programming

- Use of variables
- Use of functions
- Use of loops
- Use of if statements
- Begin to use user defined functions
- Create programming code to solve problems in both block and text based

Useful resources

KS3 Computer Science - BBC Bitesize KS3 Computer Science - BBC Bitesize

and

Knowledge organisers on school's website

and

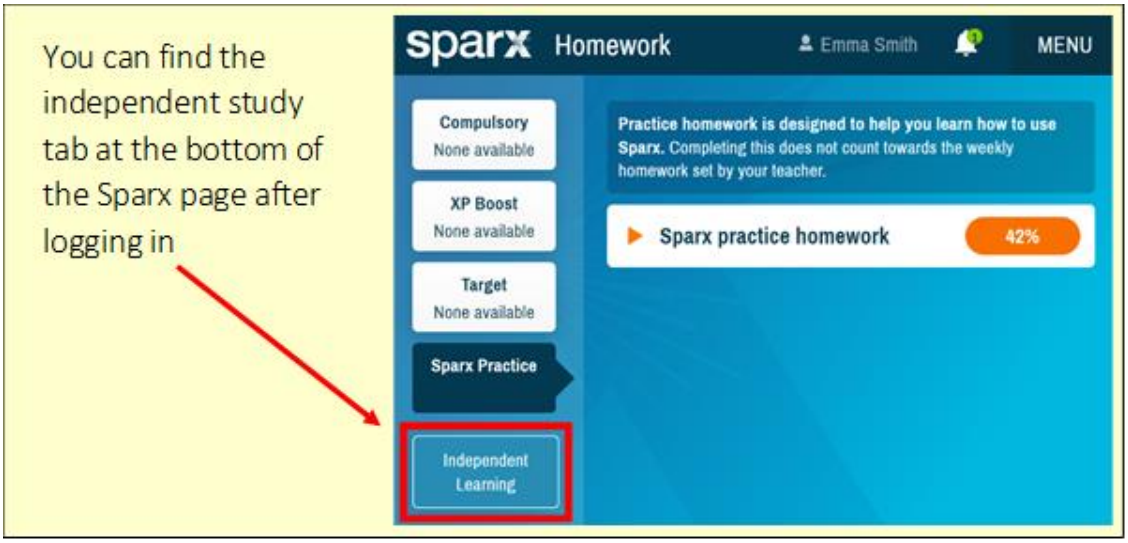
Students can access revision materials at Seneca Learning. Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) - look for ks3 computing.

Mathematics

One paper – 60 minutes – Calculator

Below are the topics to revise for the assessment and the KPI (Key Performance Indicator) number. By going onto the independent study section on Sparx (shown below), you can use the Sparx codes to get questions and videos to help you revise the topics. If you have any questions, please ask your teacher.

Topic		Sparx Codes
❑ 8.01	Powers and Roots	M135, M608
❑ 8.02	Prime Factorisation	M322, M823, M108, M365, M227, M698
❑ 8.03	Rounding	M111, M431, M994, M131, M878
❑ 8.04	Fractions	M939, M410, M671, M601, M835, M931, M157, M197, M110, M265
❑ 8.05	Solving equations 1	M707, M509, M387, M554, M813, M795, M531, M957
❑ 8.06	Coordinates and basic graphs	M618, M622, M797
❑ 8.07	Units of measure	M772, M530, M761, M774 (units) M892, M627
❑ 8.08	Angles in Parallel Lines	M163, M818, M319, M606, M393



Physics

There is 1 Science paper, 60 minutes long. 20 minutes will assess Physics knowledge.

Topics Included: Heating and Cooling and Forces and Motion

Heating and Cooling

- ❑ Describe temperature
- ❑ Measure the temperature of different materials
- ❑ Describe the arrangement and motion of particles in matter at different temperatures
- ❑ Describe the changes in energy stores of matter when its temperature is changed
- ❑ Describe how mixing samples of water can affect the temperature
- ❑ Describe mechanisms that cause changes to the temperature of matter
- ❑ Analyse energy transfer during changes to temperature
- ❑ Describe the energy transfer when objects are at a steady temperature
- ❑ Explain how matter can sustain a different temperature to its surroundings
- ❑ Describe the collection of high-quality data to measure the effect of the energy supply (different flames) on the heating of water
- ❑ Analyse graphs to describe the effect of energy supply on the size of the temperature change of water
- ❑ Explain how the energy supply affects the size of the temperature change during heating
- ❑ Identify the temperature of matter from heating curves
- ❑ Describe the temperature difference between two moments in time from heating curves
- ❑ Explain the rate of change of temperature for different masses and starting temperatures
- ❑ Plan a trustworthy experiment to compare how matter cools in surroundings at different temperatures
- ❑ Collect and record trustworthy data to compare the effects on cooling of matter
- ❑ Make conclusions from interpreted data to explain cooling
- ❑ Describe the process of thermal conduction
- ❑ Explain why different materials at the same temperature feel different
- ❑ Explain how different materials (and states) more effectively transfer energy by thermal conduction
- ❑ Investigate how the temperature increases along a thermal conductor
- ❑ Explain how thickness of a material affects thermal conduction
- ❑ Use secondary data to decide which material to use for a specific purpose
- ❑ Describe how the temperature, mass and material of matter can affect the amount of energy in the thermal store
- ❑ Explain how temperature, mass and material affect the net flow of energy to/from an object
- ❑ Compare methods to investigate the capacity of different materials to change temperature
- ❑ Collect trustworthy data to compare the capacity of materials to store energy
- ❑ Evaluate the data and method
- ❑ Carry out a peer review to assure scientific claims
- ❑ Define internal energy
- ❑ Explain what causes the internal energy of matter to change
- ❑ Explain internal energy changes using heating/cooling curves (including with state change)
- ❑ Explain volume changes to matter during heating/cooling processes
- ❑ Describe pressure changes to matter during heating/cooling processes
- ❑ Describe the density of matter in given situations
- ❑ Describe the process of convection
- ❑ Explain convection
- ❑ Explain convection across different applications
- ❑ Describe thermal radiation
- ❑ Describe the effect of a surface on energy transfer
- ❑ Explain how the rate of radiation (absorption and emission) can be changed
- ❑ Identify the mechanism causing a region of matter to increase its thermal store
- ❑ Explain energy transfer in real-world contexts

- ❑ Explain which material/combination to use in a variety of applications

Forces and Motion:

- ❑ Identify which object has higher speed with reference to distance travelled in a given time interval
- ❑ Identify which object has higher speed for different distances in different time intervals
- ❑ Describe ways to determine the speeds of objects/phenomena
- ❑ Calculate the average speed of an object using speed = distance, time
- ❑ Explain why the average speed may be different to the instantaneous speed of an object
- ❑ Describe relative motion
- ❑ Investigate relative motion
- ❑ Calculate the relative motion of two moving objects
- ❑ Read values of distance or time off the axes of a distance-time graph for a plotted point
- ❑ Describe the changes to an object's distance from a starting point represented by a move from one point on a distance-time graph to another
- ❑ Describe change in position of an object and its speed represented by straight lines on a distance-time graph
- ❑ Identify when speed is changing on a d-t graph
- ❑ Describe speed changing
- ❑ Explain speed changing
- ❑ Explain what affects the size of acceleration
- ❑ Describe the effect of the type of fluid on drag force
- ❑ Describe how streamlining affects drag force
- ❑ Explain why the drag force on an object increases with the object's speed
- ❑ Compare the forces acting on an object when it is moving at a constant speed through a fluid
- ❑ Explain why a driving force is necessary for an object to move at a steady speed under frictional forces
- ❑ Explain the changes in speed to an object when frictional forces act on an unpropelled object
- ❑ Describe the motion of an object experiencing only the gravity force
- ❑ Describe the forces acting on an object falling in air
- ❑ Investigate the motion of a falling object in air

There is also a synoptic element meaning any Physics topics from Year 7 can be included.

Useful resources:

Knowledge organisers and curriculum details can be found at Independent Study | Students | Stockport Academy

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40 Minutes

Islam

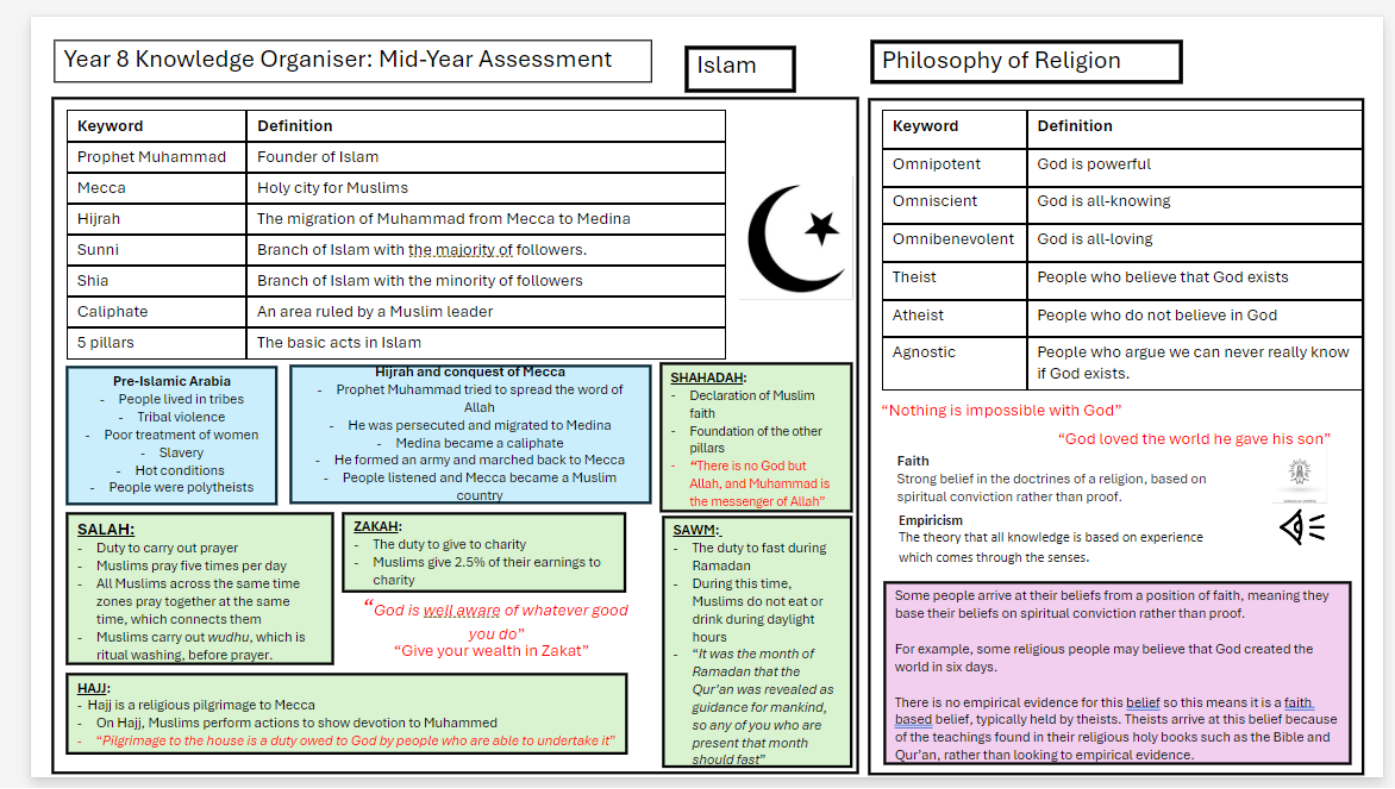
- Holy Books
- Conquest of Mecca
- 5 Pillars

Philosophy of Religion

- Theism, Atheism, Agnostic
- Faith and Empiricism

You should use the below to help you revise:

- ❖ Knowledge organisers
- ❖ Exercise books



Year 8 Knowledge Organiser: Mid-Year Assessment

Islam

Keyword	Definition
Prophet Muhammad	Founder of Islam
Mecca	Holy city for Muslims
Hijrah	The migration of Muhammad from Mecca to Medina
Sunni	Branch of Islam with the majority of followers.
Shia	Branch of Islam with the minority of followers
Caliphate	An area ruled by a Muslim leader
5 pillars	The basic acts in Islam

Pre-Islamic Arabia
- People lived in tribes
- Tribal violence
- Poor treatment of women
- Slavery
- Hot conditions
- People were polytheists

Hijrah and conquest of Mecca
- Prophet Muhammad tried to spread the word of Allah
- He was persecuted and migrated to Medina
- Medina became a caliphate
- He formed an army and marched back to Mecca
- People listened and Mecca became a Muslim country

SHAHADAH:
- Declaration of Muslim faith
- Foundation of the other pillars
- "There is no God but Allah, and Muhammad is the messenger of Allah"

SALAH:
- Duty to carry out prayer
- Muslims pray five times per day
- All Muslims across the same time zones pray together at the same time, which connects them
- Muslims carry out *wudhu*, which is ritual washing, before prayer.

ZAKAH:
- The duty to give to charity
- Muslims give 2.5% of their earnings to charity

"*God is well aware of whatever good you do*"
"Give your wealth in Zakat"

SAWM:
- The duty to fast during Ramadan
- During this time, Muslims do not eat or drink during daylight hours
- "*It was the month of Ramadan that the Qur'an was revealed as guidance for mankind, so any of you who are present that month should fast*"

HAJJ:
- Hajj is a religious pilgrimage to Mecca
- On Hajj, Muslims perform actions to show devotion to Muhammed
- "*Pilgrimage to the house is a duty owed to God by people who are able to undertake it*"

Philosophy of Religion

Keyword	Definition
Omnipotent	God is powerful
Omniscient	God is all-knowing
Omnibenevolent	God is all-loving
Theist	People who believe that God exists
Atheist	People who do not believe in God
Agnostic	People who argue we can never really know if God exists.

"Nothing is impossible with God"

"God loved the world he gave his son"

Faith
Strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.

Empiricism
The theory that all knowledge is based on experience which comes through the senses.

Some people arrive at their beliefs from a position of faith, meaning they base their beliefs on spiritual conviction rather than proof.

For example, some religious people may believe that God created the world in six days.

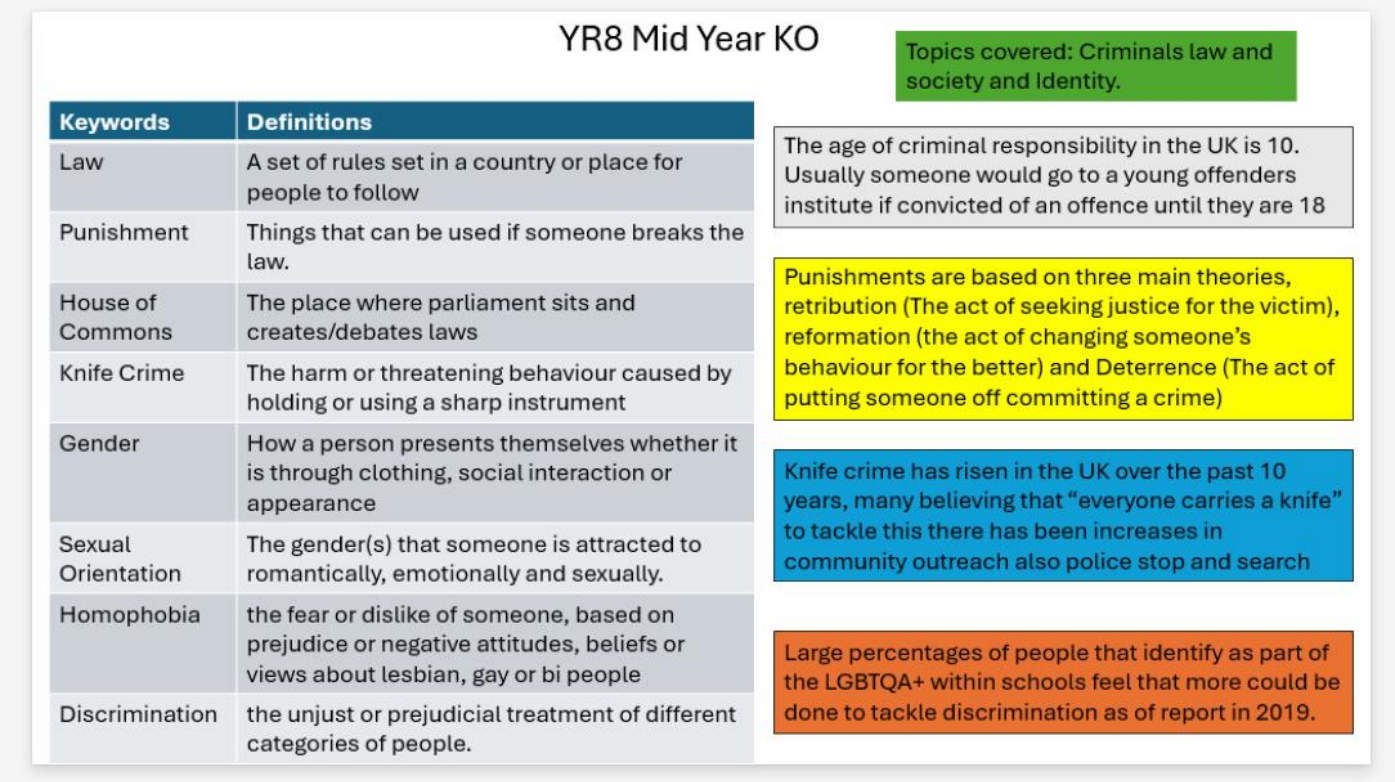
There is no empirical evidence for this belief so this means it is a faith based belief, typically held by theists. Theists arrive at this belief because of the teachings found in their religious holy books such as the Bible and Qur'an, rather than looking to empirical evidence.

30 Minutes

- 10 Commandments
- Punishment
- Law making
- Gender
- Sexuality

You should use the below to help you revise:

- ❖ Knowledge organisers
- ❖ Exercise books



YR8 Mid Year KO

Topics covered: Criminals law and society and Identity.

Keywords	Definitions
Law	A set of rules set in a country or place for people to follow
Punishment	Things that can be used if someone breaks the law.
House of Commons	The place where parliament sits and creates/debates laws
Knife Crime	The harm or threatening behaviour caused by holding or using a sharp instrument
Gender	How a person presents themselves whether it is through clothing, social interaction or appearance
Sexual Orientation	The gender(s) that someone is attracted to romantically, emotionally and sexually.
Homophobia	the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people
Discrimination	the unjust or prejudicial treatment of different categories of people.

The age of criminal responsibility in the UK is 10. Usually someone would go to a young offenders institute if convicted of an offence until they are 18

Punishments are based on three main theories, retribution (The act of seeking justice for the victim), reformation (the act of changing someone's behaviour for the better) and Deterrence (The act of putting someone off committing a crime)

Knife crime has risen in the UK over the past 10 years, many believing that "everyone carries a knife" to tackle this there has been increases in community outreach also police stop and search

Large percentages of people that identify as part of the LGBTQA+ within schools feel that more could be done to tackle discrimination as of report in 2019.

Spanish

There will be two papers each 30 minutes long.

1. Receptive (Listening and Reading)
2. Productive (Writing)

Both papers will cover the following units of study: -

Y8 Revision Booklet

These are the units of work covered in Year 8 and a reminder of the y7 units too. Once you have revised each unit, you can tick it off the list. This booklet contains exercises covering all topics and links to quizzes.

✓	Holidays
	Destinations
	Transport
	Accommodation
	Activities
	Your usual holidays
	Describing a holiday in the past
	Where you would like or will go
	Going out and Staying in
	Free time activities
	Future/Weekend plans
	Asking someone out
	Going to a party
	Favourite TV program/Film/Music
	Health and Fitness
	Describing your routine
	How healthy you are
	Recommendations and resolutions for healthy living
	At the Doctor's

✓	y7 Content
	Greetings and Introductions
	Family
	School
	Where I live

	Linguistic structures
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

Revision Timetable

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Day	Morning	Afternoon	Review points
Saturday			
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