



*Saint Joseph's*  
CATHOLIC SCHOOL

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# Key Stage 3 Revision Booklet

# Year 8

ST JOSEPH'S CATHOLIC SCHOOL  
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Dear Year 8 pupil,

In a few weeks, you will all be facing a series of formal assessments. These assessments will test the progress you have made in your first year of secondary school.

Once your teachers have marked the assessments, they will look at your results and come to a judgement about how much (or how little!) you have learned. Based on your achievements in these assessments and your assessments throughout the year subject teachers will be reviewing sets for their subject areas.

Once we have this overall picture, we will look at whether we feel that you are in the appropriate teaching groups. Decisions about this will be made within weeks of you sitting the assessments. If you have done particularly well, a letter of congratulation may be on its way. On the other hand, if you have not performed according to your ability, your parents may have to come up to school for an interview, to discuss your progress.

**As you can see, these assessments are IMPORTANT for the school, for your parents, and (most importantly) for YOU.**

So, what do you do now? Well, **REVISE**, of course! To help you do your very best in the assessments, your teachers have drawn up revision lists – you will find them all in this booklet, along with revision tips and a revision planner to help you organise and use your time wisely. Remember – there should be no need to panic! If you have always worked hard in class and continue to do so, revision will be a pleasure rather than a chore, as it will simply be a matter of checking and confirming what you already know!

When we return from May Half Term, the first week back will be dedicated to revision lessons and you will be following your normal timetable. The second week back will be your assessment week and the normal timetable will be collapsed and replaced with an assessment timetable. All assessments will be taking place during the week beginning the 8<sup>th</sup> June.

All the teachers at St Joseph's wish you success in the forthcoming assessments!

Mr R Rooney

# How to Perform Well in Assessments

This guide is intended to help you with your assessment preparation, so that you can make the most of what you have learned. It does NOT offer you a way around the problem of lack of effort in the past, but it CAN help you make the best use of the time you have left!

The most important thing is to **LISTEN** and **PARTICIPATE** in class. Pay attention and ask for help if/when you need it. The harder you work in class **NOW**, the easier your revision and preparation will be later.

Revising isn't something that should be challenging or difficult at all. What revising is, unfortunately, is time consuming. It takes a while. That's why you might like to start early (nothing to do on a Sunday?)...

## Plan Your Revision

Work out how long you've got to revise before the assessments, and plan how best to use that time. Prepare a revision timetable. Pace yourself, revisiting each subject area regularly in the weeks before the assessments. Don't fool yourself that 'cramming' the night before an assessment will do the trick!



## Preparation

- Be organised. Keep your folders, books etc tidy so that you don't have to waste time looking through clutter.
- Read the subject pages in this booklet carefully to find out what will be assessed in each subject.
- Don't try to revise where there are distractions, like the TV or your games console.
- Eat well, sleep well and take physical exercise – cooping yourself up in one room day after day is unhealthy. You won't perform well if you've locked yourself up with books for weeks!
- Your brain can only concentrate for certain periods of time, so take regular breaks and treat yourself to a reward – go out for a walk, kick a ball about, listen to music.
- Don't let breaks take over though – stick to strict time limits, and don't slump for long periods in front of the TV.
- Make sure you know what equipment you will need for each assessment.
- Make sure you know which assessments are on which days. If you are ill on the day of an assessment, make sure your parent/guardian telephones school immediately to explain.
- Make sure you are comfortable before you go into the assessment room – (e.g. make sure you have been to the toilet)

## Strategies for Revising

There is no one correct way to revise, and each person will have their own approach. Below are a few strategies that you could use to help you revise:



Looking at the subject pages in this booklet identify what areas you need to concentrate on. When you have identified these areas go through your work for the year and create some revision resources (mind maps, flashcards, lists) with the relevant information.

Once you have these revision resources, you can use them to revise by:

- Testing yourself – hide the resource away, can you remember all the information on the resource?
- Get others to test you
  - Give the resource to a family member or friend and ask them to ask you questions relating to the information.
  - Give the resource to a family member or friend and see if you can tell them the information on the resource.
- Look at some of the relevant questions you have done throughout the year in your exercise book – re-do the questions using your revision resources as help.

**On the next page is a suggestion on how you could organise your revision time!**

# End of Year Assessment Revision Strategy

Gather →	Filter →	Learn →	Test →
<p><b>Session 1</b> After the first time you have revised a topic, you should not need to do any further 'gathering'</p>	<p><b>Session 2</b> After the 2nd or 3rd time you have revised a topic, you should not need to do any further 'filtering'</p>	<p><b>Session 3</b> Give yourself a variety of activities and change where you work from time to time. Don't forget to revise with friends sometimes too.</p>	<p><b>Session 4 onwards</b> As you approach your assessment date you should spend more and more time on the testing stage and making the tests more challenging.</p>
<b>20% of your time</b>	<b>30% of your time</b>	<b>30% of your time</b>	<b>20% of your time</b>
<p><b>You will need:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides/checklists (see the section on the school website)</li> <li>• Questions you have tackled during lessons</li> <li>• Old assessments you have completed</li> </ul> <p>Before you start, rank the topics you need to cover from most to least confidence. Begin with the topics lowest on the list.</p> <p>Read through and become familiar with the information that you need to know in order to be successful.</p> <p>Identify any bits of knowledge you have missing and go to see your teacher to help fill this gap.</p>	<p>Reduce the amount of information you have down to essential parts of the knowledge. You can do this by:</p> <p>Creating mind maps or flash cards.</p> <p>Creating Crib sheets – these are like pages from a revision guide with all the essential information.</p> <p>Writing 'perfect' assessment answers from your notes.</p> <p>Making your own knowledge organiser or summary sheet of the topics.</p>	<p>Use these strategies to learn the information so that you can recall it easily.</p> <p>Look/cover/write/check</p> <p>Read and repeat information for 2-3 minutes, do something else for 10 minutes and then try to recreate from memory.</p> <p>Complete assessment/assessment questions and then go back and self-mark. Fill in the gaps in a different coloured pen. Revise the bits you missed again.</p>	<p><b>Low stakes testing</b> Easy, quick quizzes which test small pieces of knowledge. This works well for simple facts, dates, key words or important formulae. You must complete some low stakes testing within 24 hours of revising a topic to anchor learning in your memory.</p> <p><b>High stakes testing</b> These are longer assessment style questions which apply knowledge as you would have to in the assessment.</p> <p>These should be completed within 48-72 hours of revising a topic and then repeated regularly to keep your revision 'fresh'.</p>
<p>Gathering is <b>not revision</b>; don't spend ages on this stage.</p>	<p>Copying out information word for word is not filtering or learning.</p>		<p>Silent. No support. Timed.</p>

Follow the instructions to the letter. Read any instructions given on the paper and listen carefully to the teacher who gives out the assessment. Read the questions very carefully, and if there are examples given, study them carefully too. The clue as to how to answer the question will be in the example. Make sure you answer the question given – there isn't much point telling the assessor what you know if it has nothing to do with the question!

Plan your time well in the assessment – if you only manage to attempt half of the questions, the best mark you can possibly get is only 50%! Make sure your answers are well-presented. Write clearly and neatly and label diagrams or pictures if this helps your answer.



## DON'T PANIC!

Remember, assessments are NOT designed to catch you out – rather, to allow you to show what you have learned. Being calm and thoughtful in the assessment will help you get the most out of your preparation.

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## Message to all parents

Please make sure that your son/daughter is properly equipped for the forthcoming assessments.



As a minimum, they should have several black pens, pencils, a rubber, ruler and pencil-sharpener, mathematical equipment (protractor, compass, and a working calculator) all stored in a clear pencil case.



## WHAT YOU NEED TO REVISE:

The assessment will focus on 'The Geography of Conflict'.

Section 1 – **Multiple choice recall questions** on the conflicts studied

Section 2 – **Extended writing** – a newspaper article on the conflict of your choice (from the list below) focusing on:

- An overview of the conflict
- The impacts of the conflict
- Quotes – what might people be saying about the conflict
- Key facts
- Your opinion on the conflict
- Suggestions/ideas on how the conflict could be stopped

<b>Tension in The South China Sea</b>	Why do nations risk confrontation over oceans and islands that most people will never see?
<b>Conflict in Crimea</b>	How do history, identity, and politics combine to make some places permanently contested?
<b>Gender inequality in Afghanistan</b>	How does conflict reshape everyday life, especially for those with the least power?
<b>HS2 – Not In My Back Yard!</b>	Why do conflicts emerge when national priorities clash with local interests?

Key Idea	Enquiry Question
<b>The Geography of Conflict</b>	What underlying forces cause conflicts to emerge, and why do they take different forms in different places?
<b>Blood Diamonds of Sierra Leone</b>	How do valuable natural resources become drivers of violence rather than development?
<b>Water conflict in the Aral Sea</b>	How can competition for essential resources turn cooperation into conflict?
<b>The Child Soldiers of Central Africa</b>	How are children exploited by conflict?
<b>The end of the orangutans of our Rainforests</b>	Why does environmental destruction create conflict?
<b>Landmines and food insecurity in Somalia</b>	How do the long-term legacies of conflict continue to shape people's safety, livelihoods, and access to food?





## WHAT YOU NEED TO REVISE:

You will have **recall questions** linking to content that you have studied from **across Year 8**.

1. Section A will have 5 multiple choice questions on the Industrial Revolution
2. Section B will be a diagram and sorting task on the English Civil War
3. Section C will be key words to match for definitions for the British Empire
4. You will then have an **extended writing** task focusing on:
  - Why the slave trade was abolished
    - Actions of religious campaigners
    - Actions of enslaved people
    - Economic reasons
    - Anti slavery campaigners
  - Challenge thoughts: Is it possible to separate the reasons or are they linked?



### **Key Words:**

Use your knowledge organiser to learn key vocabulary

### **Key Skills:**

- Cause and consequence
- Using PEE chains
- Making a judgement (how significant were the reasons?)

<b>ARE Grade</b>	<b>Key concepts: knowledge recall, significance, cause and consequence</b>
<b>Working Below</b>	I can recall some relevant facts. I can write in full sentences, using capital letters and full stops. I can identify some causes for the abolition of slavery
<b>Working Towards</b>	I know what makes a good paragraph using a PEE structure. I can describe some causes and select appropriate information, using appropriate detail to support my points
<b>Meeting</b>	I can select and organise relevant information and produce structured work including key terms and individuals. I can make full use of PEE paragraphs to explore and back up a number of causes across the topic.
<b>Exceeding</b>	I can reach a substantiated conclusion independently and know how to weigh conflicting evidence. I can make an independent judgement, making and explaining a variety of links between causes.



## What should I revise? How should I revise?

### End of Year Assessment

This year, Y8 students have studied Dickens' *Great Expectations*, *Dystopian Literature Extracts* from a range of authors, and Shakespeare's *Romeo and Juliet*, alongside a range of linked poetry and non-fiction. They have developed their knowledge and understanding, as well as both their reading (analytical) skills and writing (creative) skills.



As such, the End of Year Assessment will consist of:

- 10 Multiple Choice Knowledge Questions on a range of topics and areas studied
- A task linked to an extract of *Romeo and Juliet*, assessing their reading (analytical) skills where they will write a PEAL paragraph
- A short task assessing their writing (creative) skills.

### Revision Activities

On Class Charts there are a range of resources to support students with their Revision. These include

- Knowledge Organisers for the key texts studied
- High Level Vocabulary
- KS3 Key Terminology
- PEAL sentence starters

Suggested activities include self-quizzing, look-cover-write-check and the creation of revision notecards or posters.

## Key Topics Covered

### Where I live

- Vocabulary: Saying where I live, say what I can do in my neighbourhood, describing my street, describing my home and furniture
- Grammar: Present tense, opinion +inf, prepositions, adjectives, *se puede* + infinitive
- Phonics: Spanish syllables, strong/weak vowels, syllable stress
- Culture: Case study on Hispanic country – Inca Empire

### Last Weekend & Next

#### Weekend

- Vocabulary: Time phrases, weekend activities
- Grammar: Near future tense (*voy a* + infinitive), past tense (preterite), writing in 3 tenses
- Phonics: Stress patterns, spelling changes in preterite (-*qué*, -*gué*)
- Culture: Cádiz case study and Islamic traditions in the local community.

### Free Time

- Vocabulary: Weather and free time, daily routine and activities, what I do at home, clothes, weekend plans, places in town, time, rooms in the house
- Grammar: *hacer*, *ir*, time phrases, reflexive verbs, connectives, opinion phrases, near future tense
- Phonics: Revisit key sounds and spelling changes
- Culture: inclusivity through the life of Pablo Pineda

## Grammar Focus

- **Present Tense:** Regular and reflexive verbs
- **Past Tense (Preterite):** *fui*, *comí*, *visité*
- **Near Future:** *voy a viajar*, *vamos a comer*
- **Comparatives & Superlatives:** *más... que*, *el mejor*

## Cultural Insights

- Explore Spanish towns like Cádiz
- Learn about South American culture and history
- Understand the influence of Islam in a Spanish community

## Assessment Tasks

- Speaking: Describe your town, free time, and weekend plans
- Writing: 90–150 word tasks using 3+ tenses

## Where I live

- Vocabulary: Home, activities, places in town, tourist attractions, last weekend
- Grammar: Present tense, avoir, être, opinion +inf, prepositions, adjectives
- Phonics: *-tion/-ien, è/ê, qu', j, ç, liaison*, nasal sounds
- Culture - Case study on a Francophone country - Mali Empire

## Last Weekend & Next Weekend

- Vocabulary: saying what I did in my neighbourhood, saying what I did last weekend, saying what I'm going to do next weekend, making afterschool plans with a friend
- Grammar: Near future tense (*je vais* + infinitive), past tense (*j'ai fait*), using 3 tenses together
- Phonics: *-gn-, oen eu/œu*, silent consonants, nasal vowels
- Culture - future trip to Cannes

## Free Time

- Vocabulary: Weather and free time, daily routine and activities, what I do at home, clothes, weekend plans, places in town, time, rooms in the house
- Grammar: Faire, aller time phrases, reflexive verbs, connectives, opinion phrases, near future tense
- Phonics: *è/ê, ch, h, ai, oi, liaison*
- Culture – disability study: Philippe Croizon

## ✓ Top Tips for Success

- Use **sentence builders** to structure your answers
- Practice **phonics** to improve pronunciation
- Revise **vocabulary** regularly using flashcards or apps
- Try writing in **3–4 tenses** (present, past, near future, conditional)

## Grammar Focus

- **Present Tense:** Regular (-er, -ir, -re) and irregular verbs (*avoir, être, aller, faire*)
- **Past Tense (Perfect):** *j'ai visité, je suis allé(e)* (with *avoir* and *être*)
- **Nasal Sounds:** *an, on, in, un*
- **Silent Letters:** Final *s, t, x* often silent
- **Liaison:** Link final consonants to vowels (e.g. *vous avez*)
- **Common Sounds:**
  - *é* (as in *été*)
  - *oi* (as in *moi*)
  - *eu* vs *ou* (e.g. *bleu* vs *fou*)

- **Near Future:** *je vais visiter, nous allons manger*
- **Reflexive Verbs:** *je me lève, nous nous amusons*

## Phonics Tips

- **Speaking:** Describe a town, talk about past and future plans
- **Writing:** 90–150 word tasks using 3 tenses
- **Reading & Listening:** Understand vocabulary and grammar in context
- **Translation:** English ↔ French using familiar structures

## Cultural Insights

- **Francophone Countries:** Explore culture and colonial history
- **French City:** Traditions and celebrations
- **Inclusivity:** Representation of disability access and diverse cultures

## Assessment Tasks


## ✓ Top Tips for Success

- Use **sentence builders** to structure your answers
- Practice **phonics** to improve pronunciation
- Revise **vocabulary** regularly using flashcards or apps
- Try writing in **3** (present, past, future)
- Explore **French culture** through music, food, and films



## What you need to know for your End of Year Test:

Use your exercise book and Sparx Maths to revise for this test, the chapters that the test is focusing on are as follows:

Sparx Maths 
Algebra
Sequences
Graphs
Equations and Formulae
Ratio and Proportion
Percentages
Interpreting data
Comparing Data
Angles
Shape – Area and Volume

For more detail on the topics above ask your teacher.

## How do I revise for Maths?



- Use the notes in your exercise book. Take note of the 'working out' methods.
- Go through previous homework on Sparx Maths to practice answering questions.
- Use the independent learning on Sparx maths (videos and online tasks). Check in with your teacher if you are unsure about anything.

**To revise Maths, you MUST 'do' Maths.** You can't just read from your exercise book.

### **Equipment needed:**

Pen, pencil, eraser, pencil sharpener, ruler, compass, protractor, calculator.

## Knowledge Organisers:



- Your teacher has given you a knowledge organiser for all topics and you will have in class revision session. These should be in addition to your at-home revision. The knowledge organisers will be re-shared on classcharts

## What knowledge do I need from each module?

### Creation and Covenant

- Imago Dei
- The 10 commandments
- The greatest commandments
- Conscience

### Prophecy and Promise

- Prophets, OT, NT and modern

### Desert to Garden

- How and Why do people suffer
- How can suffering be decreased

### Galilee to Jerusalem

- The Kingdom of God
- Jesus Miracles
- Jesus Parables
- Lourdes
- Mother Elvira

### To the ends of the earth

- Resurrection
- Heaven
- Hell
- Purgatory

## What skills you need to focus on:

- **Knowledge** – Do you know the keywords, concepts & stories?
- **Describe** – Briefly identify the main parts of stories/events
- **Explaining** – Can you explain what the stories mean? Use PEE chains.
- **Evaluation** – Can you consider different points of view and come to better conclusion? Drawing on evidence from key text (e.g. scripture) and develop an explanation (PEE).



## TOPICS YOU NEED TO COVER:

### 1. Photosynthesis and Respiration

- Describe ways in which plants obtain resources for photosynthesis.
- Use a word equation to describe photosynthesis in plants and algae.
- Suggest how particular conditions could affect plant growth
- Use word equations to describe aerobic and anaerobic respiration.
- Explain how specific activities involve aerobic or anaerobic respiration.
- Describe similarities and differences between aerobic and anaerobic respiration

### 2. The Periodic Table and the Elements

- The elements in a group all react in a similar way and sometimes show a pattern in reactivity.
- As you go down a group and across a period the elements show patterns in physical properties
- Know metals are generally found on the left side of the table, non-metals on the right.
- Describe the properties and uses of metals

### 3. Work Done and Heating and cooling

- Explain observations about changing temperature in terms of energy transfer.
- Describe how an object's temperature changes over time when heated or cooled.
- Explain how a method of thermal insulation works in terms of conduction, convection and radiation.
- Describe how energy is transferred in moving an object
- Calculate the work done in simple machines for lifting

### 4. Climate and Earth's Resources

- Describe how climate differs from weather
- Describe how Earth's atmosphere has changed over millions of years and how that has affected the climate
- Describe how human activity is affecting the atmosphere and what effects that has on climate
- Understand carbon footprint and how it is calculated
- Describe the extraction and processing of metals, ceramics and minerals from the Earth for human use

### 5. Evolution and Inheritance

- Describe how variation can be measured within a population
- Identify inherited and environmental characteristics
- Describe how characters are passed from parents to offspring
- Draw diagrams to predict the outcome of inheritance.

### 6. Magnets and Electromagnetism

- Explain the difference between permanent and induced magnets
- Describe how the magnetic field of a magnet can be plotted
- Explain how magnets behave in relation to each other
- Describe how an electromagnet can be made and tested

### 7. Checklists

[All KS3 Checklists](#)

[All KS3 Knowledge Organisers](#)

# Good luck – you'll be great!

Please remember to ask your  
teachers if you need any help.



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