

# REVISION CHECKLIST

Topic area	Studied checklist	Pages of Textbook	Read through textbook/ revision guide	Read through exercise book	Made notes or index cards or mind map or spider diagram	Revisited notes and area of work
Cells, tissues and organs						
Sexual reproduction in animals						
Reproduction in plants						
Elements and compounds						
Particles						
Energy						
Heat transfer						

# REVISION IDEAS

**Use your exercise book**  
Go through the work that you have done in lessons – use your exercise book to remind yourself what you have studied.

**Use your textbook**  
Your textbooks cover most of the work that you have done this year. Where work is not in the textbook then your exercise book or BBC Bitesize are good resources.

The books have great end of topic questions – try them.

## KS3 BBC Bitesize

This is a good website with information, tests and quizzes covering most areas of the year 8 work.

<http://www.bbc.co.uk/bitesize/ks3/>

Remember the learning Pyramid when you do your revision.



Use the text book.

Read and write notes or draw a mind map

Condense work or notes

**Write, write, write** – at least then you have to engage with thinking

Test yourself

Look at the checklist

## Use the checklist.

You have been given this checklist which tells you exactly what needs to be learnt and could be examined. Use it to help guide your revision plan and revision time. Just reading it and trying to learn some of the facts will help you to gain marks in the examination. If you don't understand any points then look them up in the textbook, your exercise book or ask a friend or teacher.

Y7 BIO	7A Cells, Tissues, Organs and Systems Learning Checklist	I can do this already	Covered in Class	Strength or weakness?	Revised it?
<b>Microscopes</b>	<b>S</b> Recall different parts of a microscope.				
	<b>D</b> Describe the function of each part of the microscope.				
	<b>E</b> Make detailed scientific observations when using a microscope				
<b>Cells</b>	<b>S</b> Recall the different features of both animal and plant cells.				
	<b>D</b> Describe the function of each structure in animal and plant cells.				
	<b>E</b> Explain why mitochondria and chlorophyll are essential in animal and plant cells.				
<b>Making a Cell Slide</b>	<b>S</b> Create a detailed risk assessment for a method.				
	<b>D</b> Carefully follow a method to create slides of animal and plant cells.				
	<b>E</b> Link scientific observations to the structure and function of cells.				
<b>Specialised cells</b>	<b>S</b> identify different specialised cells from pictures				
	<b>D</b> describe the function of specialised plant and animal cells				
	<b>E</b> explain how cells become specialised for their function (e.g. sperm cell)				
<b>Organs</b>	<b>S</b> Locate and identify organs within the human body and plants.				
	<b>D</b> Describe the function of organs within the human body and plants.				
	<b>E</b> Evaluate the importance of organs to human survival.				
<b>Organ systems</b>	<b>S</b> recall different organs in different organ systems.				
	<b>D</b> Describe the function of the different organ systems.				

Y7 BIO	7B Sexual Reproduction in Animals Learning Checklist	I can do this already	Covered in Class	Strength or weakness?	Revised it?
<b>Animal Sexual Reproduction</b>	<b>S</b> Describe the structure and function of an egg and sperm cell.				
	<b>D</b> Describe process of fertilisation using scientific language.				
	<b>E</b> Explain how eggs and sperm are adapted for their function.				
<b>Male Reproductive System</b>	<b>S</b> Recall the structure of the male reproductive system.				
	<b>D</b> Describe function of different parts of the male reproductive system.				
	<b>E</b> Suggest reasons that may reduce the chances of a male producing sperm.				
<b>Female Reproductive system</b>	<b>S</b> Recall the structure of the female reproductive system.				
	<b>D</b> Describe function of different parts of the female reproductive system.				
	<b>E</b> Explain the journey of the sperm from production in the testes to fertilisation.				
<b>Becoming Pregnant</b>	<b>S</b> Describe how a female becomes pregnant using the term implantation.				
	<b>D</b> Describe how identical, non-identical, and conjoined twins are formed.				
<b>Gestation and Birth</b>	<b>S</b> Describe the role of the umbilical cord, placenta and amniotic fluid				
	<b>D</b> Explain how alcohol and drugs can affect the development of a foetus.				
	<b>E</b> Explain what happens during birth referring to both mother and child.				
<b>Growing Up</b>	<b>S</b> Describe changes that happen in males, females, and both during adolescence.				
	<b>D</b> Explain the role of hormones in adolescence and where they are produced.				
	<b>E</b> Explain the menstrual cycle including names of the female reproductive system.				

Y7 BIO	Plant Reproduction Learning Checklist	I can do this already	Covered in Class	Strength or weakness?	REVISED IT?
Pollination	<b>D:</b> Identify the male parts of a flower and describe their functions.				
	<b>D:</b> Identify the female parts of a flower and describe their functions.				
	<b>S:</b> Describe how the parts of a flower are adapted to their functions.				
Fertilisation and Dispersal	<b>D:</b> Identify the different parts of a seed.				
	<b>D:</b> Identify different kinds of fruits and describe how they disperse seeds.				
	<b>S:</b> Describe what happens after pollination and before fertilisation.				
	<b>S:</b> Describe how a fertilised egg cell grows into an embryo.				
	<b>E:</b> Explain the importance of seed dispersal.				

Y7 CHEM	Elements and compounds Learning Checklist	I can do this already	Covered in Class	Strength or weakness?	Revised it?
<b>ATOMS AND ELEMENTS</b>	<b>S</b> Explain what an atom is				
	<b>D</b> State what is meant by an element and recall some examples.				
	<b>E</b> Use particle diagrams to describe the structure of elements				
<b>COMPOUNDS</b>	<b>S</b> Be able to describe a compound				
	<b>D</b> Be able to explain how a compound is different from atoms and elements				
	<b>E</b> Be able to explain how a compound may be formed				
	<b>E</b> Be able to use particle diagrams to describe the structure of compounds				
	<b>E</b> Be able to name compounds from the elements they are made of				
<b>MIXTURES</b>	<b>S</b> describe what a mixture is made of				
	<b>D</b> explain the differences between a mixture and compound				
	<b>E</b> draw particle diagrams of various mixtures				
<b>SEPARATING MIXTURES</b>	<b>S</b> state various methods of separating mixtures				
	<b>D</b> explain how to separate pure salt from rock salt				
	<b>E</b> be able to identify other methods of separating mixtures				
<b>THE PERIODIC TABLE</b>	<b>S</b> state who developed the modern Periodic Table				
	<b>D</b> explain how the Periodic Table is arranged and what it contains				
	<b>E</b> Be able to recognise elements from the Periodic Table and give their symbols				
<b>METALS AND NON METALS</b>	<b>S</b> identify where metals and non-metals are on the Periodic Table				
	<b>D</b> describe the properties of metals and non-metals				
	<b>E</b> explains how the properties of metals are related to their uses.				

Y7 CHEM	<h1 style="text-align: center;">Particles</h1> <h2 style="text-align: center;">Learning Checklist</h2>	I can do this already	Covered in Class	Strength or weakness?	Revised it?
<b>SOLIDS, LIQUIDS &amp; GASES</b>	<b>S</b> Recall that all materials are made out of tiny particles.				
	<b>D</b> Identify solids, liquids and gases from descriptions and particle Diagrams.				
	<b>E</b> Use particle theory to explain the basic properties of solids, liquids and Gases.				
	<b>E</b> Draw particle diagrams to describe solids, liquids and gases.				
<b>CHANGING STATE</b>	<b>S</b> State the meaning of the following terms: freezing, melting, boiling, condensing& evaporating				
	<b>D</b> describes what is happening to the particles when they undergo one of these changes of state?				
	<b>E</b> explain in terms of particles energy what is happening (i.e. are they speeding up or slowing down)				
<b>GAS PRESSURE</b>	<b>S</b> State what is meant by gas pressure.				
	<b>D</b> Recognise some effects of gas pressure				
	<b>E</b> Use particle theory to explain gas pressure				
<b>BROWNIAN MOTION</b>	<b>S.</b> Describe Brownian motion.				
	<b>D</b> State where Brownian motion can be observed.				
	<b>E</b> Use particle theory to explain how Brownian motion occurs				
<b>DIFFUSION</b>	<b>S</b> State what is meant by diffusion.				
	<b>D</b> Recall some everyday examples of diffusion.				
	<b>E</b> Use particle theory to explain how diffusion occurs.				

Y7 PHY	7I Energy Learning Checklist	I can do this already	Covered in Class	Strength or weakness?	Revised it?
Energy from Food	D can identify situations in which energy is stored				
	S can plan an investigation, identifying key variables				
	E can explain how the energy in food is transferred				
Energy Transfers	D can list forms of energy and provide examples				
	S can provide examples of energy flows in different scenarios				
	S can identify useful and wasted output energy				
	E can explain the principle of the conservation of energy to explain what happens to transferred energy				
ENERGY FOR PLANTS	D can describe how and where plants get their energy				
	S can explain what photosynthesis is				
	E can explain how plants are adapted for this process				
THERMAL ENERGY TRANSFERS	D Recall that energy will be transferred from hotter to cooler objects or materials.				
	S Explain how thermal energy and temperature are different, and recall the factors that affect the temperature of an object.				
	E Recall that evaporation can cool a liquid, and ways of reducing this.				
	E Use the particle model of matter to explain cooling by evaporation.				
THERMAL ENERGY TRANSFERS 2	Describe how energy is transferred in conduction, convection and radiation.				
	Recall some examples of thermal conductors and insulators, and explain why certain materials are used for given purposes.				
	Use the particle model to explain how energy is transferred in conduction and convection.				
	Explain which energy transfer processes are taking place in given situations.				
RADIATION	Describe ways of reducing energy transfers by				

conduction, convection and radiation.				
Recall which colours are good and poor emitters and absorbers of radiation.				
Evaluate ways of increasing or decreasing energy transfers.				