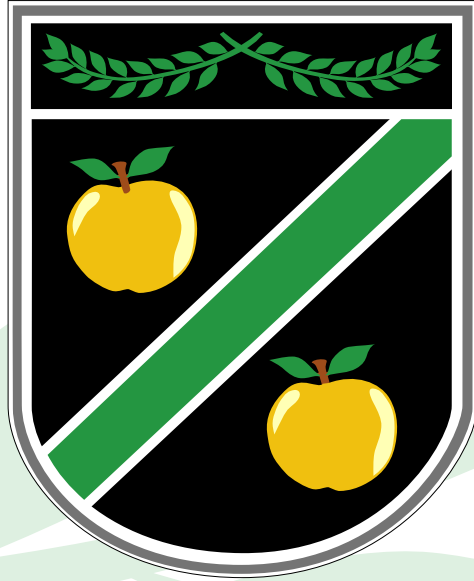


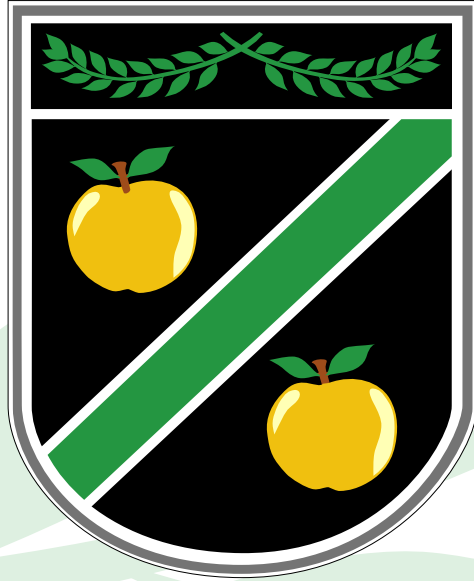
Welcome- Year 8 Curriculum Evening



The Schedule for this evening:

- Introduction/ Key Dates
- Maths Curriculum Presentation
- English Curriculum Presentation
- Science Curriculum Presentation
- The Importance of Attendance
- Key Stage Three Assessment
- Revision Strategies

Key Dates



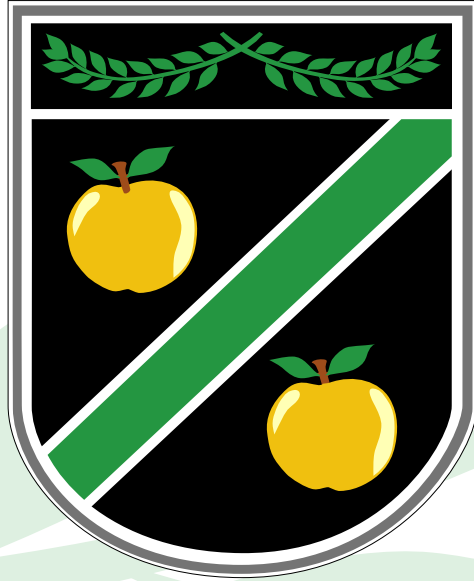
Autumn Term:

- **26th November-** Progress Report home
- **WB 15th December-** Reward Enrichment Week
- **18th December-** Christmas concert

Summer Term:

- **18 May- 5th June-** Year 8 Assessment Week
- **24th June-** Progress report home
- **25th June-** Year 8 Parent Consultative
- **WB 13 July-** Reward week and trips

Pastoral Support



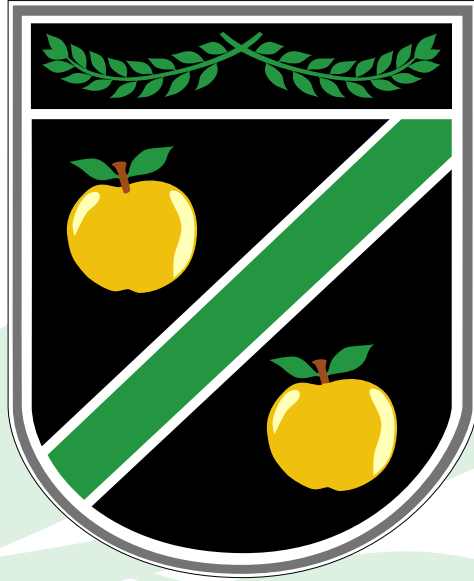
- We have a fantastic pastoral team to support students in Year 8; your child's Tutor, their Assistant Head of Year, myself, their teachers and our SEND and Pupil Premium teams.

- If your child is on our SEND register, Learning Plans for these students are distributed to all of your child's teaching staff to ensure that they are aware of their needs.
- Parents and carers can access these learning plans through Edukey / Provision Map, and you can comment in real-time.
- Targets are reviewed 3 times per year - this can be through the Edukey site, and **we are also available for appointments during all consultative evenings.**

- If your child is Pupil Premium, we can support them by subsidising a wide range of extra curriculum activities, from trips, breakfast club, sports fixtures and prom, as well as providing equipment and uniform where needed. We also support individual students with their academic progress across a range of year groups and subjects.

- If your child has not yet signed up for a lunch time or after school club, we highly recommend encouraging them to do so. All our clubs are shared on our school website, on our 'Clubs and Activities' page.

Welcome to Year 8 Maths

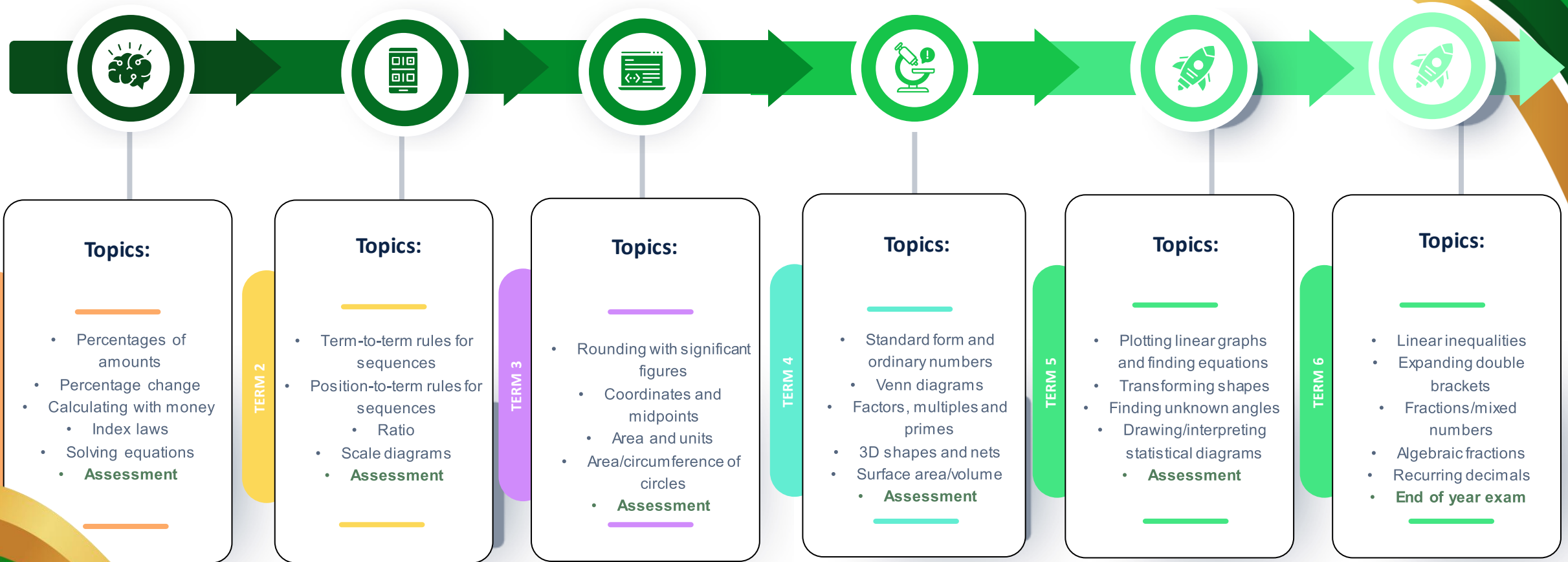


Curriculum map

Use of online platforms and how
parents can support at home

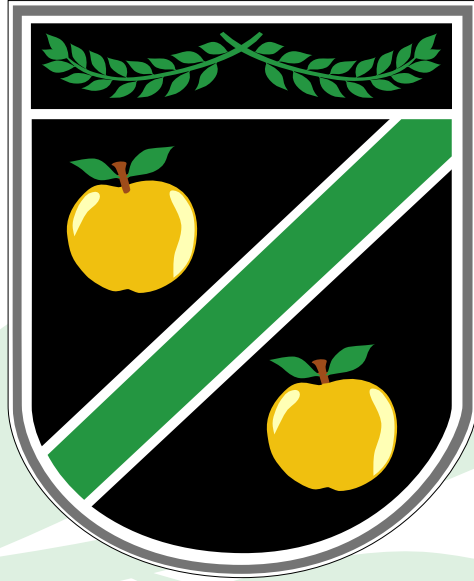
Importance of numeracy

Road Map for Mathematics: Year 8



Achieving Excellence

Sparx Maths



Your 2024/2025 highlights



Students at

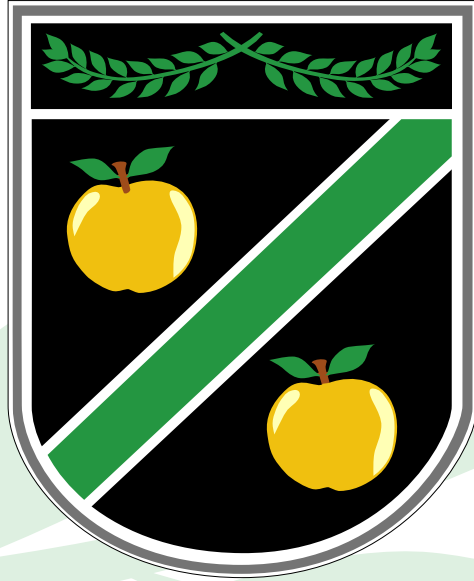
The Appleton School

completed

15,605 hours

of learning this year in Sparx Maths

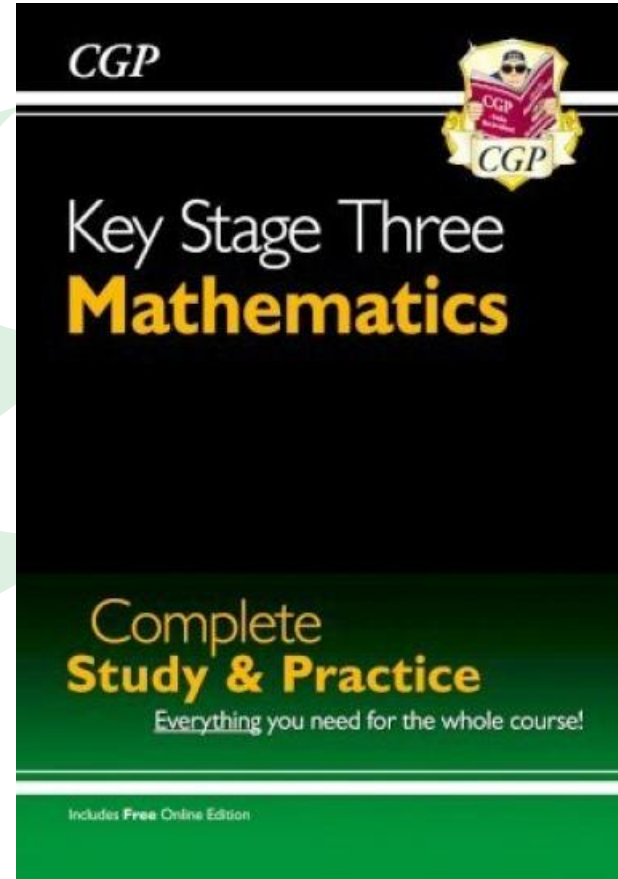
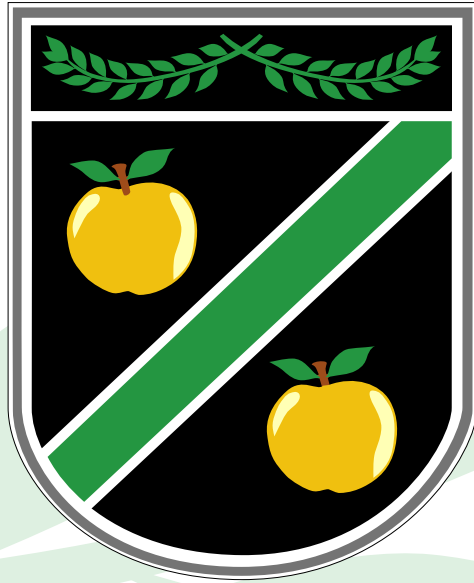
Sparx Maths



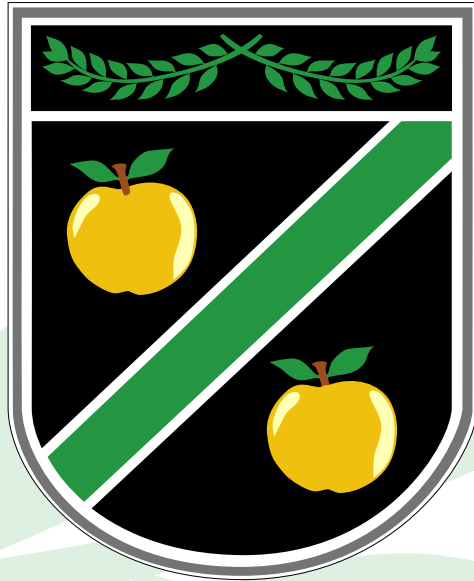
Your 2024/2025 highlights



Independent study resources



The effects of poor numeracy



People with low numeracy are more than twice as likely to face unemployment

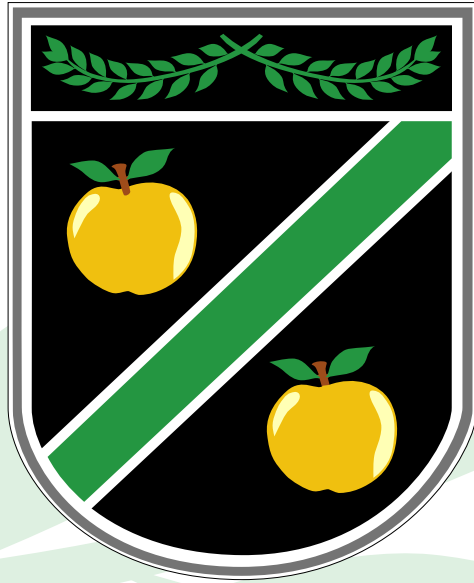
Good numeracy is linked to positive financial behaviours such as saving frequently and keeping on top of bills

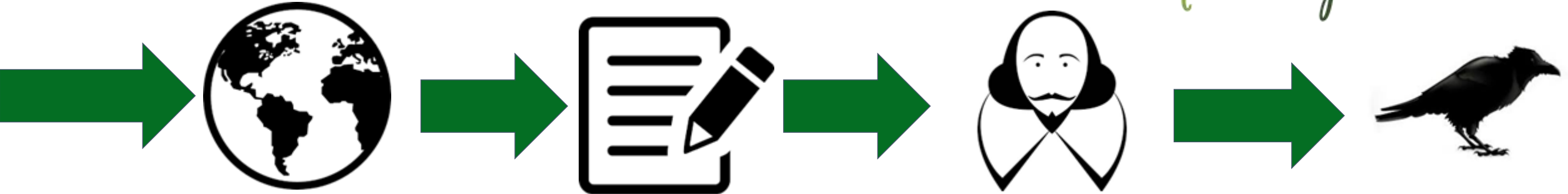
Pupils starting school with low numeracy are more likely to face school exclusions

Students with poor maths skills are more than twice as likely to truant

65% of adult prisoners have numeracy skills below an 11-year-old

Yr 8 English Curriculum





Around the World

Yr 8 begins with the study of identity through voice. Pupils will explore texts from. This will be done through range of different genre and formats while also introducing pupils to transactional writing skills.

Term 1+2

Write like a Journalist

Half term 2 continues with exploring the 'power of voice' through the project-based scheme of work 'Write like a Journalist'. This unit hope to help pupils form an opinion and ignite a feeling of 'fire' and 'passion' which they have the opportunity to exercise through the written word.

Term 2+3

Romeo and Juliet

Pupils move on to the study of a second Shakespeare play. Here pupils deepen their understanding around literary themes and dramatic effects whilst also understanding how the genre of comedy can turn to tragedy. Pupils are also moved beyond the play by being taught how to view Shakespeare through a historicist lens.

Term 3+4

Woman In Black

Summer term concludes with a Gothic work of fiction. Pupils learn the stylistics of genre and how to analyse literary fiction through character, setting and theme. Pupils will also have the opportunity to develop their imaginative writing skills throughout this topic..

Term 5+6

Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities

One in four children haven't reached the expected level of reading by the age of 11. Many of these children will struggle to keep up at secondary school.

By Year 11, the reading skills of children from less advantaged backgrounds are on average almost three years behind those from the most affluent homes

16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.

Adults with lower levels of literacy are more likely to believe that they have little impact on political processes, and are less likely to participate in voting.

Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations.



Reading Age Testing and Reporting



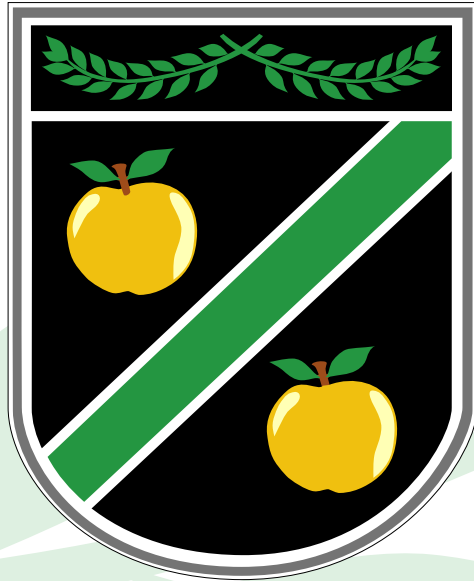
Purple	MORE THAN ONE YEAR ABOVE ACTUAL AGE
Pink	ONE YEAR ABOVE ACTUAL AGE
Green	ON TARGET - READING AGE IN LINE WITH ACTUAL AGE
Orange	ONE YEAR BELOW ACTUAL AGE
Red	MORE THAN ONE YEAR BELOW ACTUAL AGE

SPARX

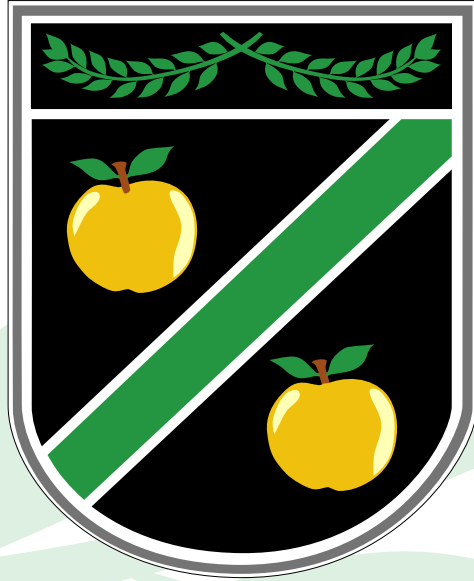
We use a programme called Sparx to complete our reading age testing, but also to support students in developing their reading and vocabulary skills throughout the year.

Students can select a book from over 50,000 titles and adapt the formatting of the page to suit their needs.

Students earn points (SRP) for each question they answer. We expect students to earn 300 SRP a week, which equates to around 30 minutes of focused reading. This is set as homework and is monitored by English teachers.



Start Preparing Now.

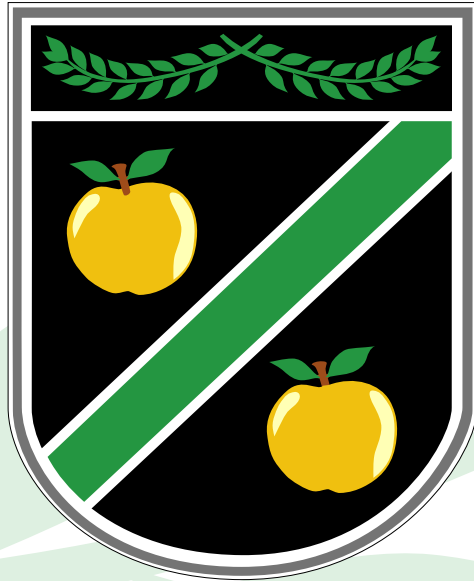


gcsepod
education on demand



Massolit

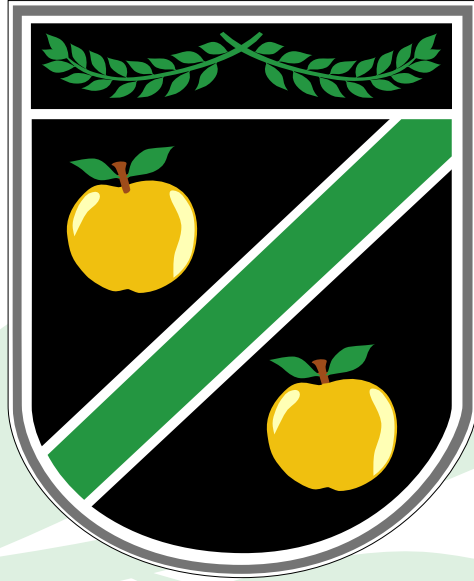




Write Like a Journalist- Exploring
the power of voice through
project - based work.

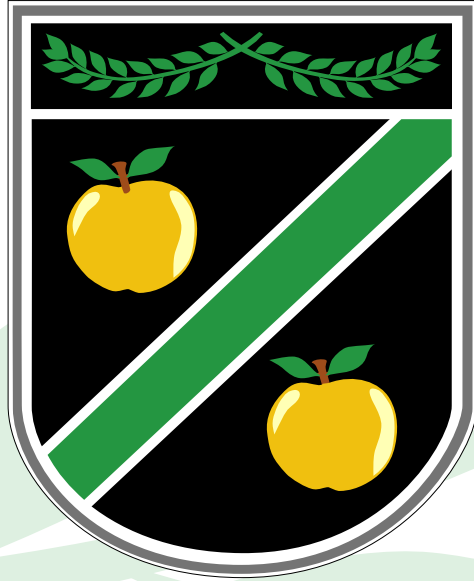
The 'How' and the 'Why'

Why have we implemented this new topic?



- *'Pupils form an opinion and ignite a feeling of 'fire' and 'passion' ... which they have the opportunity to exercise through the written word.'*
- *'The importance of informative and validated journalistic writing is as relevant as ever in a world where fake news, social media and Artificial Intelligence can so easily mislead and misinterpret our concept of what is true or false, right or wrong etc.'*
- *'...gives pupils the knowledge to inform, report and promote real world events empowers them to speak out and encourages their journey in becoming educated leaders of the next generation.'*
- *'This flexible and mature writing style allows pupils fluidity in truly taking time to explore a subject that interests them.'*
- *'Oracy and communications skills will be foregrounded to ensure that pupils have an opportunity to share their voice, giving personal and critical responses to issues that can be explored through classroom debate...'*

How will pupils achieve this throughout the term?



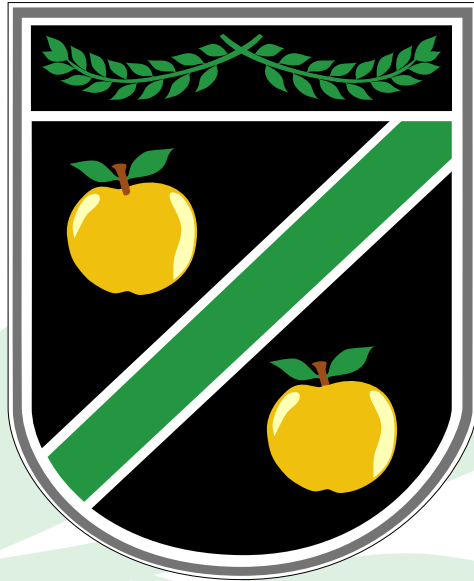
Ties to prior knowledge:

‘Year 8 begins in the first autumn half term with pupils exploring the concept of ‘identity through voice’, in which they are immediately introduced to a wider range of *powerful* texts from around the world; including extracts about people from other cultures. Different genres are also included, for example: travel writers, bloggers and reporters.’

‘Pupils will explore and develop their strength of argument through skills such as repetition, direct address, anecdotes, modal verbs and different sentence structures such as imperatives, declaratives and declarative sentences...’

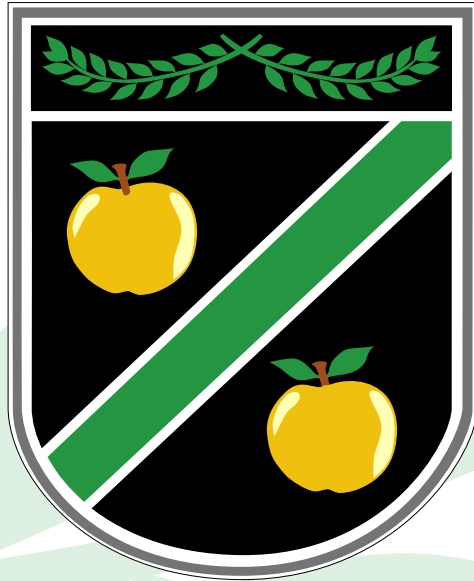
‘Pupils will be exposed to writing in different formats: Letters, guidebooks, blogs and speeches alongside learning how others have adapted their tone and register to suit different audiences.’

How will pupils achieve this throughout the term?

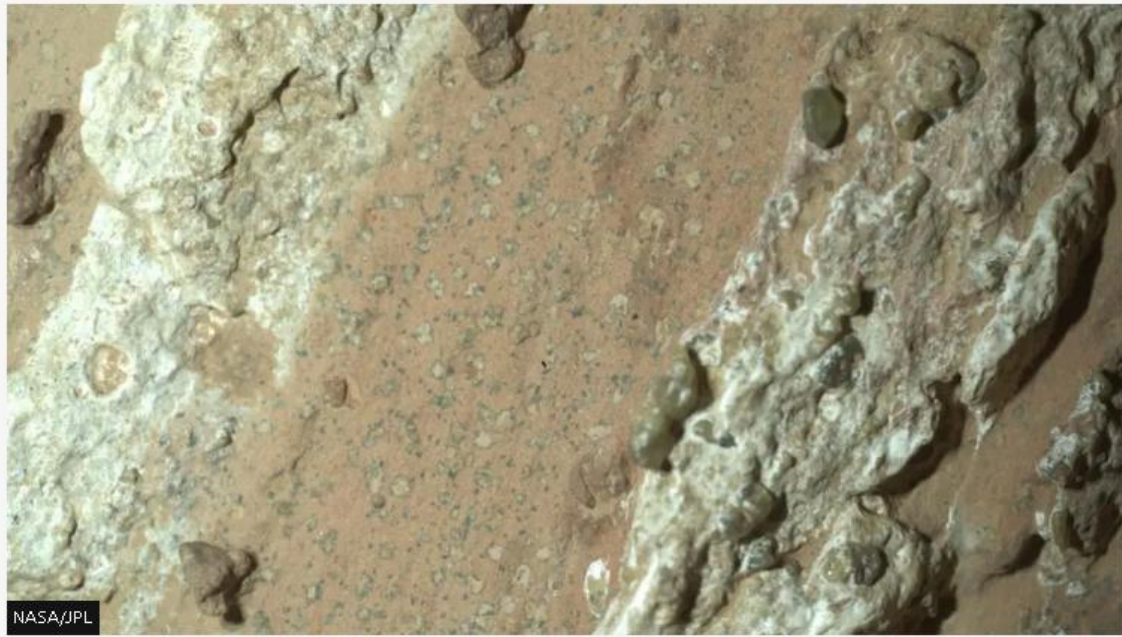


- *'Pupils will ... further explore how their own voice can be enhanced through rhetoric, style, and register, and will be prompted to create a piece of journalistic writing about a topic/argument that they feel strongly about.'*
- *'... opportunities to verbalise their opinions to the classroom teacher or newly appointed 'editorial role' throughout their project.'*
- *'Pupils will be explicitly taught how to proofread, edit and redraft their work across the half term, slowing the logistical process of writing down.'*
- *'...using research, interviews and specialist visitor talks to engage and offer insight into the world of journalism, which can then become interwoven into the pupils own writing every week.'*

Science Curriculum Information



Life on Mars? 'Leopard-spot' rocks could be biggest clue yet



The rocks are covered with unusual markings that look like leopard spots

Unusual rocks discovered on Mars contain the most tantalising evidence yet of potential past life on the Red Planet.

The mudstones, found in a dusty riverbed by Nasa's Perseverance Rover, are dotted with intriguing markings nicknamed leopard spots and poppy seeds.

Scientists believe these features contain minerals produced by chemical reactions that could be associated with ancient Martian microbes.

It's possible the minerals were produced by natural geological processes, but at a press conference Nasa said the features could be the clearest signs of life ever found.



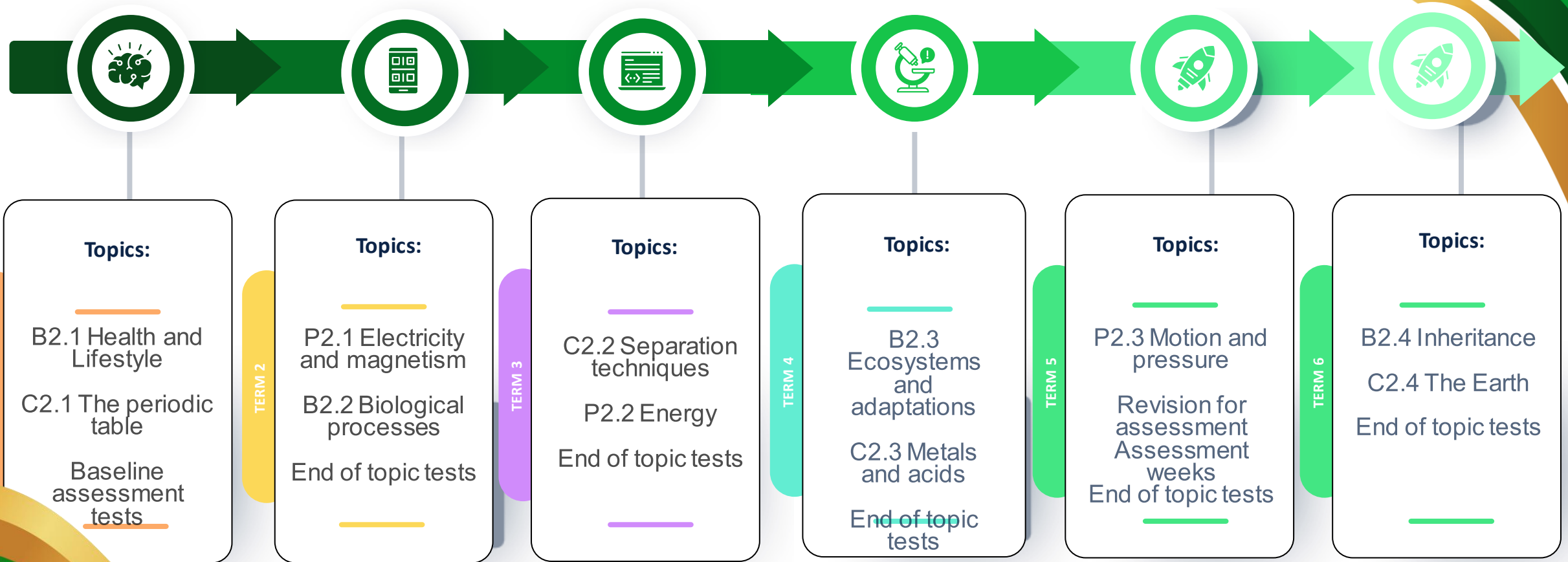
Million-year-old skull rewrites human evolution, scientists claim



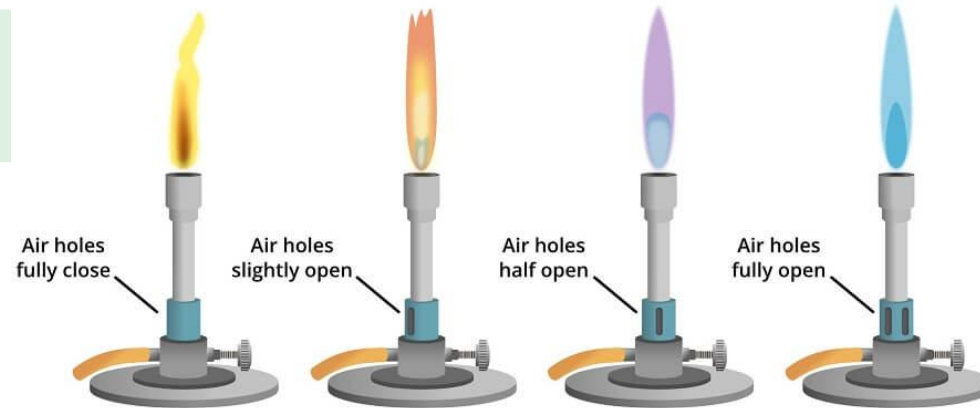
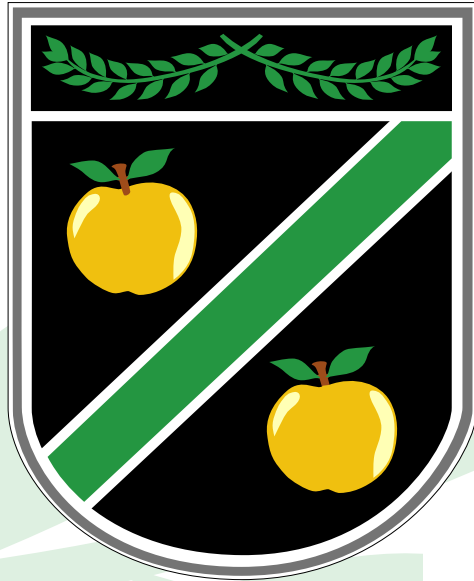
China makes landmark pledge to cut its climate emissions



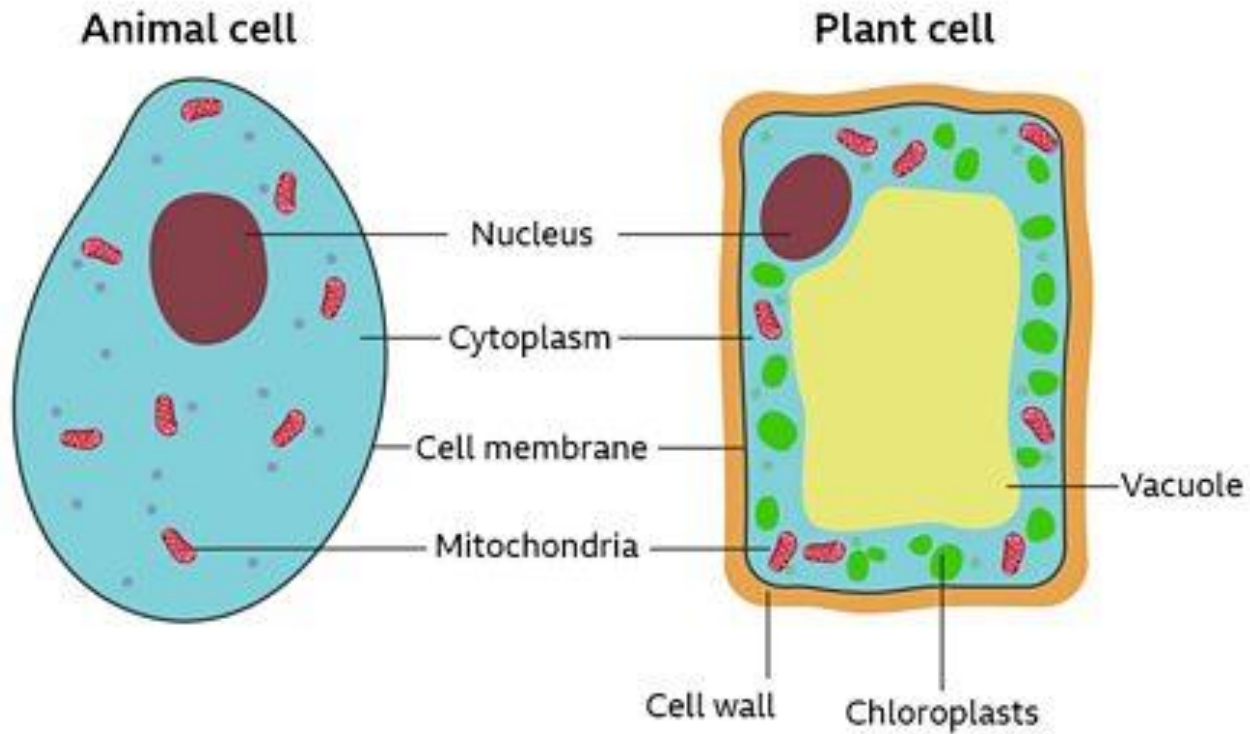
Road Map for Science: Year 8



Achieving Excellence



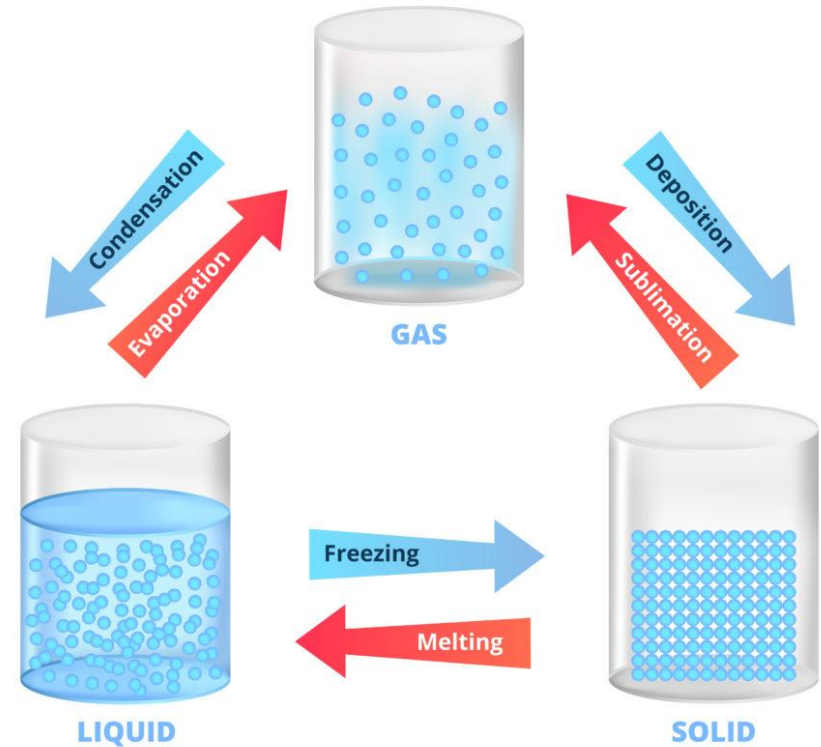
Currently Learning



Cells –

- What are cells?
- Cell structures and their function
- Comparing plant and animal cells

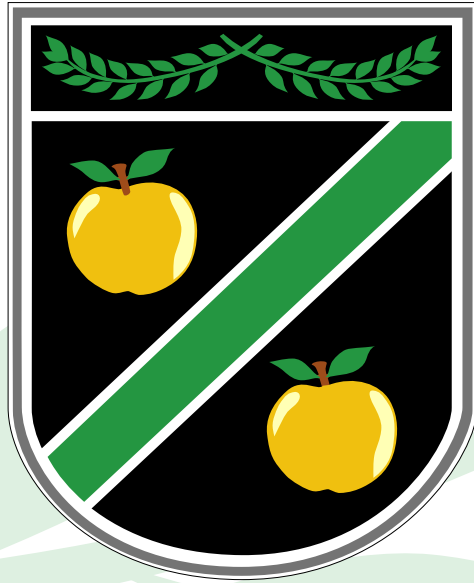
CHANGING STATES OF MATTER



States of Matter –

- What are the three states of matter?
- How does the arrangement of particles vary between states?
- How can substance change state?

Scheme of Work



We follow the Kerboodle Scheme of Work



Sparx Science Homework

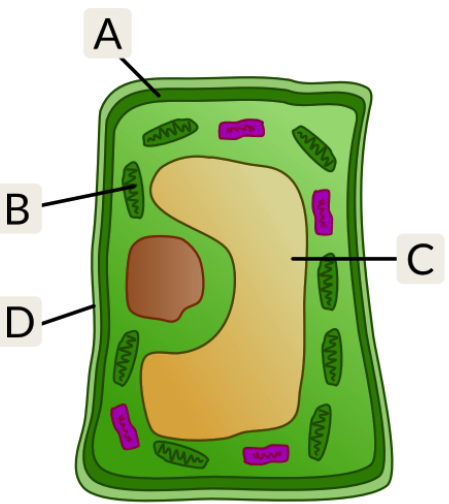
Sparx
Science

- Auto marking- students receive feedback immediately
- Algorithm adapts to students
- Provides opportunity to repeat questions which challenge students
- Set every Wednesday and due the following Tuesday.
- Students need to score 100% for HW to be completed

Sparx Science Adam Smith

Q1 ✓ Q2 ✓ Q3 ✓ Q4 ✓ Q5 ✓ Q6 ✓ **Q7** Q8 Q9 Q10 Q11 Q12 Q13

The diagram represents a **plant cell**.
Name each labelled part of the cell.



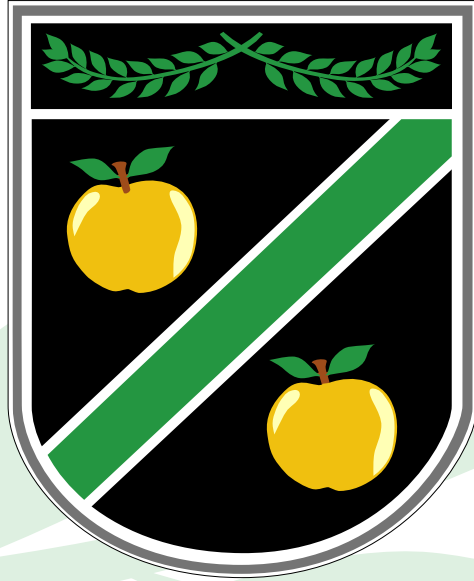
A: ✓

B: ✓
✓ chloroplast

C: ✓

D: ✓

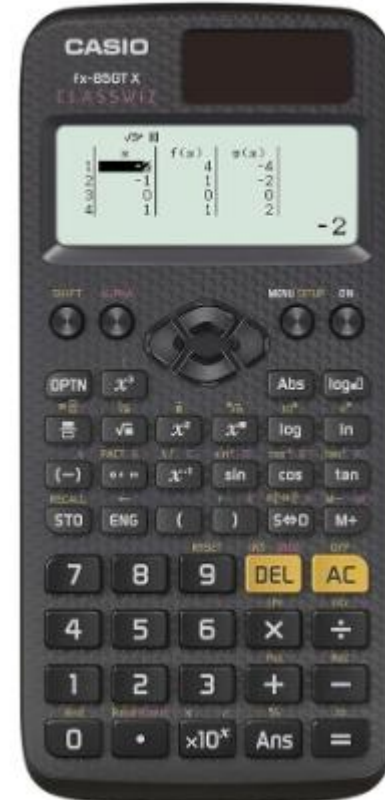
Desirable Equipment



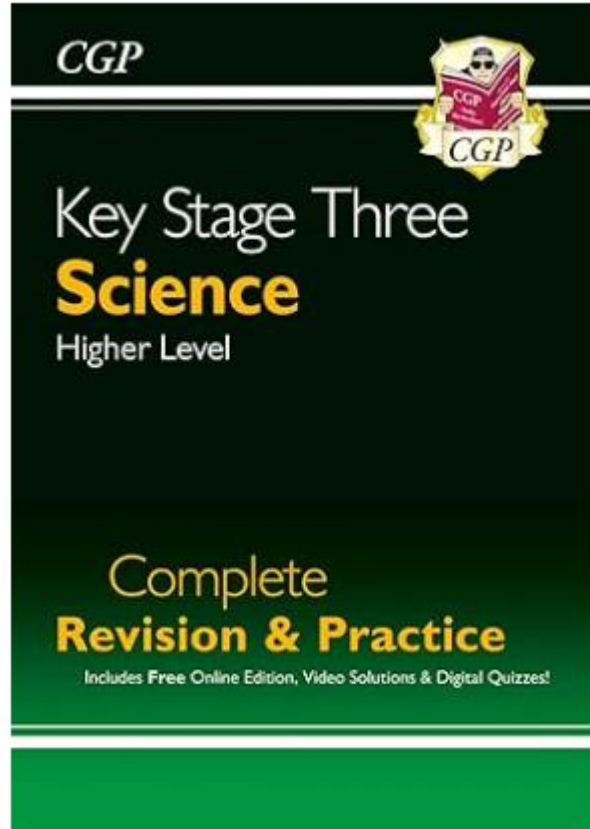
White board pen

Green pen

Scientific Calculator



To Practice



To Recap/Revisit a topic

- Oak National Academy
- 'Cognito' available on You Tube

To Practice

- Sparx Science
- KS3 Bitesize
- KS3 SENECA
- Free KS3 Science Online 10 Minute Test from CGP
- Oak National Academy

Revision Guide

- CGP Key Stage Three Science Complete Revision and Practice

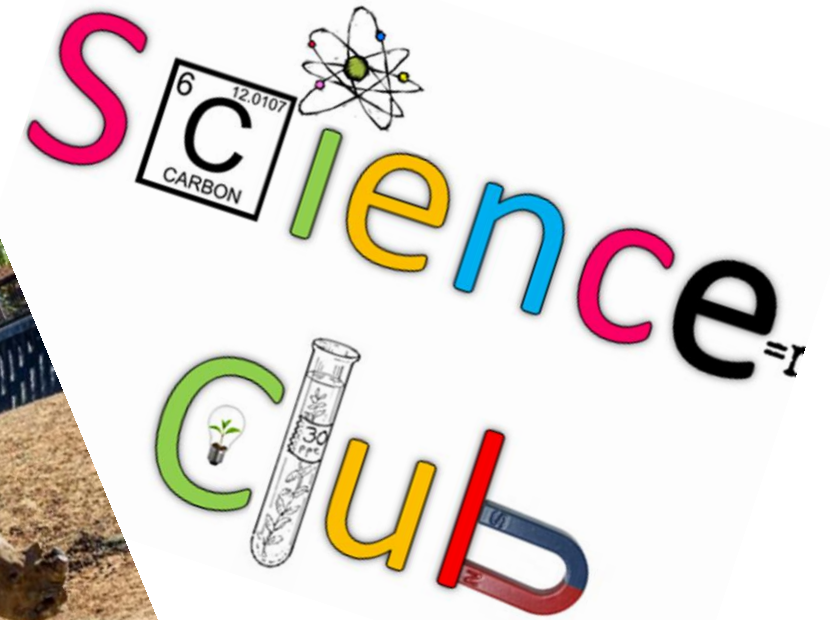
Getting Involved....



March – British Science Week Poster Competition



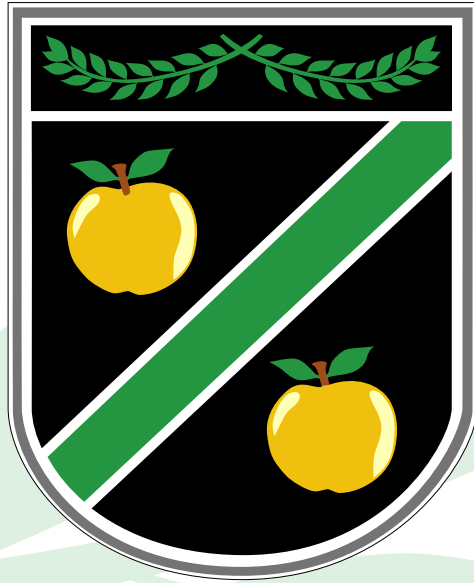
Summer Science school trip!!!



Every Wednesday after school

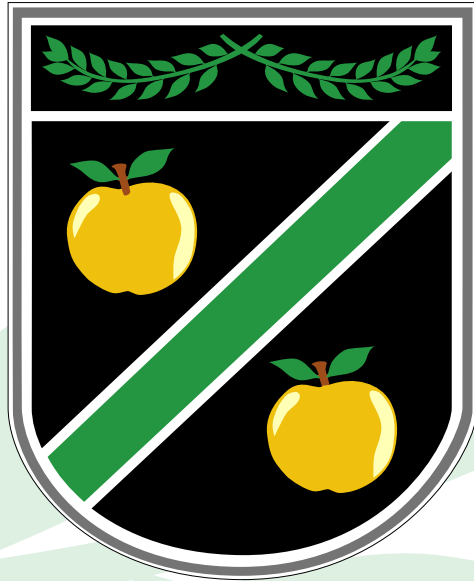
Science Fair Week
Summer 2026





The Importance of Attendance

The Importance of Attendance: Building Resilience, Reliability and Success

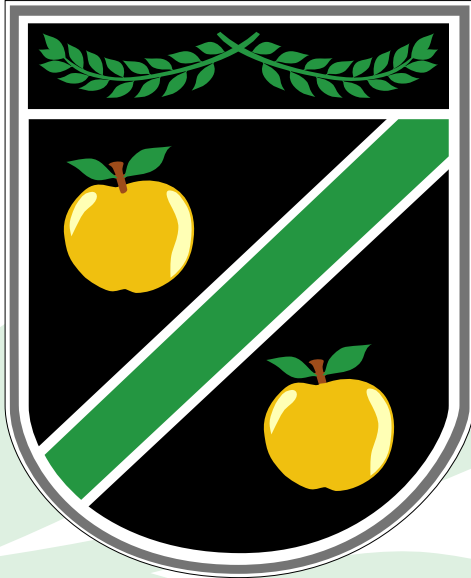


Why is attendance and punctuality so important?

Every school day contributes to your child's learning journey. When students attend regularly and arrive on time, they benefit from:

- Structured Learning:** Lessons build on prior knowledge. Missing even one day can interrupt understanding, though we appreciate that occasional absences may be unavoidable.
- Cognitive Development:** Consistent participation strengthens memory, focus, and problem-solving skills.
- Social Growth:** Being present supports friendships, teamwork, and a sense of belonging.
- Confidence and Independence:** Arriving on time fosters responsibility and helps establish positive routines.

The Importance of Attendance



Irregular attendance and the impact on learning and success.



Here, every day, ready and on time

Minutes lost per day

5 minutes	10 minutes	15 minutes	20 minutes	25 minutes
-----------	------------	------------	------------	------------

equates to a yearly loss of:



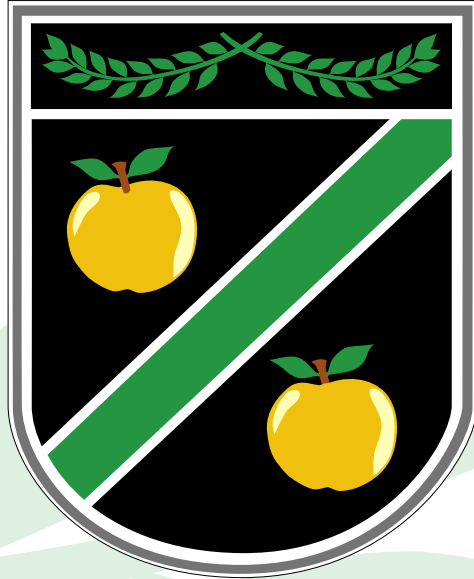
Five minutes late per day adds up to three learning days lost in a school year

If 15 minutes late each day you will miss two full weeks of school in one year

Poor timekeeping means less chance of success!

The Importance of Attendance

NHS guidance detailing – how ill does your child need to be to stay off school?



What to do

Advice on childhood illnesses

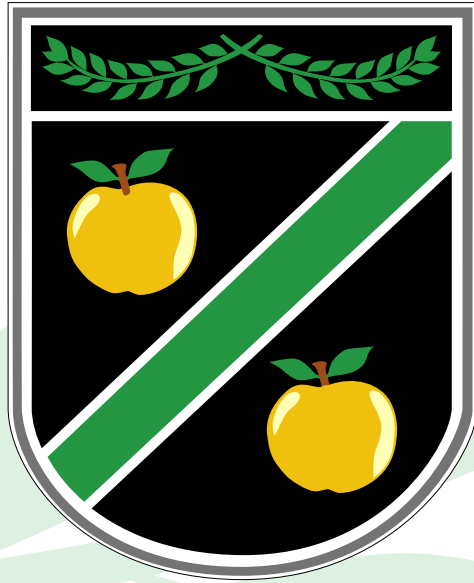
- Go to school; if needed, get treatment as required
- || Some restrictions for school attendance
- Don't go to school and see the GP

What it's called?	What it's like	Going to school	Getting treatment	More advice
Asthma flare up	Worsening of usual symptoms	➤	Follow your care plan	Stay off school if feeling too unwell
Chicken pox	Rash begins as small, red, flat spots that develop into itchy fluid-filled blisters		Pharmacy	Back to school five days after on-set of the rash, or when all lesions are crusted over
Common cold	Runny nose, sneezing, sore throat	➤➤	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	➤➤	Pharmacy	Try not to touch eye to avoid spreading*
Flu	Fever, cough, sneezing, runny nose, headache, body aches and pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene*
German measles/Rubella	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	●	GP	Back to school four days after the rash has started, if feeling well enough. Please let the school know, as pregnant members of staff may be affected.
Glandular fever	High temperature, swollen glands, sore throat; usually more painful than any before	➤➤	GP	*
Hand, foot & mouth disease	Fever, sore throat, headache, small painful blisters inside the mouth on tongue and gums (may appear on hands and feet)	➤➤	GP	Attend school while monitoring symptoms
Head lice	Itchy scalp (may be worse at night)	➤➤	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness	●	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose, watery inflamed eyes, rash	●	GP	Back to school four days from on-set of rash, and if feeling well enough
Ringworm	Red ring shaped rash, may be itchy, rash may be dry and scaly or wet and crusty	➤➤	Pharmacy	
Scabies	Itching rash, commonly between fingers, wrists, elbows, arm	➤➤	GP	Back to school after first treatment
Scarlet fever	Fever, unwell, red tongue, sandpaper rash	●	GP	Exclusion period during first 24 hours of antibiotics*
Shingles	Pain, itching, or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
Sickness bug/diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea		Pharmacy	Contact GP if symptoms persist after 48 hours
Threadworms	Intense itchiness around anus	➤➤	Pharmacy	Ensure good hand hygiene
Tonsillitis/Strep throat	Intense sore throat for more than 1 day	➤➤	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow. Only need to stay off school if feeling too unwell
Whooping cough	Violent coughing, with a 'whoop'	●	GP	Exclusion period during first five days of antibiotics
Covid				Visit www.nhs.uk for latest guidance

*Attend school while monitoring symptoms.
This information is a guide and has been checked by health professionals. If you are unsure about your child's wellbeing, we recommend you contact your pharmacy or GP to check.

Should my child go to school/nursery today?
Hertfordshire and West Essex Healthier Together for further information
<https://www.hwehealthierttogether.nhs.uk/parents/carers>

Working in partnership with



Key Stage Three Assessment

Key Stage 3 Assessment

- 26th November- Year 8 Progress reports shared
- 18th May- 5th June- Year 8 Assessment Weeks
- 24th June- Progress reports shared



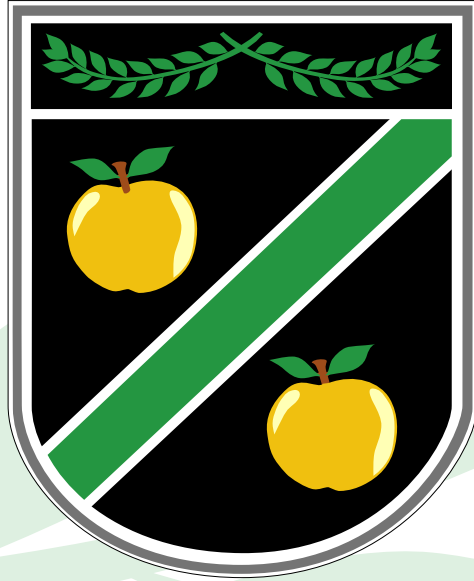
What is a step target?

- Your child has been given a step target grade and this will increase by one step every year at Key Stage 3. Steps is a way of monitoring that students are building the core skills and knowledge necessary each year at Key Stage 3, to achieve their target grade at GCSE.
- A step is not equivalent to a GCSE grade, however, achieving a certain 'Step' would mean that students have the necessary skills and knowledge to achieve that grade at GCSE.

	Entry Step	EOY7	EOY8	EOY9	EO KS4 Estimate
Step 9					9
Step 8					8
Step 7					7
Step 6					6
Step 5					5
Step 4					4
Step 3					3
Step 2					2
Step 1					1
Pre-Steps					0

Key Stage 3 Assessment

- 26th November- Year 8 Progress reports shared
- 18th May- 5th June- Year 8 Assessment Weeks
- 24th June- Progress reports shared



How are 'Step' target grades calculated?

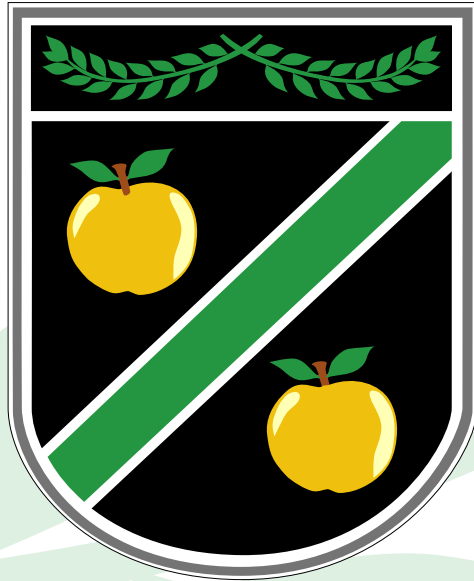
- These are calculated from Key Stage 2 SAT scores.
- By using national data we are able to calculate GCSE target grades and from this work out the steps your child needs to take at Key Stage 3 in order to reach their full potential at GCSE.

How are 'Step' current grades calculated?

- Subjects assess in different ways. Some subjects will have set an end of topic assessment for students to complete, whilst others will give a current Step grade based on key tasks completed throughout the term.

Key Stage 3 Assessment

- 26th November- Year 8 Progress reports shared
- 18th May- 5th June- Year 8 Assessment Weeks
- 24th June- Progress reports shared



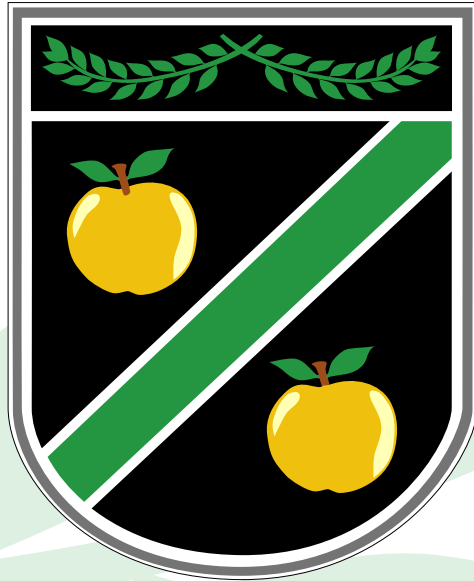
What will the reports look like?

In Year 8 their target would be a step 6 and Year 9 a Step 7.



Subject	Step Target	Current Step Grade	Effort and Engagement	
			Classwork	Homework
English	Step 5	Step 3	Good	Inconsistent
Mathematics	Step 5	Step 5	Good	Good
Science	Step 5	Step 5	Excellent	Good
Art	Step 5	Step 4	Excellent	Good
Computer Science	Step 5	Step 4	Excellent	Good
Design & Technology	Step 5	Step 4	Excellent	Good
French	Step 5	Step 4	Excellent	Inconsistent
Geography	Step 5	Step 3	Excellent	Needs Improvement
History	Step 5	Step 5	Excellent	Good
Music	Step 5	Step 5	Good	Good
Religious Studies	Step 5	Step 5	Good	Good
Physical Education	Step 5	Step 6	Excellent	Good
Drama	Step 5	Step 5	Excellent	Good
English	Step 5	Step 5	Excellent	Good
Mathematics	Step 5	Step 5	Excellent	Good

Key Stage 3 Assessment



- In the majority of subjects, this student looks like they are on track to achieve their end of year Step target. In some subjects they have already achieved this.
- They are excelling in Physical Education
- English and Geography are their weaker areas.



Subject	Step Target	Current Step Grade	Effort and Engagement	
			Classwork	Homework
English	Step 5	Step 3	Good	Inconsistent
Mathematics	Step 5	Step 5	Good	Good
Science	Step 5	Step 5	Excellent	Good
Art	Step 5	Step 4	Excellent	Good
Computer Science	Step 5	Step 4	Excellent	Good
Design & Technology	Step 5	Step 4	Excellent	Good
French	Step 5	Step 4	Excellent	Inconsistent
Geography	Step 5	Step 3	Excellent	Needs Improvement
History	Step 5	Step 5	Excellent	Good
Music	Step 5	Step 5	Good	Good
Religious Studies	Step 5	Step 5	Good	Good
Physical Education	Step 5	Step 6	Excellent	Good
Drama	Step 5	Step 5	Excellent	Good
English	Step 5	Step 5	Excellent	Good
Mathematics	Step 5	Step 5	Excellent	Good

Key Stage 3 Assessment

Step Assessment Grids

- We recommend you refer to our KS3 assessment page on our school website, where you will find our subject specific assessment grids. Here you will be able to see the skills and knowledge needed for each step.

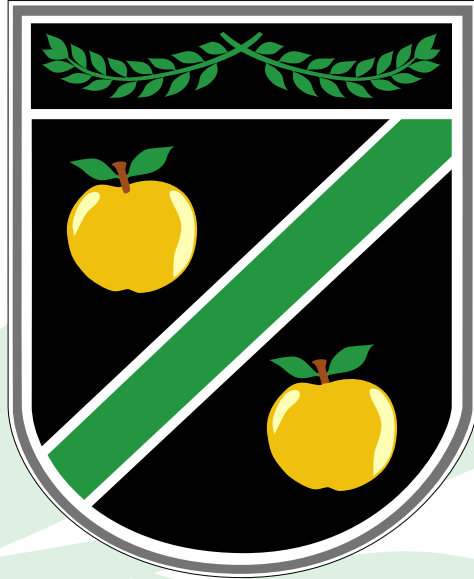


STEPS TO SUCCESS FOR KEY STAGE 3..... ENGLISH					
STEPS	STRAND 1 Reading	STRAND 2 Writing	STRAND 3 Spelling, Punctuation & Grammar	STRAND 4 Speaking & Listening	EKS4 Estimate
5	<p>All the below and...</p> <ul style="list-style-type: none"> can show understanding of important ideas, events, and characters in a clear way. uses close analysis of individual words or phrases. can select relevant writer's methods to further support interpretations. 	<p>All the below and...</p> <ul style="list-style-type: none"> has varied and interesting writing. can convey meaning clearly in writing. uses imaginative word choices. uses varied sentence structures. uses a variety of techniques to add interest. 	<p>All the below and...</p> <ul style="list-style-type: none"> uses a range of punctuation accurately, including apostrophes and inverted commas. has generally accurate spelling, even where vocabulary is imaginative. uses paragraphing with confidence. 	<p>All the below and ...</p> <ul style="list-style-type: none"> explains ideas and feelings with lots of detail in places. shapes talk to make it clear and to engage the listener. adapts vocabulary, grammar and non-verbal features in ways to match the audience, purpose and context. listens, contributes and shapes the direction of talk. 	5
4	<p>All the below and...</p> <ul style="list-style-type: none"> can show understanding of important ideas, events, and characters in a supported way. uses some inference to explain ideas in some detail. selects obvious references from the text. embeds references into writing. 	<p>All the below and...</p> <ul style="list-style-type: none"> begins to vary vocabulary for tone and style. begins to use adventurous word choices. has a developing awareness of different sentence structures. has a developing understanding of literary and descriptive techniques. 	<p>All the below and...</p> <ul style="list-style-type: none"> uses commas confidently for different clauses. uses full stops, commas, question marks, speech marks and exclamation marks. has generally accurate spelling, although some longer words may be inaccurate. 	<p>All the below and ...</p> <ul style="list-style-type: none"> takes turns in conversations and add detail. organises the talk and make some changes to what is being said to suit audience, purpose and context. demonstrates clear understanding of what others are saying. introduce new ideas to the talk. 	4
3	<p>All the below and...</p> <ul style="list-style-type: none"> can explain ideas and opinions about a text. starts to pick out some phrases from the text but not always correctly. starts to use references to explain simple inferences. 	<p>All the below and...</p> <ul style="list-style-type: none"> starts to use complex and compound sentences in writing. uses some adjectives to create description. 	<p>All the below and...</p> <ul style="list-style-type: none"> uses question marks and exclamation marks accurately. uses commas to break up sentences but not always accurately. begins to spell high-frequency words accurately. uses paragraphs. 	<p>All the below and ...</p> <ul style="list-style-type: none"> takes turns in conversation and say more than just a few words., makes some changes to what is being said to suit the audience. listens to others, respond and make appropriate comments and suggestions. 	3

Key Stage 3 Assessment

All home learning tasks are set on Satchel One. Your child has been provided with login details as have parents and carers.

Homework club is available to your child from Monday to Thursday in the Resource Centre from 3 to 3.45 pm if they need any support with completing their home learning tasks.

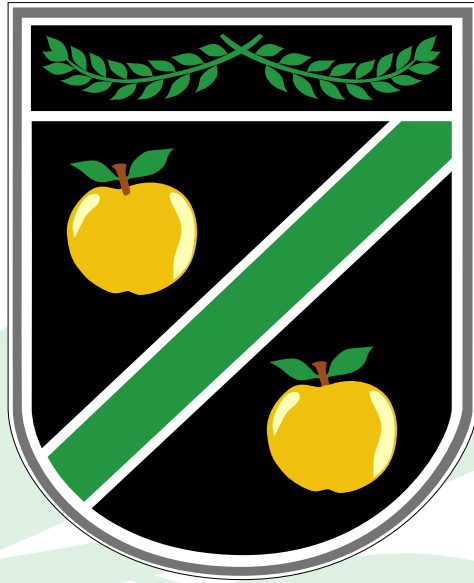


Subject	Step Target	Current Step Grade	Effort and Engagement	
			Classwork	Homework
English	Step 5	Step 3	Good	Inconsistent
Mathematics	Step 5	Step 5	Good	Good
Science	Step 5	Step 5	Excellent	Good
Art	Step 5	Step 4	Excellent	Good
Computer Science	Step 5	Step 4	Excellent	Good
Design & Technology	Step 5	Step 4	Excellent	Good
French	Step 5	Step 4	Excellent	Inconsistent
Geography	Step 5	Step 3	Excellent	Needs Improvement
History	Step 5	Step 5	Excellent	Good
Music	Step 5	Step 5	Good	Good
Religious Studies	Step 5	Step 5	Good	Good
Physical Education	Step 5	Step 6	Excellent	Good
Drama	Step 5	Step 5	Excellent	Good
English	Step 5	Step 5	Excellent	Good
Mathematics	Step 5	Step 5	Excellent	Good

Excellent /
Good/
Inconsistent/
Needs
Improvement



Revision Strategies



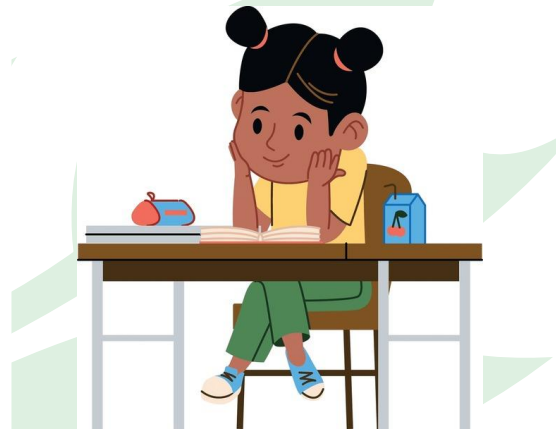
How Can I help my child revise well?

Allocate set time (shorter but more frequent revision sessions work best)

Find a good working environment

Collect everything you need before you start revising

REVISION TIMETABLE						
MON	TUE	WED	THU	FRI	SAT	SUN
9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	9AM - 11AM REVISE SUBJECT 1	10AM - 12PM REVISE SUBJECT 1	REST!
BREAK!	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	11:15AM - 1:15PM REVISE SUBJECT 2	12:45AM - 2:45PM REVISE SUBJECT 2	REST!
BREAK!	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	2PM - 4PM REVISE SUBJECT 3	3PM - 5PM REVISE SUBJECT 3	REST!
BREAK!	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	4:15PM - 6:15PM REVISE	GO HAVE FUN	REST!



Put away the phone and other distractions

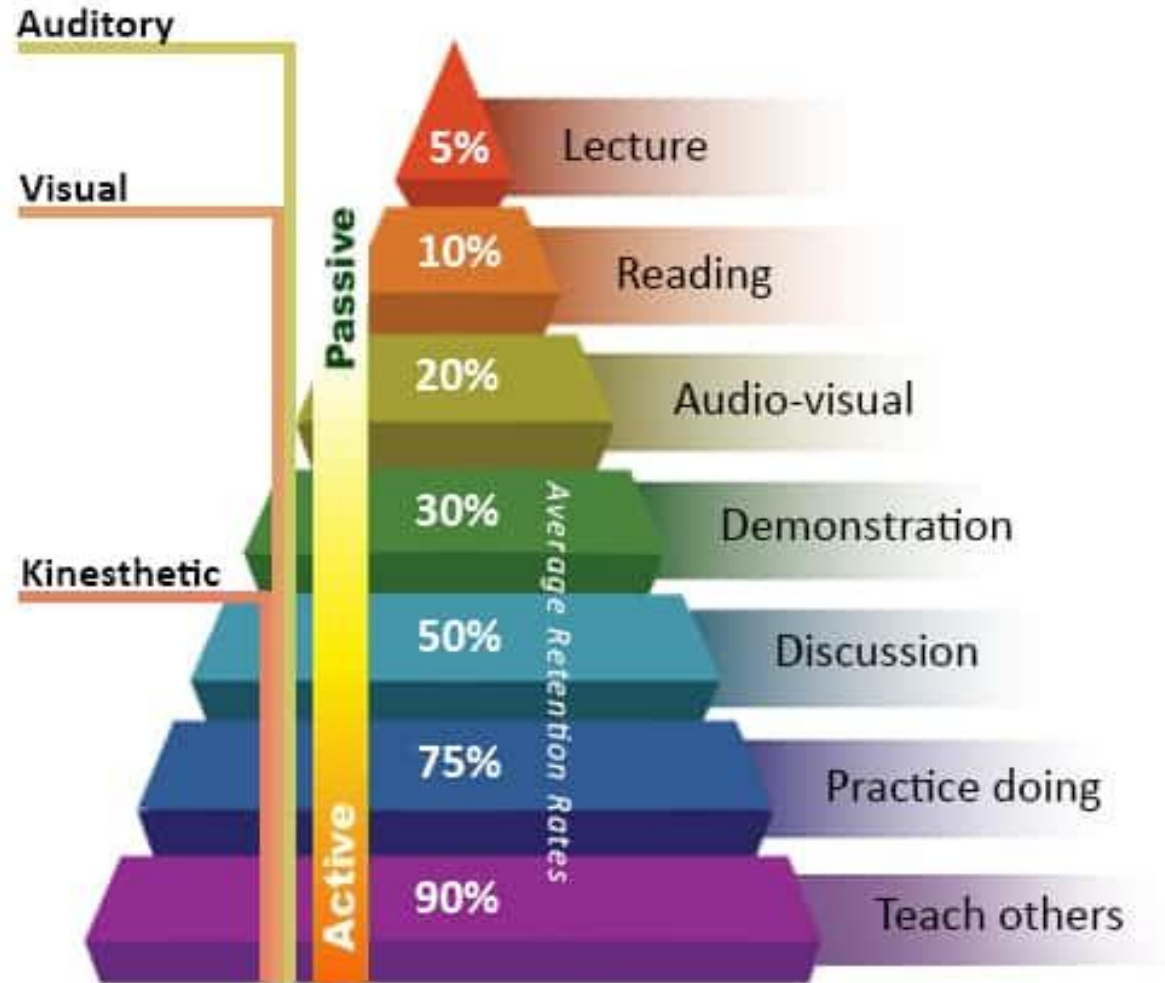
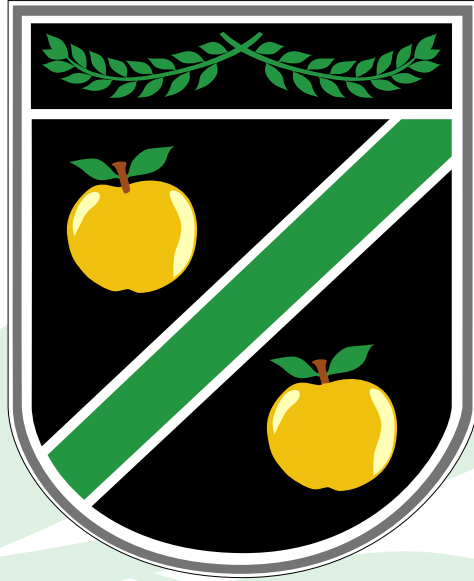
Set a timer – stop working when the timer goes off

Share what you have learnt



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How Can I help my child revise well?



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

Revision Strategies

Look, Say, Cover, Write, Check

Works particularly well for learning key definitions and new vocabulary.



Look



Write



Say



Check



Cover

Les pays : Regarde, cache, écris et vérifie

Look at the names of countries in French, cover the English and write them again in the 'Cover' column. Then fold over the French words in the 'Look' column and write them again in the 'Write' column. Now, unfold the sheet and check. Give yourself a tick in the 'Check' column for every correct answer.

	Look	Cover	Write	Check
France	La France			
Germany	L'Allemagne			
Spain	L'Espagne			
Italy	L'Italie			
Portugal	Le Portugal			
Belgium	La Belgique			
Switzerland	La Suisse			
England	L'Angleterre			
Scotland	L'Ecosse			
Wales	Le Pays de Galles			
Ireland	L'Irlande			
Luxembourg	Le Luxembourg			

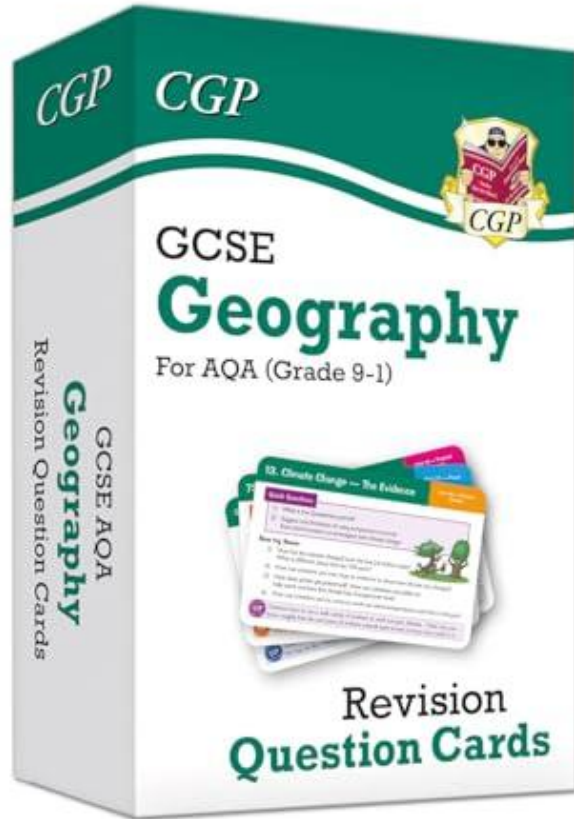


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Revision Strategies

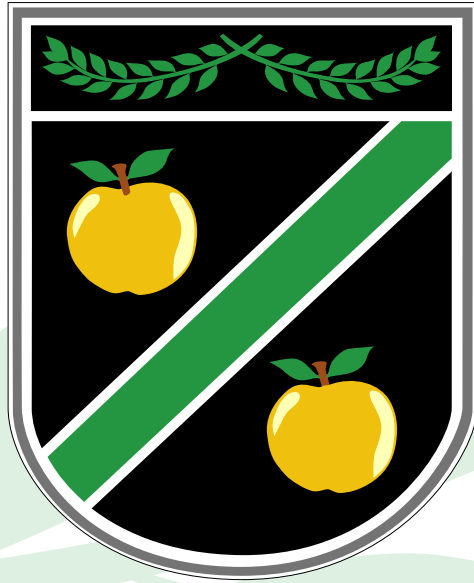
Flash Cards

Use cards with questions on one side and answers on the other. Ask your child the questions and help them check if they were right



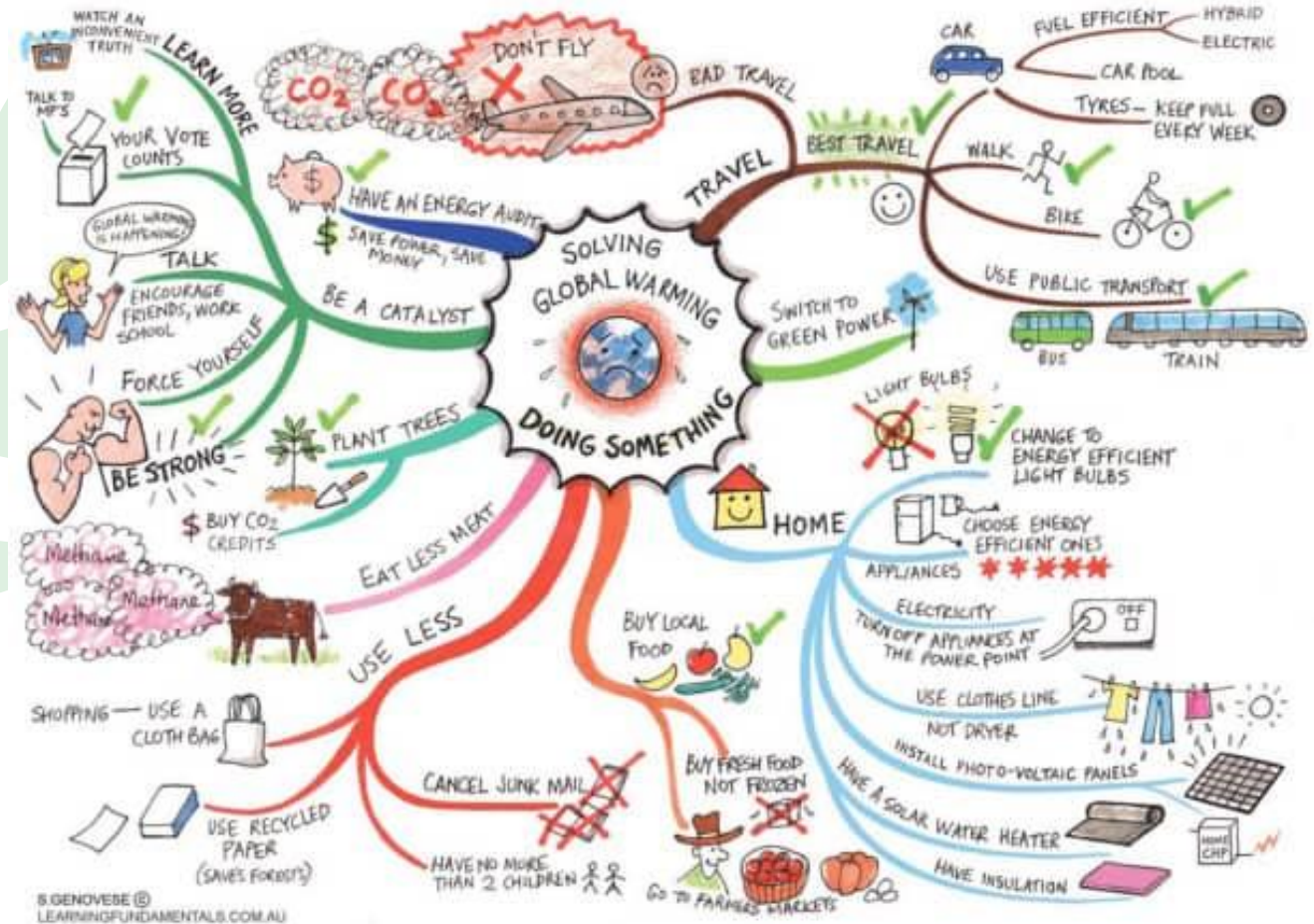
Some websites will help you build this flashcards for free – e.g [revisely.com](https://www.revisely.com)

Revision Strategies



Mind Mapping

Students can write down what they recall from a topic, then categorise the information to present it. The aim is to make as many links as possible between pieces of information.



Revision Strategies

Jump to

Key points

[Game - Henry VIII](#)

[Activity - who are you at the court of Henry VIII?](#)

[The Tudor Family](#)

[Who was the young Henry VIII?](#)

[Foreign policy](#)

[Activity - the Field of the Cloth of Gold](#)

[Religion](#)

[Game - Henry and the Catholic Church](#)

[Government](#)

[Marriages and children](#)

[Game - Henry's marriages](#)

[Test your knowledge](#)

[Click to play the game](#)

You can also [play the full game](#).

Test your knowledge



Who was Henry VIII?

Test your knowledge in this multiple-choice quiz.

Start

Some of your information will be collected when you play this quiz.

[Terms & Conditions](#)

Practice Papers and Quizzes

A number of websites will have exam practice and low stakes quizzes to test your knowledge and understanding

- BBC KS3 Bitesize
- SENECA KS3
- Sparx Math and Science

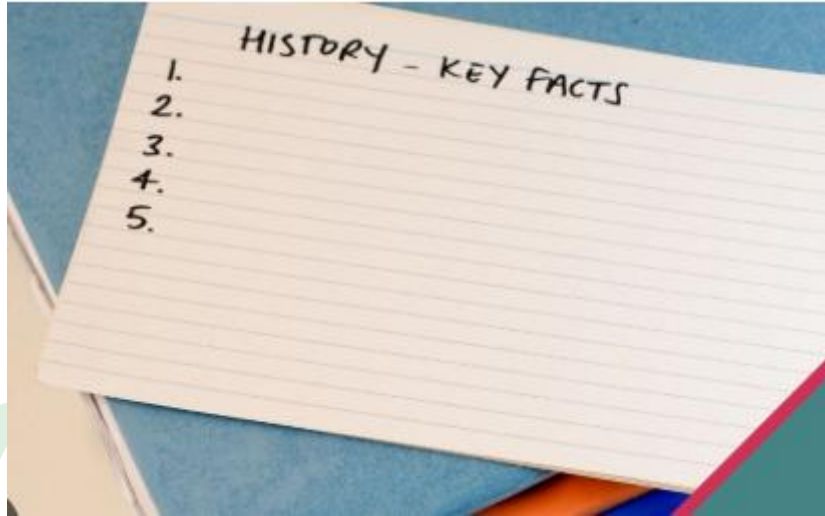
Revision Strategies



Blank Page

Simply start with a blank page and write down everything you can remember from a topic. Then using your book and a different coloured pen, add anything you missed.

Revision Strategies



Consolidate Notes

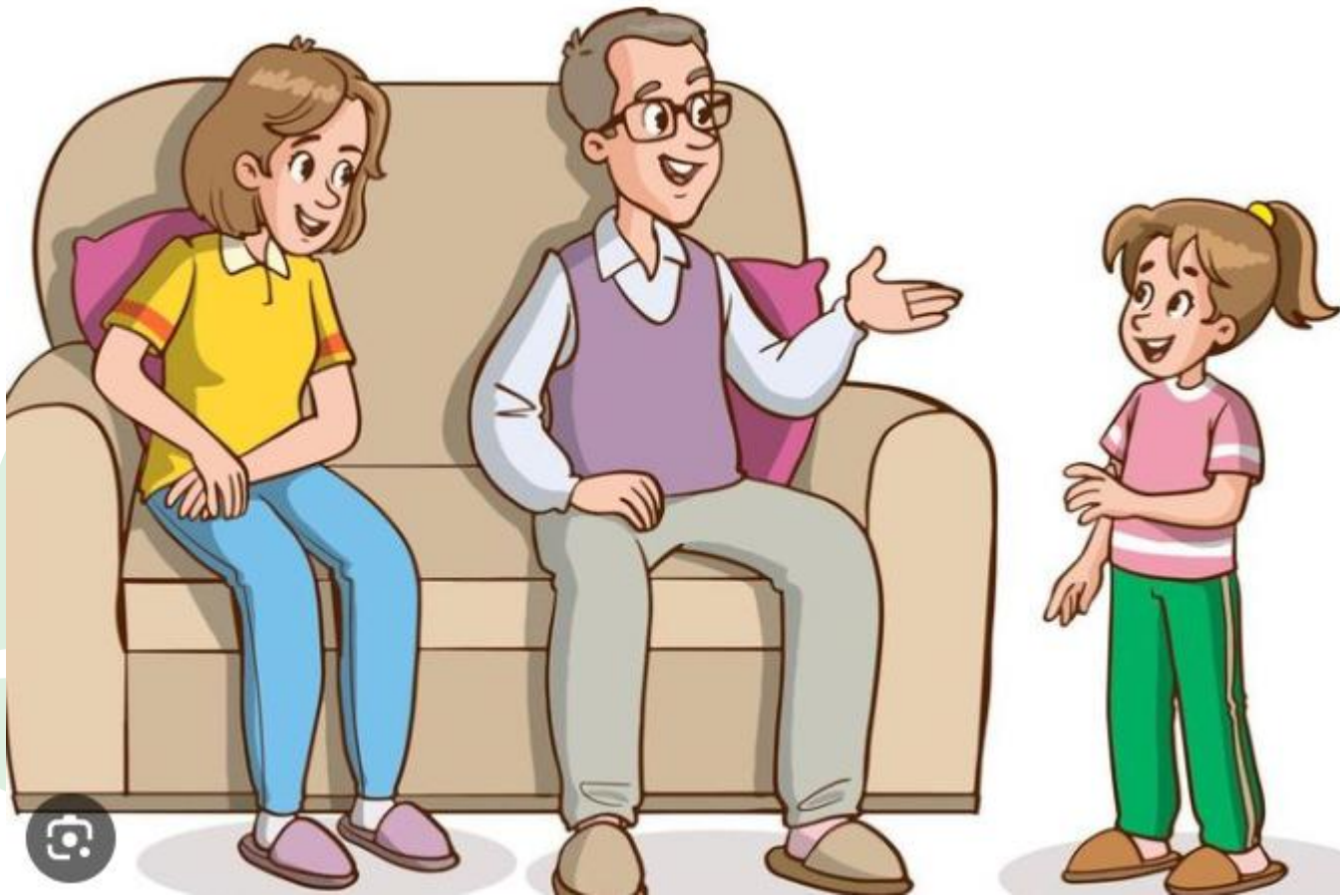
Students can try to consolidate their notes into smaller and smaller paragraphs/bullet points, working towards having the least amount of information on a page which prompts the memory of the rest of the topic



Teach It

Teach It

Ask your child to teach you what they have learnt.





Thank you for attending
our Year 8 Curriculum
Evening