



December 2023

Dear Parent / Carer

### Mid-Year Assessments – Year 8

Since returning to school in September, students in Year 8 have been working hard to address any knowledge or skills gaps that were identified following their Year 7 End of Year Assessments. Students have also been preparing in lessons for their upcoming Mid-Year Assessments which will take place from **Monday 08 January 2024** for two-weeks.

The purpose of assessment at Oasis Academy Lord's Hill is to enable us to see the effectiveness of the taught curriculum in each subject, and to help identify each student's individual strengths and areas of development so that we can adapt upcoming teaching, and the curriculum, as necessary.

For students, assessments provide valuable opportunities to build their experience and skills in how to revise effectively, as well as ensuring that key knowledge is revisited regularly to help them to retain this in their long-term (working) memory. Mid-Year Assessments are also a very good opportunity for students to familiarise themselves with many of the key routines of exams in readiness for the formal examinations they will complete in future years.

This letter outlines how students can prepare to perform in their upcoming assessments, how you can support your child, and the steps we are taking as a school to support your child reach their potential.

### Assessment Arrangements

Assessments will be 50-minutes in length and will take place in formal test conditions during their normal timetabled lessons. The assessment timetable for Year 8 can be found on the final page of this letter. Students will receive precise guidance during an assembly on our return to the Academy in the new year which will outline our expectations during Mid-Year Assessments, as well as student conduct.

### Mid-Year Assessment Revision Booklet – Year 8

Please find enclosed with this letter our Mid-Year Assessment Revision Booklet for Year 8. Subject leaders have shared the key knowledge and skills that could be assessed in their subject. These have been supplemented with resources that your child can access directly using their Horizons iPad. Students have also been provided with a digital copy of this booklet by email and is available on our Academy website.

In the spirit of the festive season, we have framed our Mid-Year Assessment Revision Booklet as a **gift** to our students – a gift for each of the **12 Days of Christmas**. Each subject within the assessment window has provided 12 topics or skills to revisit and revise for each of the 12 Days of Christmas.

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Head of School - Dr Karen Riding

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**Romans 12:6** reminds us that each of us have gifts to use. The Christmas break is an opportunity we have as teachers to share our gifts — and to shine the light of **hope**. **Hope** that things can change and be transformed; a sense of perseverance – to keep going for the **long haul**. And we invite you to continue to work in partnership with us in supporting your child’s preparation for their upcoming assessments, whilst balancing this carefully against the time needed to decompress after the autumn term.

### **Parental Support in Preparing to Perform**

We are committed to working in partnership with parents / carers and communication is key in ensuring that we meet this commitment. The first step that we would ask you to take with your child is to discuss their upcoming assessments with them and encourage them to revise in readiness so that they are prepared to perform.

There is a wealth of information on the internet and in blogs about how to support your child with study habits and revision. Assessments can be stressful for students and for you as a parent / carer. It would be useful if you carved out some time with your child over coming days and, together, you look at the website here: <https://bit.ly/OAMParentPack>.

### **Assessment Feedback and Feedforward**

The most useful part of our assessment cycle is the quality of the feedback students receive, and how this enables them to feedforward. Feedforward is where students address the gaps in their knowledge and skills so that they can accelerate their progress and better access and master their learning in the next phase of education – in this case towards their End of Year Assessments for Year 8 and eventual transition into Year 9.

Students will receive feedback on their assessments and their teachers will continue to plan opportunities for students to connect with the key knowledge, identified as areas of development, through retrieval practice in lessons. Many subjects will also provide feedforward homework following the Mid-Year Assessments to support students in bridging the gaps that may have been identified, or deepening their knowledge, skills and understanding.

Results from your child’s Mid-Year Assessments will be shared with parents / carers on MCAS in advance of the February half-term; we celebrate results in a formal results assembly together with students so that they recognise the significance and importance of this landmark assessment window.

We thank you for your time in reading this letter. We hope the information provided here is detailed and helpful to you. Should you have any questions about the content of this letter or the Mid-Year Assessment that your child will complete then please contact your child’s tutor in the first instance.

We look forward to a successful Year 8 Mid-Year Assessment window when we return from the Christmas break and we thank you for your ongoing support.

Yours faithfully

**Mr S Knight**

Vice Principal

[Simon.Knight@oasislordshill.org](mailto:Simon.Knight@oasislordshill.org)

# YEAR 8 ASSESSMENT TIMETABLE



	SPORTS HALL EXAM ROOM			CLASSROOM-BASED	
	ENGLISH	MATHS	SCIENCE	GEOGRAPHY	HISTORY
<b>A1</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	19 January 2024 Period 2	09 January 2024 Period 2
<b>A2</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	17 January 2024 Period 2	12 January 2024 Period 4
<b>A3</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	15 January 2024 Period 3	11 January 2024 Period 2
<b>A4</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am		
<b>B1</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	16 January 2024 Period 5	11 January 2024 Period 3
<b>B2</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	16 January 2024 Period 4	10 January 2024 Period 3
<b>B3</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	16 January 2024 Period 4	08 January 2024 Period 5

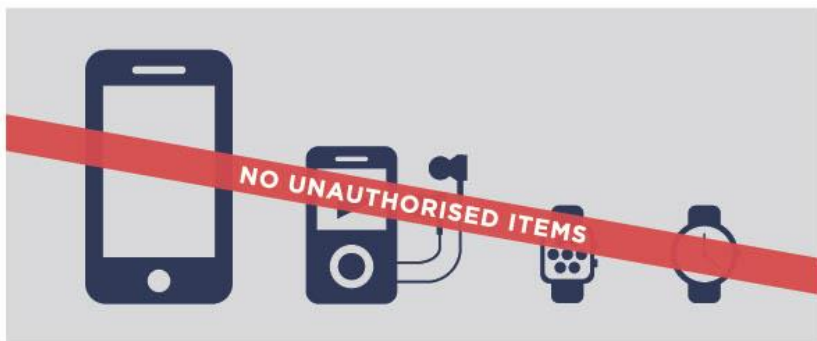


# MID-YEAR ASSESSMENT REVISION

YEAR 8

**NO MOBILE PHONES  
NO WATCHES  
NO MP3/4 PLAYERS**

**NO POTENTIAL TECHNOLOGICAL/WEB  
ENABLED SOURCES OF INFORMATION**



Possession of unauthorised items, such as a mobile phone or any watch, is a serious offence and could result in

**DISQUALIFICATION**

from your examination and your overall qualification.

This poster must be displayed in a prominent place outside each examination room.

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## WHY DO WE HAVE MID-YEAR ASSESSMENTS?

At Oasis Academy Lord's Hill, everything we do – everything we **believe** – is about offering all students an **exceptional education**. We **believe** in striving for **educational excellence**. We therefore offer a curriculum that meets the needs of all students in our school.

We all benefit from being acknowledged when something has been done well – being told we have done a 'good job'. We want to celebrate our students' successes. These are the things they **know** and **can do** – their **academic strengths**.

*"It is the **action** that you take **before** and **after** an assessment that will **influence** the rest of your life."*

The true power of assessment comes from a student's areas of development – the knowledge and skill gaps identified for a student to focus on moving forwards. In turning attention to **revisiting** these areas of development, students will be better able to unlock their **potential** and their personal **academic excellence**. These assessments are a starting point on this journey.

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## WHAT IS A MID-YEAR ASSESSMENT?

**Mid-Year Assessments** are an opportunity for students to showcase what they **know** and **can do**. These Mid-Year Assessments will test a student's knowledge and skills in each core subject. The **Mid-Year Assessment** will include the content covered within the curriculum and within the specification for the subject being assessed.

As a school the purpose of the **Mid-Year Assessments** is to enable teachers and leaders to **evaluate** the **effectiveness** of the taught curriculum in each subject so that we can **adapt** our teaching and curriculum as necessary. This empowers us with information we need to be able to offer a curriculum that meets the needs of all students in our school and provide timely **interventions** to students most in need. This might include changing student groupings in some subjects.

## HOW CAN I PREPARE FOR ASSESSMENTS?

**Mid-Year Assessments** provide a valuable opportunity for students to build up their experience and skills in relation to how to revise effectively, as well as ensuring that key knowledge is revisited regularly to help them to retain this in their long-term (working) memory.

This **Mid-Year Assessment Revision Booklet** outlines the topic lists for each subject, shared by subject teachers, to help students to focus their revision. This booklet also includes guidance on how to revise effectively, including revision techniques and memory strategies.

Lessons at Oasis Academy Lord's Hill have a regular focus on retrieval practice (**remembering** more) through a **Do Now** or **Fast Five**. Students must make their **best effort** in these activities as they challenge students to recall knowledge from previous lessons and support their success.

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## WHERE ARE ASSESSMENTS COMPLETED?

All **Mid-Year Assessments** take place in a student's usual **classroom** and students will sit in their usual seating plan. Each assessment paper reflects similar themes that students will experience in their End of Year Assessments in the summer term. All **Mid-Year Assessments** are 50-minutes in duration and will take during a normal timetabled lesson. **Mid-Year Assessments** are **formal** school assessments and **exam conditions** will be enforced in the classroom setting.

Students will receive an assembly in advance **Mid-Year Assessments** starting so that the **expectations** for student conduct during assessments is clear. For a very small number of students who usually have an additional adult supporting them in their lessons, they will receive similar support for these assessments.

To minimise anxiety during these assessments, students sit in their usual seating plan for each classroom. Please note that class teachers reserve the right to move any student at any time during the assessment window.



## YEAR 8 MID-YEAR ASSESSMENT TIMETABLE

	ENGLISH	MATHS	SCIENCE	GEOGRAPHY	HISTORY
<b>A1</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	19 January 2024 Period 2	09 January 2024 Period 2
<b>A2</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	17 January 2024 Period 2	12 January 2024 Period 4
<b>A3</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	15 January 2024 Period 3	11 January 2024 Period 2
<b>A4</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am		
<b>B1</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	16 January 2024 Period 5	11 January 2024 Period 3
<b>B2</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	16 January 2024 Period 4	10 January 2024 Period 3
<b>B3</b>	08 January 2024 11.30am	10 January 2024 11.30am	15 January 2024 11.30am	16 January 2024 Period 4	08 January 2024 Period 5

**NOTE:** Assessments in **English**, **Maths** and **Science** will take place in the **Sports Hall** in formal exam conditions. Assessments will have a **common tier** which **all** students complete (**not** Foundation / Higher tier).

## WEEKLY REVISION TIMETABLE

DAY	3.30pm	4.00pm	4.30pm	5.00pm	5.30pm
MON					
TUE					
WED					
THU					
FRI					

DAY	8.00am	11.30am	10.00am	11.00am	12.00	1.00pm	2.00pm	3.00pm	4.00pm	5.00pm
SAT										
SUN										

# REVISION SKILL – FLASHCARDS

## USING FLASHCARDS

- Using flashcards is a **repetition** strategy
- Simple **cue** on the front and an 'answer' on the back
- Flashcards engage **active recall**

## WHY FLASHCARDS CAN HELP YOU LEARN

- They engage in **active recall**
- They promote **self-reflection** (aka **metacognition**)
- They can help you **memorise** facts quickly

*You need to be smart when making and using flashcards to make sure you are effective.*

## HOW TO MAKE FLASHCARDS

Ensure flashcards have a **question** or **key term** on one side and the **answer** or **definition** on the other.

1. Ensure the right questions and knowledge are on the cards.
2. Keep information as short as possible.
3. Write clearly so you can read your writing at a quick glance.
4. Use different **coloured cards** or **pens** to group flashcards.

*Studies have found that it's more effective to review a whole stack of cards in one sitting rather than glancing at them every so often.*

## USING A SYSTEM TO REVISE WITH FLASHCARDS

The **Leitner System** is a well-known and very effective method of using flashcards. It's a form of **spaced repetition** that helps you to study the cards you don't know more often than the cards you already know well.

### LEITNER SYSTEM – THE METHOD

BOX 1	BOX 2	BOX 3	BOX 4
All flashcards start in Box 1. For any wrong answers, that card stays in Box 1.	As you review the cards, each card answered correctly goes into Box 2.	When you review cards in Box 2, if you still get it right you move the card to Box 3.	<b>Repeat</b> until all cards are in Box 4. If you get a card wrong in any box, return it to Box 1.

The key is that the cards you know less well are reviewed **more frequently** than the cards in the higher boxes.

# REVISION SKILL – INTERLEAVING

## WHAT IS INTERLEAVING?

- Technique to use when revising or reviewing material
- Helps you remember more for an exam
- Helps you understand better
- It is about **what you do with your time** when revising

## HOW DOES INTERLEAVING WORK?

Learning is spread **over time** rather than concentrating on a range of topics one after the other.

*Do little and often,  
and mix it up every day.*

## HOW TO APPLY INTERLEAVING

With blocking, in each revision session focuses on only a single knowledge or skill. In interleaving, all the knowledge and skills are broken down into small chunks and split over several days, revisited at the start of each session. To interleave your revision:

1. Break units of learning down into small chunks
2. Split chunks over a few days rather than revising all at once
3. Decide on the key topics you need to learn for each subject
4. Use a revision timetable to organise your time and space your learning

*Short, targeted bursts are more effective  
that extended revision sessions.*

## WHAT ARE THE BENEFITS OF INTERLEAVING?

- Strengthens memory recall
- Your brain is continually changing focus and attempting to find different responses to drawn on short-term memory
- Revisiting material from each topic several times, in short bursts, can increase the amount you remember in exams
- Each time you review it strengthens your memory recall

*Research shows that 'mixing it up' boosts learning compared to more traditional methods of block learning where students master one topic before moving on to the next in preparation for exams.*

# REVISION SKILL – SPACING

## WHAT IS SPACING?

Spacing is a revision technique which is all about **spacing out your revision** so you don't get swamped and overwhelmed. It means introducing **time intervals** into your revision sessions as well as spacing out the days which you use to revise for topics. To commit something to memory, it takes **time** and **repetition**.

## WHY IS SPACING BENEFICIAL?

Doing something little and often – **spacing** – beats doing it at once, or cramming. The time in between revision allows you to forget and re-learn the information, which cements it in your **long-term memory**. Spacing is also beneficial since we can learn more information **over time**, rather than in one longer session and so it helps you revise more efficiently.

*The brain requires a physical prompt so that it can keep something in its long-term memory. Otherwise, it is designed to let it go.*

## OPTIMUM SPACING

Research suggests there is an optimal gap between revision sessions so you can retain the information. For an assessment that takes place in **one month**, you should review the information *at least* **once a week**.

## CREATE A REVISION PLAN USING SPACING TECHNIQUE

1. **Organisation** – determine where you need to focus your time – e.g. which subjects, topics, learning priorities, etc.
2. **Planning** – map out what you are going to revise and when. Use a timetable or revision planner to do this. Remember to space your subjects as well as subject content.
3. **Review** – build in different revision techniques to help you complete quick 5- or 10-minute reviews of your topics throughout your revision plan.
4. **Transformation Task** – These are 30-minute activities to help you take in information. For example, writing summary sheets or creating flash cards or mind maps for topics.
5. **Practice Testing** – test yourself on the area that you have reviewed, either by quizzing or testing yourself with a friend.
6. **Exam Questions** – complete an exam question or on the area you have reviewed and mark this yourself, using a mark scheme

# 12 DAYS OF CHRISTMAS

*Romans 12:6 reminds us that God, through Christ, has given each of us gifts to use. The Christmas break is an opportunity we have as teachers to share our gifts — and to shine the light of **hope**.*

*Hope that things can change and be transformed; a sense of perseverance – to keep going for the **long haul**.*

Step 1 of **Hope** is imagining a world where I am **proud** of my **success** – imagining a world where no one has stopped me from **reaching my God-given potential**. **Hope** is about looking beyond my current circumstances; imagining a world where everyone looks out for each other. Like my teachers are looking out for me – always. Looking out for me, filled with **hope**.

Doing all this imagining and thinking is **Step 1 of being Hopeful**. And **Step 2? Step 2** is about making the **choice** – making the **decision** – taking the **action** to turn all this thinking into **reality**.

The ancient tradition of Christmas is the giving of gifts. And so, in the spirit of being **hopeful**, we are gifting to you an incredible gift – the gift of **knowledge**; the gift of **preparing to perform** – empowering you to **reach your God-given potential**.

We are **determined** to **transform hope** into **reality**. We have prepared a gift for each of the **12 Days of Christmas** – a gift for you from each subject to maximise your chance of reaching **your God-given potential**. And we **hope** that you grasp it, and **persevere** with the **determination** that **you can, and will, succeed**.







## ENGLISH

<b>COURSE</b>	OCL English
<b>LENGTH</b>	50-minutes
<b>MARKS</b>	50 marks

DAY	TOPIC / SKILL	RESOURCE	RAG
1	Explain the conventions of an Aristotelian tragedy. Write a description of someone who is inauspicious	<a href="https://bit.ly/3BljJc">https://bit.ly/3BljJc</a>	
2	Find out three facts about the industrial revolution	<a href="https://bit.ly/3BljJc">https://bit.ly/3BljJc</a>	
3	Find out three things about William Blake	<a href="https://bit.ly/3BljJc">https://bit.ly/3BljJc</a>	
4	Why was there a gap between the rich and the poor in Victorian Britain?	<a href="https://bit.ly/3BljJc">https://bit.ly/3BljJc</a>	
5	What did the Romantic poet movement stand for?	<a href="https://bit.ly/3BljJc">https://bit.ly/3BljJc</a>	
6	What was the 'Age of Reason'?	<a href="https://bit.ly/3iYCeGM">https://bit.ly/3iYCeGM</a>	
7	If someone is innocent, they are... If someone is corrupt, they are...	<i>Versatile Vocabulary</i>	
8	What was 'Religious mysticism'?	<a href="https://bit.ly/3FwyST7">https://bit.ly/3FwyST7</a>	
9	Find out three facts about the French Revolution	<a href="https://bit.ly/3FYgGTV">https://bit.ly/3FYgGTV</a>	
10	Find out three facts about Victorian child labour.	<a href="https://bit.ly/3Yt4uSb">https://bit.ly/3Yt4uSb</a>	
11	If you are liberated, you are... If you are imprisoned, you are...	<i>Versatile Vocabulary</i>	
12	What is egalitarianism? Why is this bad for society?	<a href="https://bit.ly/3FYgGTV">https://bit.ly/3FYgGTV</a>	

# MATHEMATICS

<b>COURSE</b>	OCL Mathematics
<b>LENGTH</b>	50-minutes
<b>MARKS</b>	50 marks

DAY	TOPIC / SKILL	SPARX MATHS			RAG
1	Equivalent fractions Given a part, calculating the whole Percentage of amounts	M410 M695 M437			
2	BIDMAS Calculating with roots and powers Common multiples	M521 M135 M227			
3	Rounding with significant figures Estimation Calculating with time	M994 M878 M627			
4	Plotting horizontal and vertical lines Drawing linear graphs Inequalities on number lines	M797 M932 M384			
5	Sequences Substitution Solving with unknowns on both sides	M381 M417 M554			
6	Factorising Expanding single brackets and simplifying expressions Forming and solving equations	M100 M792 M957			
7	Angle facts Angle facts on parallel lines	M818 M606	M163		
8	Area of 2D shapes Perimeter of 2D shapes	M390 M635	M610		
9	Midpoints	M622			
10	Construction	M565	M232	M239	
11	Transformations	M139 M910	M290 M178		
12	Sharing an amount into a ratio Writing ratio in the form 1:n Converting between ratio and fractions	M525 M543 M267			



## SCIENCE

<b>COURSE</b>	OCL Science
<b>LENGTH</b>	50-minutes
<b>MARKS</b>	50 marks

DAY	TOPIC / SKILL	SENECA	RESOURCE	RAG
1	Transverse and longitudinal	3.3.1	<a href="https://bit.ly/3HPYzAC">https://bit.ly/3HPYzAC</a>	
2	How sound travels	3.3.7	<a href="https://bit.ly/3j3MQnT">https://bit.ly/3j3MQnT</a>	
3	Using sounds	3.3.5	<a href="https://bit.ly/3W5B7Un">https://bit.ly/3W5B7Un</a>	
4	Comparing sound and light waves	3.3.17	<a href="https://bit.ly/3FXvYli">https://bit.ly/3FXvYli</a>	
5	Reflection	3.3.9	<a href="https://bit.ly/3V7j2nA">https://bit.ly/3V7j2nA</a>	
6	Pressure over area	3.2.4	<a href="https://bit.ly/3G02r0Y">https://bit.ly/3G02r0Y</a>	
7	Pressure in liquids	3.2.4	<a href="https://bit.ly/3BG3EHQ">https://bit.ly/3BG3EHQ</a>	
8	Conductors and insulators	3.1.4	<a href="https://bit.ly/3FYfXSI">https://bit.ly/3FYfXSI</a>	
9	Series and parallel circuits	3.4.3	<a href="https://bit.ly/3j7Sx4m">https://bit.ly/3j7Sx4m</a>	
10	Current in series and parallel circuits	3.4.2	<a href="https://bit.ly/3j7Sx4m">https://bit.ly/3j7Sx4m</a>	
11	Potential difference	3.4.3	<a href="https://bit.ly/3j7SHsu">https://bit.ly/3j7SHsu</a>	
12	Magnetic fields	3.4.7	<a href="https://bit.ly/3W3aT57">https://bit.ly/3W3aT57</a>	

# GEOGRAPHY

<b>COURSE</b>	OCL Geography
<b>LENGTH</b>	50-minutes
<b>MARKS</b>	50 marks

DAY	TOPIC / SKILL	RESOURCE	RAG
1	What is a “cold environment”? Give two examples of different types of cold environments. Where are these cold environments located?	<b>Cold Environments</b> <a href="https://bit.ly/3V51DMz">https://bit.ly/3V51DMz</a>	
2	What is a glacier? Describe how glaciers are formed. Give the names of two famous glaciers around the world, and the countries they are located in.	<b>Glaciers</b> <a href="https://bit.ly/3vfciK9">https://bit.ly/3vfciK9</a>	
3	Define “erosion”. State two types of erosion carried out by a glacier. What is a “Corrie”? How is this formed?	<b>Glacial Erosion</b> <a href="https://bit.ly/3BEycK4">https://bit.ly/3BEycK4</a>	
4	Name one “Glaciated area” of the UK. Explain how quarrying can provide economic opportunities in your chosen Glaciated area.	<b>Opportunities in Cold Environments</b> <i>Knowledge Organiser</i>	
5	How is Antarctica different from other continents? Why is Antarctica covered in snow and ice? Describe how one animal has adapted to living in Antarctica.	<b>Antarctica</b> <a href="https://bit.ly/3hy0ijm">https://bit.ly/3hy0ijm</a>	
6	What is the current global population? When is the global population predicted to reach 10 billion?	<b>Global Populations</b> <a href="https://bit.ly/3HlcokL">https://bit.ly/3HlcokL</a>	
7	What does the DTM show? How many stages are there in the DTM? Which stage of the DTM is the UK currently in?	<b>Demographic Transition Model (DTM)</b> <a href="https://bit.ly/3jctYD2">https://bit.ly/3jctYD2</a>	
8	What does a population pyramid show us? The UK is an HIC. Draw a population pyramid that you would expect to find in an LIC in stage 2 of the DTM.	<b>Population Pyramids</b> <a href="https://bit.ly/3BEG9iz">https://bit.ly/3BEG9iz</a>	
9	Define what is meant by the term “natural increase”. In which stages of the DTM does a natural increase take place? What causes a natural increase?	<b>Natural Increase</b> <a href="https://bit.ly/3BKcNzh">https://bit.ly/3BKcNzh</a>	
10	What is meant by “migration”? Give the definition for “push factor” and “pull factor” and give one example of each.	<b>Migration</b> <a href="https://bit.ly/3FBgYyE">https://bit.ly/3FBgYyE</a>	
11	What is an “Urban” area? Give one named example of one urban area and one “rural area”, together with one example of each. Describe what ‘Urbanisation’ means.	<b>Urbanisation</b> <a href="https://bit.ly/3YvYsjA">https://bit.ly/3YvYsjA</a>	
12	Describe the location of Mumbai. How is Mumbai’s population changing? Explain the reasons for these changes. State one challenge caused by this change.	<b>Mumbai</b> <a href="https://bit.ly/3BFV646">https://bit.ly/3BFV646</a>	



## HISTORY

<b>COURSE</b>	OCL History
<b>LENGTH</b>	50-minutes
<b>MARKS</b>	50 marks

<b>DAY</b>	<b>TOPIC / SKILL</b>	<b>RESOURCE</b>	<b>RAG</b>
1	<b>Mughal India</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY8">https://bit.ly/HistoryY8</a>	
2	<b>Mughal India</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY8">https://bit.ly/HistoryY8</a>	
3	<b>Mayflower</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY8">https://bit.ly/HistoryY8</a>	
4	<b>Mayflower</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY8">https://bit.ly/HistoryY8</a>	
5	<b>Charles I and the Power of the Monarchy</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY8">https://bit.ly/HistoryY8</a>	
6	<b>Charles I and the Power of the Monarchy</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY8">https://bit.ly/HistoryY8</a>	
7	<b>Constantinople and the Islamic World</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY7">https://bit.ly/HistoryY7</a>	
8	<b>Norman Conquest</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY7">https://bit.ly/HistoryY7</a>	
9	<b>Crusades</b>	<i>Knowledge Organiser</i> <a href="https://bit.ly/HistoryY7">https://bit.ly/HistoryY7</a>	
10	<b>Mansa Musa</b>	<a href="https://bit.ly/BBCMMM">https://bit.ly/BBCMMM</a>	
11	<b>Renaissance</b>	<a href="https://bit.ly/BBCTRP">https://bit.ly/BBCTRP</a>	
12	<b>Reformation</b>	<a href="https://bit.ly/BBCTUDOR">https://bit.ly/BBCTUDOR</a>	