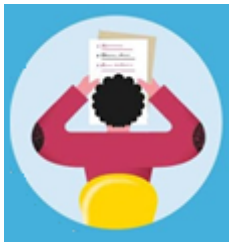
Glenlola Collegiate School

Key Stage Three

Summer Examinations

Study Guide



Contents

Examination Timetable

Your Form Teacher will tell you where your examination room will be. **Room no:** ……..

Session Times are as follows: **Session 1: 8.50 am – 11.00 am**
Session 2: 11.30 am – 12.45 am
Session 3: 1.30 pm onwards

Junior school can go home at the end of their last examination session each day. The canteen will still be available each day.

		Year 8	**Year 9**	**Year 10**
Thursday 15th May	Session1	RS 1 hour	English 1 hour	History 1 hour
	Session 2	Technology 45 mins	Geography 45 mins	Eng Lang 45 mins
	Session 3			Physics 1 hour
Friday 16th May	Session1	Literacy tests	RS 1 hour	Chemistry 1 hour Science (1 class) 1 hour
	Session 2	HE 45 mins	Technology 45 mins	Eng Lit 45 mins
	Session 3			Geography 45mins
Monday 19th May	Session1	Maths 1 hour	Science 1 hour	RS 1 hour
	Session 2	Geography 45 mins	French 1 hour	Maths (Non Cal) 45 mins
Tuesday 20th May	Session1	History 1 hour	Spanish 1 hour	Technology 45 mins
	Session 2	Science 1 hour	History 1 hour	HE 45 mins
Wednesday 21st May	Session1	French 1 hour	Literacy tests	Spanish 1 hour
	Session 2		HE 45 mins	Maths (Cal) 45 mins
Thursday 22nd May	Session1	English 1 hour	Maths 1 hour	Biology 1 hour
	Session 2			French 1 hour
Friday 23rd May	Catch up day for pupils. **Anyone who has missed an exam should contact their Subject Teacher and arrange for a paper to be available for them**. They should then report to L13 at 8.50am to sit any papers they have missed.			

Pupils will return to normal timetable on Tuesday 27th May.

Prepare to Revise, Prepare to Thrive

Studying for examinations can be a daunting experience.

Here is a checklist of strategies to help you prepare.

All my subject notes are complete and up to date.	
I know what I will be tested on in each subject.	
I know what strategies work well for me when revising individual subjects.	
I have created a manageable revision timetable.	
I have a quiet space to revise.	
I know what distracts me during revision and I have taken steps to remove these distractions (e.g. phone, TV).	
I know that it is important to eat well, stay hydrated, exercise, and find ways to relax before examinations and during revision sessions.	

Glenlola Collegiate
Quick guide to preparing for exams

Reduce distractions to improve focus and retention of information

- *Find a quiet and tidy space to work*
- *Put the mobile phone in another room*

Develop a revision schedule or timetable

- *Start with the hardest subjects / topics*
- *Work for 25 mins at a time*

Keep a revision log of what has been learned. Colour code the bits that are most difficult and go back over these

Pupils have been taught lots of strategies for revision under 3 main themes

See LTC3 booklet!

Retrieval (recall)

- Self-quiz
- Brain dump
- Flash cards

Spacing (returning to topics)

- Revisiting topics helps them stick

Interleaving

- Vary between topics to make connections

Year 8 Subject Revision Guide

Subject	What I need to know	Revision Strategies
Drama	You will be successful if you: * Deliver an imaginative performance which shows your understanding of your chosen character; * Act in role as your chosen character, and sustain this throughout; * Demonstrate command of your vocal skills (clarity, inflection, pace, pause, pitch, projection, tone and volume); * Convey meaning through appropriate facial expressions; * Convey meaning through your use of body language (gesture, poise, spatial awareness and stillness); * Convey meaning through use of costume and/or props (optional, but recommended).	
English	<u>Section A: Poetry Comprehension</u> You will be successful if you: * Read the questions carefully and answer each one in an appropriate style; * Can select and summarise appropriate detail where necessary and explain key information in your own words; * Can identify and explain the effects of the writer's choice of language and language devices (ROADMAPS); * Can 'read between the lines' and suggest what the writer has implied about characters and situations through the use of language and writer's craft; * Use the PEE/PEA/PETA technique correctly when asked to; * Use correct SPaG. <u>Section B: Personal Writing</u> You will be successful if you: * Read the question carefully and answer in an appropriate style; * Use detailed description and selected features of writer's craft (e.g. ROADMAPS) to make your writing interesting to read; * Use a range of punctuation correctly; * Proof-read your work, correcting any SPaG errors you may find.	* Use Mind Maps to learn the ROADMAPS poetic devices. * Use the Students Guide to Literacy to revise SPAG. * Create Flash Cards to learn the success criteria for personal writing.
French	<u>Speaking Examination</u> Learn speaking questions 11-20 (pgs 29 & 30 of VGO). Make sure you can say these accurately. You will be asked all 10. <u>Listening Examination (all recognition French to English)</u> 1C. Des affaires scolaires masulines – Masculine classroom objects (pg 5) 1D. Des affaires scolaires féminines – Feminine classroom objects(pg 6) 2A. Les numéros 0-30 (pg 9) 2B. Les numéros 20-70 (pg 10) 2E. Les mois (pg 11) 2H. Les fêtes (pg 11) 2I. Mes cadeaux d'anniversaire (pg 12) 3A. Ma famille et mes amis (pg 13) 3B. Les animaux (pg 15) 3C. Les couleurs (pg 18) 3D. Les descriptions (pg 18) 3E. La personnalité (pg 19) 4C – 4H. (food and drink) (pg 22-23) 4I. Les opinions (pg 24) J'aime, Je n'aime pas, J'adore, Je déteste <u>Reading Examination (all recognition French to English)</u> 1A. Bonjour – Greetings (pg 5) 1B. ça va – how are you (pg 5) 1C. Des affaires scolaires masulines – Masculine classroom objects (pg 5) 1D. Des affaires scolaires féminines – Feminine classroom objects (pg 6)	*Know what each question and answer means. *Write out the answers. *Practise saying the answers. *Get someone in your family to ask you the questions. *Write out each word several times. *Read and repeat the words. *Look, say, cover, write, check. *Use Mind Maps for masculine/feminine words. *Create Flash Cards to learn grammar points. *Use quizlet to learn vocabulary.

	2A – 2C. Les numéros 0-1000 (pg 9-10) Make sure you can also recognise the age vocabulary: j'ai douze ans = I am 12 years old 3A. Ma famille et mes amis (pg 13) 3B. Les animaux (pg 15) 3C. Les couleurs (pg 18) 3D. Les descriptions (pg 18) 3E. La personnalité (pg 19) 3F. La description physique (pg 19) 4A. Mon corps (pg 21) 4B. Chez le médecin (pg 21) 4C – 4H. (food and drink) (pg 22-23) 4I. Les opinions (pg 24) J'aime, Je n'aime pas, J'adore, Je déteste Key Questions Comment t'appelles-tu? What are you called ? Comment ça s'écrit ? How is that spelt? Et toi ? and you? Qu'est-ce que c'est ? What is it ? Quel âge as-tu? How old are you ? Ça va? How are you? As-tu un stylo? Do you have a pen? Quelle est la date aujourd'hui ? What is today's date ? Quelle est la date de ton anniversaire ? When is your birthday ? Tu as des frères et sœurs ? Do you have any brothers or sisters? Tu as un animal à la maison ? Do you have a pet? EXTRA est = is sont = are <u>Writing Examination (you must be able to spell this vocabulary in French)</u> 1C. Des affaires scolaires masculines (pg 5) Make sure you know that "un" comes before a masc word e.g. un stylo 1D. Des affaires scolaires féminines (pg 6) Make sure you know that "une" comes before a fem word e.g. une gomme 2A – 2C. Les numéros 0-1000 (pg 9-10) Possessive Adjectives mon/ma/mes ton/ta/tes (pg 14-15) 3B. Les animaux (pg 15) make sure you know how to make animals plural e.g. un chien → deux chiens un cheval → deux chevaux 3C. Les couleurs (pg 18) 3D. Les descriptions (pg 18) 3E. La personnalité (pg 19) Make sure you know what the feminine versions of these adjectives look like e.g. Le chien est vert et mignon. La tortue est verte et mignonne. 3F. La description physique (pg 19) Remember the adjectives come after the words for hair and eyes: I have long, brown, curly hair and blue eyes = I have the hair long, brown and curly and the eyes blue. J'ai les cheveux longs, bruns et frisés, et les yeux bleus. 4A.Mon corps (pg 21) Make sure you know if they are masculine or feminine 4B. Chez le médecin (pg 21) Just "j'ai mal à" Make sure you know what à changes to: masculine: j'ai mal au bras feminine : j'ai mal à la gorge vowel : j'ai mal à l'oreille plural : j'ai mal aux yeux 4C – 4H. (food and drink) (pg 22-23) Make sure you know that you need the words for "some" before the food item: masculine: du pain – some bread feminine: de la salade – some salad	

	vowel: de l'eau – some water plural: des fraises – some strawberries 4I. Les opinions (pg 24) J'aime, Je n'aime pas, J'adore, Je déteste AVOIR (pg 14) ETRE (pg 16) Learn these two verbs off by heart – use the songs on YouTube to help! Questions 11-20 (pg 29-30) Make sure you can write these out accurately and that you can recognise the questions as you will only be asked 5.	
Geography	<u>What is Geography?</u> * Define the three types of Geography with examples Physical Human Environmental * Describe the Physical and Human Geography of a landscape from a photograph. <u>Map Skills</u> * Identify the 5 key features of every map * Be able to recognise map symbols and know why we use them on OS maps * Direction – know the 8 point Compass * Scale – using a scale line to calculate real life straight line distances * 4 Figure Grid references – be able to give a grid reference for a symbol and plot a symbol on a grid reference * Northern Ireland map – Counties, cities, mountain ranges, main rivers and loughs in Northern Ireland. <u>Ecosystems</u> * Define an ecosystem. Define a biome. Give examples. * Components of an ecosystem (producer, secondary consumer, tertiary consumer, Apex predator), role of decomposers, role of the sun providing energy, difference between herbivore, carnivore, omnivore. * Interpret food chains and food webs <u>Tropical Rainforests</u> * Location of Tropical rainforests * Characteristics of Tropical Rainforests (describe the layers / the soil) * Climate of Tropical Rainforest (and be able to construct and interpret a climate graph) * Plant adaptations – Liana vine, buttress roots, drip tip leaves, giant taro plant * People of the rainforest (Jacuna Tribe) and how they use the rainforest * Causes of deforestation (Palm oil plantations, Cattle Ranching, Mining and Logging) * Impacts of deforestation (Habitats, local people, Climate change) * Solutions to protecting the rainforest (Selective logging, conservation, education)	* Use of Geography A3 Knowledge Organiser provided by Geography teacher * use of own flash cards/mind maps. * Get a parent/guardian or friend at home to ask questions and verbally revise * Use a whiteboard to look, cover, check each section.
HE	<u>Ready Steady Cook:</u> * Hygiene and safety in the kitchen * Kitchen equipment * Weighing and Measuring * Identify parts of the cooker * Using knives safely * Washing up procedures <u>Food:</u> * Why the body needs food * Where food comes from * Label the Eatwell Guide * State the 8 tips for Eating Well * Functions of nutrients * Modify recipes to meet the 8 tips	* Create flash cards and mind maps * Ask parent/guardian to quiz you * Create coloured flash cards for each of the different nutrients * Complete online quizzes and games to revise * Eatwell Guide https://www.foodafactoflife.org.uk/

History	* Chronology – putting events into the correct order as they happened. * Evidence – different types and examples. * Bias – definition and examples. * Centuries, dates – how to work out what century a date is in and give a specific year within a century. * Claimants to the Throne – who and why: Harold Godwinson, Harald Hardrada and William Duke of Normandy * Battles of 1066 – Stamford Bridge and Hastings. *Feudal System – structure, people and how it worked. * Types of Castles and why they were built. * Ways to attack and defend a castle. * Normans in Ireland – who came and why they came. * Medieval Church – structure, types of monks, areas/rooms in a monastery, work done in a monastery, physical description of a monk, vows they took, daily routine. * Black Death – causes, cures, and results on society.	* Previously completed knowledge organisers * Mind maps/foldables/flashcards
ICT	<u>Spreadsheets</u> *1. Spreadsheet Formatting* *2. Adjusting column width and row height* * Changing font style, size, and colour * Applying bold, italics, and underline * Using cell shading (background colour) * Applying borders to cells * Merging and centering cells * Formatting numbers (currency, percentages, decimal places) *3. Basic Calculations in a Spreadsheet* * Addition: =A1 + B1 * Subtraction: =A1 - B1 * Multiplication: =A1 * B1 * Division: =A1 / B1 *4. Functions* * Average: =AVERAGE(A1:A10) (Finds the average of a range of values) * Maximum: =MAX(A1:A10) (Finds the highest value in a range) * Minimum: =MIN(A1:A10) (Finds the lowest value in a range) *5. Creating and Labelling Charts* * Selecting the data for the chart * Choosing the correct chart type (bar chart, pie chart, line graph, etc.) * Adding a chart title * Labelling the x-axis and y-axis * Adding a legend (if needed) * Formatting the chart (colours, fonts, gridlines)	* Practice activities are available on the Year 8 ICT Google Classroom.
Mathematics	<u>Unit 1 – Using Number</u> You should be able to: * Convert times between 12-hour and 24-hour clock. * Read information from timetables, including calculating journey times. * Read information from mileage charts, including calculating total distances. * Calculate the total from bills, including gas, phone and electricity bills. * Calculate total costs to determine the best value option. * Complete and use bank statements. * Use a number line to put positive and negative numbers in order. * Use the less than (<) and greater than (>) symbols to compare numbers.	

	* Add and subtract with positive and negative numbers, including when two signs are side by side. <u>Unit 2 – Sequences</u> You should be able to: * Use function machines to generate inputs and outputs. * Recognise and understand key sequences, including square numbers and triangular numbers. * Generate a sequence using a rule. * Describe the rule for term-to-term sequences. * Calculate the next terms in a sequence. * Use the rule to find missing terms in a sequence. <u>Unit 3 – Perimeter, Area and Volume</u> You should be able to: * Recall the definitions for perimeter, area, volume and capacity. * Calculate the perimeter of different shapes, including compound shapes. * Calculate the area of squares, rectangles and compound shapes. * Calculate the area of shaded regions. * Use the area of a shape to find missing sides. * Calculate the volume of cubes, cuboids and compound 3D shapes. * Convert between volume and capacity. * Use the volume of a shape to find missing sides. <u>Unit 4 – Decimal Numbers</u> You should be able to: * Multiply and divide numbers by 10, 100 and 1000. * Understand the meaning of ascending and descending. * Put decimals in order. * Use the less than (<) and greater than (>) symbols to compare decimals. * Estimate answers to calculations. * Add and subtract decimals. * Multiply decimals by integers and decimals. * Divide decimals by integers and decimals. <u>Unit 5 – Working with Numbers</u> You should be able to: * Understand what a square number is and list the square numbers up to 15^2 * Calculate square roots, including identifying which whole numbers a square root lies between * Round numbers to specific place value columns and to specific decimal places * Use the order of operations (BIDMAS) to complete calculations * Calculate using short and long multiplication * Calculate using short division, including splitting larger numbers up into two division calculations. * Recall the key metric conversions for units of length, mass and capacity. * Convert between different metric units of length, mass and capacity. * Put different metric units in order. <u>Unit 6 – Statistics</u> You should be able to: * Recall the definitions for mean, mode, median and range. * Calculate the mean, mode, median and range of a set of data. * Draw and interpret pie charts, bar charts, pictograms and line graphs. * Group data into a frequency table and draw an appropriate chart/graph for this data. <u>Unit 7 – Algebra</u> You should be able to: * Use algebraic notation to show addition, subtraction, multiplication and division.	

	* Substitute values into expressions to complete calculations. * Write simple algebraic expressions, including for perimeter. * Simplify expressions by collecting like terms. * Use and create formulae. <u>Unit 8 – Fractions</u> You should be able to: * List equivalent fractions, including filling in missing numerators/denominators in equivalent fractions. * Simplify fractions fully. * Compare fractions, using < or >. * Put fractions in order. * Add and subtract fractions with the same denominator. * Add and subtract fractions with different denominators. *Understand and gives examples of mixed numbers and improper fractions. * Convert between mixed numbers and improper fractions. * Add and subtract with mixed numbers. <u>Unit 9 – Angles</u> You should be able to: * Recall the names of different angles. * Use a protractor to measure and draw angles. * Calculate missing angles, including in a right angle, on a straight line, about a point and vertically opposite angles. * Recall properties of the different triangles. * Calculate missing angles in a triangle. * Recall properties of the different quadrilaterals. * Calculate missing angles in a quadrilateral. <u>Unit 10 – Coordinates and Graphs</u> You should be able to: * Plot, read and write coordinates, <u>Unit 11 – Percentages</u> You should be able to: * Convert between fractions, decimals and percentages. * Calculate a fraction of a quantity.	
RS	God's Covenant * Why is the Bible important for Christians. * Bible Library * Story of Mary Jones * Gideon's International * Ways that God blessed Abraham * The story of Moses including the 10 commandments and why these are still important for Christians. * The Story of Ruth, including Embrace NI * The Life of David * The Life of Elijah	*Revision knowledge organiser * Foldables * Flash cards
Science	<u>Unit 1 – Introduction to Science</u> * Name hazard symbols from their pictures * State the definitions of the different hazard symbols * Be able to describe some dangers when using chemicals with hazard symbols * Recognise and draw apparatus * Be able to say what different apparatus is used for * Know that pure elements and compounds melt and boil at specific temperatures and melting point and boiling point can be used to distinguish pure substances from mixtures eg the boiling point of water and ethanol and the freezing point of water	* Use of topic summaries * Questions from booklets

	* Know the definitions of soluble, insoluble, solute, solvent, solution, residue, filtrate, distillate, miscible, immiscible, evaporation and condensation; * Know how mixtures can be separated using filtration, evaporation, chromatography, separating funnel, simple distillation. * Be able to draw the apparatus for filtration and evaporation * describe paper chromatography as the separation of mixtures of soluble substances by running a solvent (mobile phase) through the mixture on the paper (stationary phase), * interpret a paper chromatogram (eg which substance is the most soluble and how many substances are in a mixture) including how to calculate Rf values. <u>Unit 2 – Cells</u> * Name and describe the seven characteristics of life (MRSNERG). * Know that groups of cells make tissues, tissues make organs and organs make organ systems. * Name body organs and describe their job. * Name body systems, examples of organs they contain and describe their jobs. * Label a plant and animal cells (ensure spelling is correct). * Label a bacterial cell (ensure spelling is correct). * Describe the jobs of the different parts of each cell. * Describe how animal plant and bacteria cells are similar and how they are different. * Draw and describe specialised cells e.g. sperm, ciliated epithelium, etc. and how they are adapted to do their job. * Label a microscope. * Describe how to focus a microscope to view a slide. * Describe how to make a slide of onion cells. * Calculate the magnification of a microscope. * Correctly order cells by their size. <u>Unit 3 – Investigations</u> * Name the parts of an investigation. * Factors - describe and identify the independent, dependent and controlled variables. * Make and explain predictions. * Plotting graphs and best fit lines using suitable scales and labels and units on both axes. * Make a conclusion when given results or graph. * Describe how to improve an experiment. <u>Unit 4 – Magnetism</u> * Know only nickel cobalt and iron attract to a magnet. * Correctly draw magnetic field lines around a bar magnet including the direction. * Opposite poles attract, and same poles repel. * Compasses are tiny magnets and are attracted and repelled from other magnets. * Mark the direction will point when placed near a magnet. * Correctly draw the field around a solenoid including the direction. * Know how to make and electromagnet stronger. * Describe how an electric bell works.	

	Unit 5 – Particle theory * Describe and explain accurately how the particles are arranged in solids, liquids and gases, including drawing an atom picture of a s, l and g, the spacing and movement of the particles. * State and explain precisely the physical properties of the three states of matter eg whether volume and shape are fixed. * Be able to name and identify the changes of state. * Describe and explain diffusion correctly, in terms the movement of particles. * From information on melting and boiling point decide if a substance is a solid, liquid or gas. * Identify melting and boiling point on heating and cooling curves. * Sketch and explain heating and cooling curves using the relevant data. * Recall perfectly the solubility definitions. * Identify and describe if a solute is soluble in a particular solvent. Unit 6 – Where do I come from? * State two types of reproduction * Asexual reproduction involves only one parent and new cells are made by a process called mitosis. When one cell divides by mitosis, two new identical cells are produced. * State organisms which can reproduce asexually. * State the advantages and disadvantages of asexual reproduction. * Sexual Reproduction involves two parents. Each parent provides one cell (gametes) which fuse together during fertilisation. The process which produces gametes is called meiosis. * Label male and female reproductive systems (correct spelling required) and describe the function of the different parts. * Know the name of the male and female sex cells (gametes). * Describe what fertilisation and implantation means. * Know that fertilisation takes place in the oviduct. * Label the diagram of the foetus in the uterus (spelling). * Describe how the foetus survives in the womb e.g. the job of the placenta and what the foetus needs. Also know harmful substances that can pass through the placenta. * Know the requirements of a young child. * Describe changes that take place during puberty. * Describe the menstrual cycle and know the days of the period, ovulation and the days over which a woman is likely to get pregnant.	
Technology	*Safety in the Workshop *Safety rules *Safety signs *Safety sign colours *Machine safety Electronic Tree *Know what an electronic circuit is *Components – images and symbols *Conductors and insulators *Component purposes *Series and parallel circuits *Voltage, current and resistance *Ohm's Law *Dividing and multiplying with decimals *LEDs	*Use new and previously completed A3 revision pages for projects *Mind Maps * Extension questions for Ohm's Law in workbooks

	*Switches *Soldering *Electronic tree circuit diagram <u>Wind Chime</u> *Hardwoods *Softwood *Manufactured boards *Defects in natural wood *Metals – Ferrous, non-ferrous and alloys *Measuring and marking out wood *Wasting processes and wasting tools *Cross halving joint *Workshop machines *Drilling wood and metal	
Music	Your paper is in two sections: a glossary section and a listening section. <u>GLOSSARY SECTION:</u> Based on both "Elements of Music" and "I Got Rhythm" booklets. You will need to revise the meaning of: PITCH DURATION TIMBRE / SONORITY RHYTHM OSTINATORHYTHM GRID NOTATION SILENCE – RESTS TEMPO – ALLEGRO, ANDANTE, PRESTO, LARGO, MODERATO & ACCELERANDO TEXTURE – MONOPHONIC, HOMOPHONIC & POLYPHONIC DYNAMICS – PIANISSIMO, PIANO, FORTE & FORTISSIMO TIME SIGNATURE – 2 BEATS PER BAR (MARCH), 3 BEATS PER BAR (WALTZ) AND 4 BEATS PER BAR (MOST MUSIC). <u>LISTENING SECTION:</u> 1. You will hear 2 short extracts of music and will be asked to identify the type of piece based on time signature work we did on pages 5 and 6 of the "I got rhythm" booklets. 2. There will be 2 rhythm dictations similar to that on P.9 of your "I got rhythm" booklets. 3. You will hear 2 short extracts of music and will be asked to answer questions on SPECIFIC elements of music. Credit will be given for using appropriate musical language.	

Year 9 Subject Revision Guide

Subject	What I need to know	Revision Strategies
English	A Midsummer Night's Dream You will be successful if you: *Can summarise the meaning of quotations; *Can present some relevant contextual information; *Can identify and analyse a range of different dramatic features (metaphor, imagery, symbolism, tone, onomatopoeia, personification, etc.) and form; *Can use PEE / PETAL to analyse Shakespeare's use of language.	*Use Mind Maps to learn the contextual information. *Create Flash Cards to learn the key quotations for the character of Puck.
French	Speaking Examination Learn speaking questions 15-25 (pgs 26 & 27 of VGO). Make sure you can say these accurately. You will be asked 10. Listening Examination (recognition from French to English) 6D Where do you live? (pg 12)6G Directions (pg 14) 6J Train station (pg 16) 7A Sports (pg 18 7C Music (pg 20) 7E Mobile Phone (pg 22) 7F Other pastimes (pg 22) Reading Examination (recognition from French to English) 6A Countries (pg 10) 6E Places in town (pg 13) 6F Prepositions (pg 14) 6G Directions (pg 14) 6H Transport (pg 15) 7A Sports (pg 18) 7D TV/Cinema (pg 21) 7E Mobile Phone (pg 22) Adjectives : 6C Adjectives to describe a place (pg 11) 6I Adjectives to describe transport (pg 15) 7D Adjectives/Opinions (pg 21) Writing Examination (you must be able to spell this vocabulary in French) Grammar: Irregular Verbs AVOIR(pg 9) ETRE (pg 9) ALLER (pg 13) FAIRE (pg 18) Learn these 4 key irregular verbs off by heart – use the videos on YouTube to help! 6A Countries (pg 10) Make sure you know how to say in, at or to a country (also on page 10) 6B Nationalities (pg 11) Make sure you know the masculine and feminine version Adjectives: 6C Adjectives to describe a place (pg 11) 6I Adjectives to describe transport (pg 15) 7D Adjectives/Opinions (pg 21) Make sure you know the masculine and feminine version as well as how to give an opinion and reason: e.g. J'aime la télé-réalité parce que c'est génial. (after c'est we always use the masculine adjective) 6D Where you do you live (pg 12) 6H Transport (pg 15) Grammar: The comparative (pg 15) plus … que, moins … que, aussi … que e.g. Le vélo est moins vite que le train	*Know what each question and answer means. *Write out the answers. *Practise saying the answers. *Get someone in your family to ask you the questions. *Write out each word several times. *Read and repeat the words. *Look, say, cover, write, check. *Use Mind Maps for masculine/feminine words. *Create Flash Cards to learn grammar points. *Use quizlet to learn vocabulary.

	Grammar: Present Tense (pg 16) Make sure you know how to form all three types of verbs – learn the endings off by heart 7A Sport (pg 18) Make sure you know that it's faire de + activity, even when in English we say "go" e.g. I go cycling – je fais du cyclisme Masculine – du (du vélo) Feminine – de la (de la danse) Vowel – de l' (de l'athlétisme) Plural – des (des randonnées) 7C Music (pg 20) 7D TV/Cinema (pg 21) 7E Mobile Phone (pg 22) Grammar : Future Tense (pg 22) je vais + infinitive e.g. je **vais** écouter de la musique = I **am going** to listen to music Speaking and writing questions 15-25 (pg 26) Make sure you know how to write these out accurately. You also need to be able to understand the question as we'll only ask you 5 of these. Extra vocab : Arriver to arrive attendre to wait (for) chanter to sing composter to validate écouter to listen (to) finir to finish jouer to play partager to share regarder to watch utiliser to use	
Geography	Weather and Climate *Definitions of Weather and Climate *Elements of the weather – temperature, precipitation, wind speed, wind direction -instruments and units *Clouds - how amount of cloud is recorded (symbols) *Climate graphs - complete graphs - temperature line, rainfall bars and labels for axes *describe rainfall and temperature patterns shown (TEA) *Explain the 3 factors affecting climate: latitude relief *Describe and explain the factors affecting Britain's: temperatures rainfall *Tropical storms: names given and distribution of tropical storms across the world Global Warming *The Greenhouse Effect: define and draw a labelled diagram and describe *Define Global Warming *Causes *Human causes *Natural causes *Impacts *Positive impacts *Negative impacts *Examples of ways to reduce global warming Population *Definitions of Population Distribution and Density *Population Change – definitions and calculations of	*Use of Geography A3 Knowledge Organiser provided by Geography teacher *use of own flash cards/mind maps. *Get a parent/guardian or friend at home to ask questions and verbally revise * Use a whiteboard to look, cover, check each section.

	birth rate death rate natural change *Factors affecting a high birth rate. a low birth rate *Population Pyramids - showing age/sex structure. *labelling and describing birth rate, death rate and life expectancy *recognising the difference in shape between MEDC and LEDC pyramids *Migration *reasons for migration (push / pull) *barriers to migration *impacts (consequences for origin and destination) of migration (positive / negative)	
HE	<u>Killers in the Kitchen:</u> *Causes, types and prevention of food spoilage *Conditions needed for bacterial growth *Symptoms of food poisoning *4'C' methods of controlling pathogenic bacteria *Effective food safety when purchasing, storing, preparing and cooking food <u>Tools for the Job:</u> *Identify, name and function of a range of kitchen equipment *Explain the definition of a range of technical terms used in cooking and/or baking <u>You Are What You Eat</u> *Define the following conditions; Coronary Heart Disease, Iron Deficiency Anaemia, Diabetes *Identify risk factors and symptoms of the conditions above *Explain dietary and lifestyle advice for the conditions above	*Create flash cards *Use mind maps *Parent/guardian ask questions
History	*Renaissance – definition and egs *Reformation and Martin Luther – explanation + 'SNAPS' *Henry VIII + wives + children in correct order. *Mary Queen of Scots –who she was, ways she was a threat to Queen Elizabeth, why she was executed *Spanish Armada *Gunpowder Plot – why it was planned, who it involved, why it failed and what happened to the plotters *British Empire - what it was, who it included, keywords: - colony and Empire *Slave Trade – up to Middle Passage	*Previously completed knowledge organisers *Mind maps/ foldables/ flashcards
ICT	Python coding. Pupils will be assessed on their understanding and application of key programming concepts, including: *Print Command (print()) – How to display output in Python. *Input Command (input()) – How to take user input. *Variables – How to store and use data in Python. *If Statements (if) – How to use conditional statements to control program flow. *If-Else Statements (if-else) – Using conditions to execute different blocks of code. *import random – Understanding how to generate random numbers using the random module. *Comments (#) – How to add comments to explain code and improve readability Students should be prepared to write, debug, and explain Python code related to these topics.	

Mathematics	Chapter 1 - Working with number You should be able to: *Add, subtract, multiply and divide negative numbers *Find the factors and multiples of a number *Calculate the highest common factor and the lowest common multiple *Calculate the square or cube of a number *Calculate the square root or cube root of a number *Find the prime factors of a number *Write a number as a product of its prime factors Chapter 2 - Geometry You should be able to: *Know what corresponding and alternate angles are *Identify corresponding and alternate angles on a diagram *Know how to rotate a shape *Know how to translate a shape *Know the geometry properties of quadrilaterals *Know how to draw the perpendicular bisector of a line *Know how to draw the angle bisector Chapter 3 – Probability You should be able to: *Use a probability scale to represent chance *Write the probability of something happening as a fraction or decimal *Know if events are mutually exclusive *Draw and use a sample space to find probabilities *Calculate probabilities from experiments Chapter 4 - Calculating Percentages You should be able to: *Write fractions as percentages *Calculate percentage increase and percentage decrease *Calculate a percentage change *Write a change in value as a percentage increase or decrease Chapter 5 – Sequences You should be able to: *Use flow diagrams to generate sequences *Use an nth term formula to generate a sequence *Find the nth term formula of a given sequence *Work out the next terms of a Fibonacci sequence Chapter 6 – Area of 2D and 3D shapes You should be able to: *Calculate the area of a triangle *Calculate the area of a parallelogram *Calculate the area of a trapezium *Calculate the surface area of cubes and cuboids Chapter 7 - Graphs You should be able to: *Plot the graph of a given linear equation *State the gradient and y-intercept of a line from its equation *Calculate the gradient of a straight line *Plot the graph of a given quadratic equation	

	*Interpret distance-time graphs Chapter 8 – Simplifying Numbers You should be able to: *Multiply and divide by powers of 10 *Round large numbers to the nearest 10, 100, 1000 etc *Round to one or more significant figures *Write large numbers in standard form *Write numbers in index form *Multiply numbers that are in standard form Chapter 9 – Interpreting Data You should be able to: *Work out the sectors in pie charts by the angles at the centre *Calculate the angles needed to draw a pie chart from information given *Accurately draw a pie chart using a protractor *Read scatter graphs and understand correlation *Draw scatter graphs from given information Chapter 10 - Algebra You should be able to: *Simplify algebraic expressions involving the four basic operations *Simplify algebraic expressions by combining like terms *Expand brackets *Writing algebraic expressions for a given scenario *Writing algebraic expressions involving powers Chapter 14 - Circles You should be able to: *Know the names of the parts of a circle *Calculate the circumference of a circle *Calculate the area of a circle *Calculate the area and perimeter of compound shapes involving parts of circles	
RS	The Life and Ministry of Jesus *Label a map of Palestine *Roman Occupation of Palestine *Pharisees and Sadducees *What we learn about Jesus from the Birth Narratives *The disciples of Jesus *Jesus' relationship with women – story of Mary and Martha. Including how women were treated at the time of Jesus. *Parable of the Good Samaritan *Miracles of Jesus – different types of miracles Jesus performed, *Jesus calms the storm, healing of the paralysed man, raising of Jairus' daughter. *What do we learn about Jesus from the miracles (using CERT). *Do miracles happen today – arguments for and against *The teachings of Jesus – definition of a parable, why did Jesus use parables to teach? *Parable of the Lost Son, who do each of the characters represent? What was Jesus teaching through this parable? *Arguments for and against forgiveness *Parable of the rich man and Lazarus and Jesus' teaching about God's judgement.	*Revision knowledge organiser provided in class *Flash Cards *Spider diagrams *Foldables *Cornell notes

Science	<u>Unit 10 – Elements, Mixtures, Compounds and the Periodic Table</u> *State perfectly and explain clearly what an element, atom, molecule, compound, and mixture are. *Apply appropriately your knowledge of elements, compounds and mixtures to correctly describe molecular model pictures. *Describe accurately the iron and sulphur experiments. *Understand that the development of the Periodic Table occurred gradually over time as our knowledge and understanding of the elements increased. *Recall the properties, reactivity and uses for the elements in Groups 1,2,7,0 and the transition metal block. <u>Unit 11 – Earth in Space</u> *Use the rotation of the Earth to explain day and night / shade region of night on diagram. *Mark the seasons on a diagram of the Sun and Earth. State the length of day and night for each of the seasons and use the tilt of the Earth to explain it. *Name the planets in order. Know the smallest, largest, hottest and gaseous planets. *Know that day length depends on the rotation of the planet and that year length depends on the time the planets to orbit the Sun. *Know that the planets orbit in elliptical orbits. *A galaxy is a group thousands of stars. Our galaxy is called the Milky Way. *Planets à Solar system around a single star à Galaxy à Universe <u>Unit 12 – Circulation</u> *What blood contains and the jobs of these parts eg red blood cells contain haemoglobin and carry oxygen. *The three types of blood vessels and their structure eg arteries – thick muscular walls to pump blood around body. *Label the heart chambers and the major blood vessels into and out of the heart. *Describe the path of blood around the circulatory system, know where oxygenated and deoxygenated blood are in the system and describe why it is called a double circulatory system. *Know factors that increase risk of heart disease and the effect this disease has on the blood vessels. <u>Unit 13 – Speed</u> *State units for distance, time and speed. *Change units for speed, distance and time eg hours to seconds. *Know and use the equation: speed = distance/time *Describe a journey from a distance time graph *Work out the speed a form a section in a distance time graph *Work out the average speed for a whole journey on a distance time graph *Calculate the kinetic energy of a moving object: KE =½mv² *State factors that can increase the chances of an accident when driving eg speed. <u>Unit 14 – Types of Chemical Reactions</u> *The difference between chemical reactions and physical changes. *A basic understanding of chemical equations. *Oxidation & reduction reactions ○ What they are. ○ Examples. *Combustion Reactions ○ What combustion reactions are. ○ The fire triangle *Thermal decomposition reactions ○ What thermal decomposition reactions are. ○ Why are they important. ○ Investigation	*Learning topic summaries *Questions from booklets

	*Acids & alkalis ○ What acids & alkalis are. ○ How to tell if a substance is an acid or an alkali. ○ Uses of acids & alkalis. ○ The environmental impact of acids. Unit 15 – Respiration *What respiration is and why is it needed. *Where respiration takes place. * State the equation for aerobic and anaerobic respiration. * Where anaerobic respiration takes place and its uses. * Compare the processes of aerobic and anaerobic respiration. *Label the respiration system and describe the function of the different parts. *How the contraction and relaxation of the intercostal muscles and diaphragm cause air to enter and leave the lungs. *Describe how the lungs are adapted for gaseous exchange. *The importance of lung volume. *Name some triggers for asthma, how asthma affects the lungs and how asthma can be treated. *State some of the chemicals found in cigarettes and their effects on the body. *State some of the illnesses/diseases that are caused by smoking.	
Technology	Safety in the Workshop and Safety Signs Safety sign shapes Safety sign colours Safety sign meanings Types of safety signs Aroma Fan Circuit Identify components used in the aroma fan circuit Recognise images and symbols of components PCB Switches Resistors and resistor values Capacitors RC Network Timing periods SI prefixes 555 timer DIL Transistor Diode Motors How does the circuit work? Soldering Aroma Fan Casing Hardwoods, softwoods, manufactured boards Advantages/disadvantages of manmade boards Wasting processes Marking out tools Sawing tools Drilling Adhesives Holding materials Wood plane Wood grain Linisher Marking gauge Wood finishes	*Use new and previously completed A3 revision pages for projects *Mind Maps *Extension questions for Timing Period calculations in workbooks

	Nodding Dog Engineering drawings Isometric drawing Orthographic projection Types of dimensions Interpreting dimensioned drawings Face edge and face side Marking out tools Drilling holes Sanding Housing joint Milling machine Cutting curves Gluing wood Holding materials Linisher	
Music	Your paper is in two sections: a glossary section and a listening section. GLOSSARY SECTION: Based on year 8 & 9 knowledge *You will need to revise the meaning of: PITCH DURATION TIMBRE / SONORITY RHYTHM *SILENCE – RESTS *TEMPO – ALLEGRO, ANDANTE, PRESTO, *LARGO, MODERATO & ACCELERANDO *TEXTURE – MONOPHONIC, HOMOPHONIC & POLYPHONIC *DYNAMICS – PIANISSIMO, PIANO, FORTE & FORTISSIMO *TIME SIGNATURE – 2 BEATS PER BAR (MARCH), 3 BEATS PER BAR (WALTZ) AND 4 BEATS PER BAR (MOST MUSIC). *MELODY – PENTATONIC (5 notes) RIFF / OSTINATO LEITMOTIF CONJUNCT DISJUNCT *THE STAVE / STAFF • the treble clef (and drawing one) • The lines & spaces on the treble clef; ledger lines • Note values LISTENING SECTION: 1. You will hear 2 short extracts of music and will be asked to answer questions on SPECIFIC elements of music. Credit will be given for using appropriate musical language. 2. You will hear 4 short jingle-like extracts and be asked on their suitability and asked reasons for your answers. MAKE SURE YOU ARE PREPARED TO USE MUSICAL REASONS!	

Year 10 Subject Revision Guide

Subject	What I need to know	Revision Strategies
English	Section A: Reading Media Texts Task 1 - You will be successful if you: *Have a focused and precise selection of evidence; *Analyse the writer's use of language and linguistic techniques; *Evaluate the intended effect of the writer's language on the reader; *Demonstrate an analytical approach (i.e. using PEE/PETAL) that demonstrates a perceptive and thorough understanding of the language used. Task 2 - You will be successful if you: *Correctly identify two different presentational features from the text; *Demonstrate a confident and accurate explanation of the effect these features have on the reader. Section B: Romeo and Juliet You will be successful if you: *Can summarise the meaning of quotations; *Can present some relevant contextual information; *Can identify and analyse a range of different dramatic features (metaphor, imagery, symbolism, tone, onomatopoeia, personification, etc.) and form; *Can use PEE / PETAL to analyse Shakespeare's use of language.	*Create Flash Cards to learn the IMINAFORREST devices. *Use Mind Maps to learn the contextual information for Romeo and Juliet. *Create Flash Cards to learn the key quotations for **the characters of Romeo and Juliet.**
French	<u>Speaking Examination</u> Learn speaking questions 11-24 (pgs 31 & 32 of VGO). Make sure you can say these accurately. You will be asked 10. <u>Listening Examination (recognition from French to English)</u> 8A. Types of Houses and adjectives (pg 9) 8B. Rooms (pg 9) 8C. Furniture (pg 11) 8D. Prepositions (pg 11) 9B. Time (pg 16-17) 9C. Daily routine (pg 18) 9E. Uniform (pg 21) <u>Reading Examination (recognition from French to English)</u> 8C. Furniture (pg 11) 8D. Prepositions (pg 11) 8E. Household jobs (pg 11) Revision 2. Questions (pg 13) Recognition French to English Qu'est-ce que tu aimes comme musique = what sort of music do you like ? 9C. Daily routine (and present tense time phrases)(pg 18) 9D. Subjects (pg 20) Grammar: The comparative (pg 20) 9E. Uniform (pg 21) 9F. Extra-curricular activities (pg 21) <u>Writing Examination (you must be able to spell this vocabulary in French)</u> Revision 1 – A. Numbers (pg 8) 8A. Types of Houses and adjectives (pg 9) remember when we use parce que c'est that we use the masculine version of the adjective even if we're describing something feminine. e.g. J'aime **ma** maison parce que c'est **joli.** J'aime **mon** appartement parce que c'est **joli.**	*Use of Geography A3 Knowledge Organiser provided by Geography teacher *use of own flash cards/mind maps. *Get a parent/guardian or friend at home to ask questions and verbally revise * Use a whiteboard to look, cover, check each section.

	8B. Rooms (pg 9) Column 1 – you may have to write these in French Column 2 – you will only be asked to recognise these and write the English 8E. Household jobs (pg 11) Make sure you can form these with je e.g.Je débarrasse la table Je fais la cuisine (same for all the others with faire) Je mets la table Je nettoie Je passe l'aspirateur Je promène le chien Je range ma chambre Je sors la poubelle 8F. Present Tense Time Phrases (pg 12) chaque jour chaque semaine de temps en temps l'après-midi le matin le soir le weekend une fois par semaine 9B. Times (pg 16-17) 9C. Daily routine key verbs (pg 18) Grammar: Future Tense (pg 19) Just the je form : Je vais + infinitive e.g. Je vais écouter de la musique 9D: Subjects, Opinions and Adjectives (pg 20) Grammar : the comparative (pg 20) e.g. plus facile que moins ennuyeux que Questions 11-24 (pg 31) Make sure you can write these out accurately. You will be asked 6 of these so make sure you can recognise the question.	
Geography	Structure of the Earth *Define and label -crust/mantle/outer core/inner core *Describe, explain and label a diagram showing how convection currents cause plates to move *Name and identify 3 BELTS of earthquake activity and volcanic activity Plate Boundaries *Understand the 2 types of plate boundary and features. ▪ Constructive ▪ Destructive Earthquakes *Causes of Earthquakes *Define and label on a diagram: Focus, Epicentre, Seismic waves *Impacts of Earthquakes: Know the difference between a primary and secondary impacts *Give egs of Ground movement impacts and Tsunami impacts *Response to Earthquakes: Define Prediction, Preparation and Response & explain how these minimise damage. Volcanoes *Define magma and know its forms (lava/ volcanic bombs/ash/gas) *Draw and label the characteristics of a volcano (vent, crater, magma chamber, secondary vent, layers ash/lava) *Define the terms active, dormant and extinct with example *Describe and explain the HAZARDS (on people & environment). ▪ Pyroclastic Flow, Lava flows, Ash clouds, Lahars and Poisonous gas *Describe and explain BENEFITS	

	▪ Fertile Soils,Tourism, Health benefits Development *Define:Development, LEDC and MEDC, Standard of living (SoL) and Quality of Life (QoL) Measuring development *Give examples of social and economic indicators *Define GDP/capita and HDI and know how they used *Know the types of products produced/exported by LEDCs and MEDCs *Explain why some countries are poor despite having many valuable resources *Explain how the following can impact development in Malawi: LEDC & Singapore: MEDC ▪ Environmental factors ▪ Historical factors ▪ Economic factors Closing the Development Gap Define Trade, imports and exports. *Know types of goods that LEDCS and MEDCs trade and explain who gains most *What is interdependence and its influence on trade. What is Fair trade *Benefits to individuals and communities in LEDCs & benefits to people in MEDCS What is Appropriate technology *4 characteristics of an appropriate technology product and how it helps to close the development gap	
HE	Vegetarian Diets *Explain different types of vegetarian diets *Discuss reasons why people choose a vegetarian diet *Identify and explain nutrients needed to be included in a vegetarian diet *Evaluate suitability of a meal for vegetarian Budgeting *Define the term budgeting *Identify examples of income and expenditure *Differentiate between essential and non-essential expenditure *Explain the 50/30/20 budget for a family Consumerism: *Discuss changes in shopping habits *Evaluate different types of shopping outlets *Understand the function and value of bar codes and receipts *Explain the protection offered to you as a consumer when shopping	
History	*Changing role of women: suffragettes and suffragists – aims and tactics, Emily Davison. *Role women played in WW1 – type of work they did. *WW1 – Origins, countries involved, recruitment, Trench life. *End of WWI – Ceasefire, Big 3 and Treaty of Versailles. *Significance of the popp *Rise of Hitler and the Nazis *Consolidation of Power [2nd booklet]	Previously completed knowledge organisers Mind maps/foldables/flashcards

Mathematics	Rounding, estimation, bounds and decimals You should be able to: *Round to one significant figure *Round to more than one significant figure *Deal with remainders in calculations *Estimate answers and check calculations using approximation and estimation *State the maximum and minimum values of numbers expressed to a given degree of accuracy *Multiply and divide decimals *Solve worded problems involving calculations with money Expanding brackets and factorising You should be able to: *Expand single brackets and simplify *Expand double brackets *Factorise by looking for common factors HCF, LCM, Prime decomposition, Powers and roots, BIDMAS You should be able to: *Write a number as a product of its prime factors *Find the LCM and HCF of numbers *Use index laws for multiplication and division of powers *Use BIDMAS *Use your calculator Fractions You should be able to: *Order fractions *Find a fraction of a quantity *Add and subtract fractions and mixed numbers *Multiply and divide fractions Perimeter, Area and Volume You should be able to: *Calculate the area of a parallelogram *Calculate the area of a trapezium *Calculate the area of rhombus and kites *Calculate the surface area of cubes and cuboids *Calculate the volume of prisms *Identify and apply circle definitions and properties *Calculate the circumference of a circle *Calculate perimeters of shapes involving circles *Calculate the area of a circle *Calculate areas of shapes involving circles Solving equations, Forming equations, Trial and Improvement You should be able to: *Solve linear equations involving negative numbers *Solve linear equations involving fractions *Solve equations involving brackets *Solve equations with the variable on both sides *Solve equations involving brackets and with the variable on both sides *Set up and solve linear equations *Use systematic trial and improvement to find approximate solutions of equations Percentages and Ratio You should be able to: *Calculate percentage increase and decrease	

	*Express one quantity as a percentage of another *Work out percentage change in the context of finance profit, loss *Calculate simple interest *Calculate with money and solve simple problems in the context of finance e.g. hire purchase, wages and salaries *Calculate successive percentage change *Calculate the interest on an amount over a given time period using compound interest and find the balance *Use ratio notation and simplify ratio *Find equivalent ratios *Divide a quantity in a given ratio *Use direct proportion to find an unknown quantity *Apply ratio and proportion to solve problems such as working out the best buy *Apply ratio and proportion to solve problems such as working out exchange rates <u>Angles, Bearings and Polygons</u> You should be able to: *Understand and use alternate and corresponding angles on parallel lines *Calculate and use the sums of the interior and exterior angles of polygons *Find missing angles in regular polygons *Understand and use bearings *Use and interpret maps and scale drawings involving bearings <u>Sequences</u> You should be able to: *Generate terms of a sequence using the nth term *Find the nth term of a sequence where the rule is linear <u>Pythagoras</u> You should be able to: *Solve problems using Pythagoras Theorem to find the length of the hypotenuse *Solve problems using Pythagoras Theorem to find the length of a shorter side *Solve worded problems using Pythagoras Theorem	
RS	<u>Islam:</u> Symbol of Islam and its meaning Life of Muhammad Pillars of Islam (Salah, either Zakat or Sawm and Hajj) Key features of a mosque and their function The Qur'an Festivals Challenges Muslims face <u>Medical Advances and Christianity:</u> The story of Sarah What did she learn about herself and God? Definition of surrogacy Arguments for and against surrogacy Learn 2- 3 of the medical advances researched/discussed in class. <u>The Life of Amy Carmichael:</u> Her life and work in India	Knowledge organiser provided in class Spider diagrams Foldables Flash cards Cornell notes

Science (10C)	Living Things • List the seven things that all living organisms do. • Correctly label an animal cell • Correctly label a plant cell • Correctly spell the key words • Describe the job of each part of a cell • Correctly label the parts of a microscope • Correctly spell the key words • Correctly state the equation to work out total magnification. • Correctly calculate the total magnification • Correctly describe the steps to make a microscope slide of cheek cells • Put these structures in the correct order starting with the smallest: tissues organ system, cell, organ and organism. • Recognise the following organ systems: reproductive, circulatory, nervous, digestive and respiratory. • Describe the job/function of these systems. • Be able to name key organs in these systems. • Recognise the following specialised cells: ovum, sperm, red blood cell, white blood cell and neuron. • Be able to describe the job these cells do and how they are adapted to do that job. • Recognise the following plant specialised cells: root hair cell and palisade cell. • Be able to describe the job these specialised plant cells do and how they are adapted to do that job. • Correctly describe what an omnivore, carnivore and herbivore are and give an example. • Construct a basic food chain and draw the direction of the arrows correctly. • Know that the arrows show the energy flow in the food chain. • For a given food chain be able to correctly identify: the producer, primary consumer and secondary consumer. • State where all food chains get their energy from and how plants use this to make their own energy. • When given a food web be able to correctly identify: producers, primary consumers and secondary consumers. • Extension: be able to construct a food web from information you are given Earth Science • What are the three states of matter? Draw diagrams to illustrate your answer. • How are particles arranged in a solid? • Describe how particles move in a solid, liquid and gas. • Can liquids be compressed? Why or why not? • What happens to particles in a gas? • Why do solids have a fixed shape? • Do liquids have a fixed volume? • Can gases diffuse? Why? • What is the process called when a solid turns into a liquid? • What happens during evaporation? • What is condensation? • Explain sublimation. • Name two processes in the water cycle. • What is precipitation? • How does water from lakes and rivers return to the atmosphere? • Describe run off • Why is water important for plants? • How does water help in regulating climate?	Topic summaries if available for the unit Questions in booklets

- Name one way humans use water.
- What is the pH range of a strong acid?
- What is the pH range of a strong alkali?
- What pH value is considered neutral?
- What is an alkali?
- What colour does an acid and an alkali turn universal indicator paper?
- State an example of 1 acid and 1 alkali.
- What causes acid rain?
- How does acid rain affect buildings?
- Name one way to reduce acid rain.

<u>Electric Circuits</u>

- Name the circuit symbols
- Be able to correctly draw circuit symbols
- Correctly draw circuit diagrams with a ruler
- Draw a circuit diagram to test if a material conducts electricity
- State which types of materials are good at conducting and which type of materials are insulators
- Use free electrons to explain why metals are good conductors and insulators are not.
- When given a circuit diagram
- state which switches need closed to get bulbs to light
- with a current marked be able to state the current in different places in the circuit
- work out the voltage of a battery given the number of cells used to make it
- with the battery voltage, state the voltage across the bulbs in a circuit
- with the voltage across the bulbs, work out the voltage of the battery
- When given Ohm's Law, be able to
- Correctly state what each of the letters mean
- Correctly state the units each one is measured in and its symbol eg Current in amps, symbol A
- Correctly calculate the voltage
- Correctly rearrange the equation
- Correctly work out the current or resistance

<u>Atomic Structure and the periodic table</u>

- The definitions of an atom, a molecule, an element and a compound.
- The structure of the atom - electrons, neutrons and protons.
- The importance of the Periodic Table to Chemistry and a little of the history behind its development.
- Trends on the Periodic Table, such as, the reactivity of Group I & II elements.
- To use the Periodic Table to calculate the number of electrons, protons and neutrons in an atom.
- Electronic Structure.
- Valencies and naming compounds.

<u>Practical Physics</u>

- Identify the independent, dependent and controlled variables
- Decide on a scale for a graph and label the graph correctly
- Plot points correctly
- Correctly draw a best fit line
- Describe the trend on a graph

Physics	Speed distance time and Kinetic energy
	• Be able to state the speed equation
	• Change between different units of speed, distance and time.
	• Use the speed equation to work out the correct answer in calculations using the correct units.
	• Be able to state the kinetic energy equation
	• Use the kinetic energy equation to work out the correct answer in calculations.
	• Round answers correctly to a given number of decimal places.
	
	Measurement and Accuracy
	• Know the SI Units for measurement for time, mass, length, current and temperature eg time is measured in seconds
	• State the derived units of different quantities eg energy is Joules, weight is N, etc
	• Know the names symbols and multiples of different prefixes
	• Be able to use prefixes and convert between them.
	
	Pressure
	• Know and use Pressure = force/ area
	• Know the units of pressure, force and area
	• Use pressure equation to complete calculations.
	• Explain how doubling the area of a base of an object affects the pressure.
	• Describe some practical applications of pressure eg knife has a sharp edge as a small area exerts a larger pressure
	
	Moments
	• State the definition of the centre of gravity
	• Mark the centre of gravity on different objects
	• Mark the centre of gravity on a uniform rod or plank
	• When comparing objects describe why one object is more stable than another in terms of width of base and centre of gravity C of G
	• State ways in which an object could be more stable
	• By drawing a line vertically downwards from the centre of gravity, decide if an object will topple or not.
	• State the equation and units for moments
	• Use the basic moment equation to complete simple calculations
	• Describe the experiment to prove the Principle of Moments
	• State the Principle of Moments
	• Use the Principle of Moments to calculate answers
	• Describe the experiment to find an unknown weight
	Density
	• Draw pictures to show the particles in solids, liquids and gases
	• Describe the spacing, arrangement and forces between the particles of solids, liquids and gases
	• For a solid, liquid and gas
	  ○ State whether the volume is fixed or can change
	  ○ State whether the shape is fixed or can change
	  ○ Explain these properties in terms of the spacing, movement and forces between the particles
	• State the equation for working out volume
	• State the apparatus you would use to find the mass and the volume of a rectangular block (regular solid)
	• Describe how you should use this apparatus to measure the mass and the volume
		Use of topic summaries
		Revision questions

	• For a material, sketch a graph of mass against volume, describe the shape and know this means mass and volume are directly proportional • Correctly state the density equation and the units of each quantity in it • Correctly work out the gradient of a mass volume graph and know that it gives the density • Convert between g/cm3 and kg/m3 • Use the density equation to solve problems • Know that the density of a material is always the same eg water always has a density of 1 g/cm3 • Write a method for an experiment to work out the density of a regular solid • State the apparatus you would use to find the mass and the volume of an irregular solid • Describe how you should use this apparatus to measure the mass and the volume of the irregular solid • State the apparatus you would use to find the mass and the volume of a liquid • Describe how you should use this apparatus to measure the mass and the volume of a liquid • Describe how to make the volume of liquid measurement as accurate as possible • For a liquid, sketch a graph of mass against volume, describe the shape and know this means mass and volume are directly proportional • Correctly work out the gradient of a mass volume graph and know that it gives the density • Describe how the density of a material changes as the temperature increases and explain this in terms of the spacing of the atoms. Give the material that is an exception to this rule	
Biology	Cells- • Draw a diagram of an animal, plant and bacterial cell accurately and correctly label the structures it contains. • Describe the function of the parts of animal, plant and bacterial cells. • Describe the structure of specialised cells and explain how each specialised cell is adapted to carry out its function. • Describe the role of mitochondria and ribosomes in the cell. DNA- • Recognise that nucleotides are the building blocks of DNA. • State the three components of a nucleotide. • Define the term chromosome and gene. • Describe the structure of DNA. • Recall the number of chromosomes in a cell and define haploid and diploid. • Describe the role of DNA in protein synthesis, linking bases, to amino acids and the importance of a specific sequence of bases in DNA. • Recall and outline the scientists who played a major role in the discovery of DNA and which approach they used. Cell division - • Pupils should know why cells divide and what is meant by the terms mitosis and meiosis. • Students should be able to compare these two forms of cells division. • Recall what is meant by asexual reproduction. Genetic terminology-	Try the following - **Reduce**- reduce the quantity of your notes- 1 A3 page for a booklet/ mind map or a few revision cards **Recite**- highlight key words and go over these and definitions- use a white board **Recall**- make yourself questions and use these to test yourself. Talk about the subject- teach a family member/ friend or dog/cuddly toy - verbalising your knowledge really helps (even if they can't talk back)

	• Should be able to recall the definitions of each of the terms used when discussing genotype and phenotype. • Pupils should be able to carry out a genetic cross and describe the outcome in terms of ratio or percentage. Microbiology- • Recall the 3 types of Microorganism, describe the structure and give examples. • Describe aseptic technique and why we use it. • Define diffusion and relate diffusion to surface area, what factors can affect the rate of diffusion. • Appropriately use units of measurements and convert one to another. • Label the microscope and calculate total magnification. • Calculate actual size, image size, and magnification. • How diseases are spread, treatment and prevention.	
Chemistry	Atoms and the Periodic Table •The definitions of an atom, a molecule, an element and a compound. •The structure of the atom - electrons, neutrons and protons. •The importance of the Periodic Table to Chemistry and a little of the history behind its development. •Trends on the Periodic Table, such as, the reactivity of Group I & II elements. •To use the Periodic Table to calculate the number of electrons, protons and neutrons in an atom. •Electronic Structure. •Valencies and naming compounds. Chemical Bonding • Understand the concepts of covalent, ionic, and metallic bonding. • Compare and contrast covalent, ionic, and metallic bonding. • Apply knowledge of chemical bonding to analyse and classify substances. Acids, Bases and Salts •Definitions: acid, base, neutral, indicator •Formulae of acids and alkalis •pH scale – colour order and examples •The disappearing ink experiment •Neutralisation •Working out salt names and word equations •General method for Salt preparation •Gas tests for hydrogen and carbon dioxide •Balancing equations •Relevance of acids and alkalis to everyday life •The Contact Process.	Make revision notes but DON'T just copy your notes out. Make sure you have learnt content that is recall based, especially definitions. Look over calculations, to make sure you understand all the steps. Practise valencies, balancing equations and calculations. Mind-maps and super-summaries are useful tools to summarise notes but don't rely on them solely for your revision.

Technology	Cuddly Creature Inputs, processes, and outputs Systems diagram Open loop systems Closed loop systems Cuddly Creature Circuit diagram Batteries Resistors, colour codes and SI prefixes Capacitors GENIE 14 microcontroller Download socket PTM switch LDR Analogue and digital signals Light Emitting Diodes Loudspeaker and diode Transistor Soldering safety and soldering the circuit Flowcharts: Digital inputs Flowcharts: Outputs Flowcharts: Sound Be able to draw a flowchart using the correct symbols Types of plastic: thermoplastic and thermosetting Finishing plastic Hot wire strip heater and line bending Catapult Potential energy Kinetic energy Catapult components Trajectory Design Brief Specification Research Tools used for marking out wood (also used in USB Lamp) Tools used for cutting wood (also used in USB Lamp) Tools used for wasting processes (also used in USB Lamp) Making wood joints (also used in USB Lamp)	Use new and previously completed A3 revision pages for projects Mind Maps
Music	<u>POPULAR SONG:</u> *Riff/ Song Structure/ Melody/ Lyrics (pages 5&6) *Be able to identify the sections of a song as you listen to it (e.g. page 7) *Know what makes a good melody (pages 11&12) <u>FILM MUSIC:</u> *Glossary definitions of all words on page 3 (extra guidance on page 6) * Key facts on page 7 (name of composer, titles of film scores and years of release) *Be able to comment on the musical features of film music as you listen to it (similar to the leitmotif activity on page 11) <u>ELEMENTS OF MUSIC:</u> *You will need to recall the seven elements of music (pitch, dynamics, texture, timbre, rhythm, tempo, silence) to describe the popular songs and film music you hear. Credit will be given for using the appropriate Italian terms. For example: The music is loud → The dynamics of the music are forte The music is thick → The texture of the music is thick because there are many instruments playing/ many layers Please see the scanned pages from your notes to make sure you have all the information you need for your revision.	

Revision Timetable

Creating a revision timetable helps you structure and manage your study sessions effectively. Be proactive and plan your revision in advance to spread the workload, giving yourself the best chance to succeed.

We have provided each year group with a sample revision timetable. This may help some pupils organise their revision for different subjects.

Some pupils will prefer to create their own revision timetable around commitments.

The length of each session is up to you, but 45-60 minutes is probably a good starting point.

Year 8 Revision Timetable

Date	Subject 1	Subject 2	Subject 3
Sunday 13.04	HE	Maths	
Monday 14.04	RS	Technology	English/Drama
Tuesday 15.04	French	Science	Geography
Wednesday 16.04	History	HE	English/Drama
Thursday 17.04	Science	Maths	Geography
Friday 18.04	RS	Technology	Music
Saturday 19.04	French	History	IT
Sunday 20.04	HE	Maths	
Monday 21.04	RS	Technology	English/Drama
Tuesday 22.04	French	Science	Geography
Wednesday 23.04	History	HE	English/Drama
Thursday 24.04	Science	Maths	Geography
Friday 25.04	RS	Technology	Music
Saturday 26.04	French	History	IT
Sunday 27.04	HE	Maths	
Monday 28.04	RS	Technology	English/Drama
Tuesday 29.04	French	Science	Geography
Wednesday 30.04	History	HE	English/Drama
Thursday 01.05	Science	Maths	Geography
Friday 02.05	RS	Technology	Music

Saturday 03.05	**French**	**History**	**IT**
Sunday 04.05	**HE**	**Maths**	
Monday 05.05	**RS**	**Technology**	**English/Drama**
Tuesday 06.05	**French**	**Science**	**Geography**
Wednesday 07.05	**History**	**HE**	**English/Drama**
Thursday 08.05	**Science**	**Maths**	**Geography**
Friday 09.05	**RS**	**Technology**	**Music**
Saturday 10.05	**French**	**History**	**IT**
Sunday 11.05	**History**	**Science**	
Monday 12.05	**HE**	**Maths**	**Geography**
Tuesday 13.05	**RS**	**Technology**	**English/Drama**
Wednesday 14.05	**RS**	**Technology**	
Thursday 15.05	**English/Drama**	**HE**	
Friday 16.05	**French**	**English/Drama**	
Saturday 17.05	**History**	**Science**	
Sunday 18.05	**Maths**	**Geography**	
Monday 19.05	**History**	**Science**	
Tuesday 20.05	**French**		
Wednesday 21.05	**English/Drama**		

Year 9 Revision Timetable

Date	Subject 1	Subject 2	Subject 3
Sunday 13.04	**Science**	**Spanish**	**IT**
Monday 14.04	**Technology**	**French**	**HE**
Tuesday 15.04	**Geography**	**RS**	**English/Drama**
Wednesday 16.04	**Maths**	**History**	**Science**
Thursday 17.04	**Science**	**Spanish**	**English/Drama**
Friday 18.04	**Geography**	**RS**	**Technology**
Saturday 19.04	**Maths**	**History**	**French**
Sunday 20.04	**Science**	**Spanish**	**IT**
Monday 21.04	**Technology**	**French**	**HE**
Tuesday 22.04	**Geography**	**RS**	**English/Drama**
Wednesday 23.04	**Maths**	**History**	**Science**
Thursday 24.04	**Science**	**Spanish**	**English/Drama**
Friday 25.04	**Geography**	**RS**	**Technology**
Saturday 26.04	**Maths**	**History**	**French**
Sunday 27.04	**Science**	**Spanish**	**IT**
Monday 28.04	**Technology**	**French**	**HE**
Tuesday 29.04	**Geography**	**RS**	**English/Drama**
Wednesday 30.04	**Maths**	**History**	**Science**
Thursday 01.05	**Science**	**Spanish**	**English/Drama**
Friday 02.05	**Geography**	**RS**	**Technology**

Saturday 03.05	**Maths**	**History**	**French**
Sunday 04.05	**Science**	**Spanish**	**IT**
Monday 05.05	**Technology**	**French**	**HE**
Tuesday 06.05	**Geography**	**RS**	**English/Drama**
Wednesday 07.05	**Maths**	**History**	**Science**
Thursday 08.05	**Science**	**Spanish**	**English/Drama**
Friday 09.05	**Geography**	**RS**	**Technology**
Saturday 10.05	**Maths**	**History**	**French**
Sunday 11.05	**Science**	**Spanish**	**IT**
Monday 12.05	**Technology**	**French**	**HE**
Tuesday 13.05	**Geography**	**RS**	**English/Drama**
Wednesday 14.05	**English/Drama**	**Geography**	
Thursday 15.05	**RS**	**Technology**	
Friday 16.05	**Science**	**French**	**English/Drama**
Saturday 17.05	**Spanish**	**History**	**HE**
Sunday 18.05	**Science**	**French**	
Monday 19.05	**Spanish**	**History**	
Tuesday 20.05	**English/Literacy**	**HE**	
Wednesday 21.05	**Maths**		

Year 10 Revision Timetable

Date	Subject 1	Subject 2	Subject 3
Monday 14.04	Biology/Science	Spanish	HE
Tuesday 15.04	French	Maths	RS
Wednesday 16.04	Technology	Spanish	Physics/Science
Thursday 17.04	History	English/Drama	Chemistry/Science
Friday 18.04	Physics/Science	French	RS
Saturday 19.04	English/Drama	Chemistry/Science	History / HE
Sunday 20.04	Geography	Technology	IT
Monday 21.04	Biology/Science	Spanish	HE
Tuesday 22.04	French	Maths	RS
Wednesday 23.04	Technology	Spanish	Physics/Science
Thursday 24.04	History	English/Drama	Chemistry/Science
Friday 25.04	Physics/Science	French	RS
Saturday 26.04	English/Drama	Chemistry/Science	History / HE
Sunday 27.04	Geography	Technology	IT
Monday 28.04	Biology/Science	Spanish	HE
Tuesday 29.04	French	Maths	RS
Wednesday 30.04	Technology	Spanish	Physics/Science
Thursday 01.05	History	English/Drama	Chemistry/Science
Friday 02.05	Physics/Science	French	RS
Saturday 03.05	English/Drama	Chemistry/Science	History / HE
Sunday	Geography	Technology	IT

04.05				
Monday 05.05	**Biology/Science**		**Spanish**	**HE**
Tuesday 06.05	**French**		**Maths**	**RS**
Wednesday 07.05	**Technology**		**Spanish**	**Physics/Science**
Thursday 08.05	**History**		**English/Drama**	**Chemistry/Science**
Friday 09.05	**Physics/Science**		**French**	**RS**
Saturday 10.05	**English/Drama**	**Chemistry/Science**	**History**	**HE**
Sunday 11.05	**Geography**		**Technology**	**IT**
Monday 12.05	**Biology/Science**		**Spanish**	**HE**
Tuesday 13.05	**French**		**Maths**	**RS**
Wednesday 14.05	**History**		**English/Drama**	**Physics/Science**
Thursday 15.05	**Chemistry/Science**		**English/Drama**	**Geography**
Friday 16.05	**Biology**		**Spanish**	**Technology**
Saturday 17.05	**Maths**		**French**	**RS**
Sunday 18.05	**RS**			**Maths**
Monday 19.05	**Technology**			**HE**
Tuesday 20.05	**Spanish**			**Maths**
Wednesday 21.05	**French**			**Biology**

My Personal Revision Timetable

Date	Subject 1	Subject 2	Subject 3	Subject 4
Monday 14.04				
Tuesday 15.04				
Wednesday 16.04				
Thursday 17.04				
Friday 18.04				
Saturday 19.04				
Sunday 20.04				
Monday 21.04				
Tuesday 22.04				
Wednesday 23.04				
Thursday 24.04				
Friday 25.04				
Saturday 26.04				
Sunday 27.04				
Monday 28.04				
Tuesday 29.04				
Wednesday 30.04				
Thursday 01.05				
Friday 02.05				
Saturday 03.05				
Sunday				

04.05				
Monday 05.05				
Tuesday 06.05				
Wednesday 07.05				
Thursday 08.05				
Friday 09.05				
Saturday 10.05				
Sunday 11.05				
Monday 12.05				
Tuesday 13.05				
Wednesday 14.05				
Thursday 15.05				
Friday 16.05				
Saturday 17.05				
Sunday 18.05				
Monday 19.05				
Tuesday 20.05				
Wednesday 21.05				