Glenlola Collegiate School



Key Stage Three Study Guide Winter 2026

GLENLOLA COLLEGIATE SCHOOL BANGOR

October 2026

Dear Parent/Guardian

As your daughter approaches the formal winter examination period here at Glenlola Collegiate School, we would like to share some key information and offer guidance to help you support her through this important stage of her educational journey.

This is a significant milestone. While it's natural for both pupils and families to feel a little apprehensive, it presents a meaningful opportunity to demonstrate learning, build confidence, develop effective study habits, and grow in resilience. All of these skills help prepare your daughter for future assessments.

At the heart of our school vision is a commitment to working together for excellence in a caring community. Your daughter will benefit most when home and school work together to provide encouragement, structure, and reassurance. Regardless of the outcomes, there will be valuable lessons learned along the way.

Below, you will find important details about the examination schedule, expectations, and practical advice for both pupils and families. We hope this information helps you feel informed and better equipped to support your daughter during this important time.

Thank you for your continued support and partnership in helping your daughter succeed and achieve her full potential.

Kind regards,

Mrs K Murray
Head of Junior School

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Examination Information

Your Form Teacher will tell you where your examination room will be.

Room no: ……..

Session Times are as follows:

Session 1	**9 am – 11.00 am**
Break	**11.00 am – 11.30 am**
Session 2	**11.30 am – 12.45 pm**

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

Should your daughter wish to remain in school to study, the library will be open until 3:15 pm. To enable appropriate supervision arrangements, a form must be completed for any pupil wishing to remain in school after their final examination session.

If your daughter intends to stay in school to study, please complete the following form by **Friday 13th November**. If we do not receive a completed form, it will be assumed that your daughter will go home at the end of her final examination session.

Please click here to sign your daughter up for the supervised study sessions you would like her to attend.

Pupils availing of the library for study must sign in with Mr McMillan immediately after their final examination of the day if they intend to remain in school to revise. Pupils must remain in this designated study area and are not permitted to study unsupervised elsewhere on the school premises.

Canteen will still be available as some Middle and Senior school will be sitting exams in the afternoon.

Examination Timetable

		Year 8	Year 9	Year 10
Thursday 19th November	Session 1	RS (45 minutes)	French (45 minutes)	English (60 minutes)
	Session 2	Science (45 minutes)	Geography (45 minutes)	History (45 minutes)
Friday 20th November	Session 1	English (45 minutes)	Maths (45 minutes)	Chemistry / Science (45 minutes)
	Session 2	Technology (45 minutes)	English (60 minutes)	French (45 minutes)
Monday 23rd November	Session 1	Geography (45 minutes)	Revision session	Physics (45 minutes)
	Session 2	French (45 minutes)	Science (45 minutes)	Technology (45 minutes)
Tuesday 24th November	Session 1	Maths (45 minutes)	RS (45 minutes)	Biology / Revision (45 minutes)
	Session 2	History (45 minutes)	HE (30 minutes)	RS (45 minutes)
Wednesday 25th November	Session 1	Spanish (45 minutes)	Spanish / Revision (45 minutes)	Music & HE (30 minutes each)
	Session 2	HE (30 minutes)	Technology (45 minutes)	Spanish / Revision (45 minutes)
Thursday 26th November	Session 1	CCEA Literacy Tests	History (45 minutes)	Geography (45 minutes)
	Session 2	X	X	Maths (45 minutes)
Friday 27th November	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 the Finlay Hall at 8.50am to sit any papers they have missed.			

- Years 8 and 9 exams will finish at 11am on Thursday 26th November.
- Year 10 exams will finish at 12.45pm on Thursday 26th November.
- *Individual pupils may be required to attend school on 27th November to sit missed exams.
- **Pupils will return to normal timetable on Monday 30th November.**

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How Parents / Guardians Can Help

Parents / guardians do not need to be experts in every subject.

The most effective support often comes from:

- Encouraging short, regular revision sessions.
- Providing a quiet place to study.
- Asking pupils to explain what they have learned.
- Helping pupils establish a routine.
- Praising effort and consistency.



Questions Parents Could Ask

- What have you revised today?
- Can you teach me something new?
- What do you still find difficult?
- Which revision technique are you using?

Helpful Reminder

Parents / guardians do not need to reteach subjects. Effective support is usually:

- Encouragement
- Routine
- Organisation
- Accountability

A calm, encouraging home environment can make a big difference.

My Revision Timetable

Use the blank timetable below to plan what you will revise each day. Choose specific subjects and topics, spread your revision across the week and allow time for breaks and activities you enjoy. Keep sessions manageable, use active revision techniques and revisit topics you find difficult. Tick off each session as you complete it and adjust your plan when needed.

Date	Subject 1	Subject 2	Subject 3
Friday 23.10	☐	☐	☐
Saturday 24.10	☐	☐	☐
Sunday 25.10	☐	☐	☐
Monday 26.10	☐	☐	☐
Tuesday 27.10	☐	☐	☐
Wednesday 28.10	☐	☐	☐
Thursday 29.10	☐	☐	☐
Friday 30.10	☐	☐	☐
Saturday 31.10	☐	☐	☐
Sunday 1.11	☐	☐	☐
Monday 2.11	☐	☐	☐
Tuesday 3.11	☐	☐	☐
Wednesday 4.11	☐	☐	☐
Thursday 5.11	☐	☐	☒
Friday 6.11	☐	☐	☐

Saturday 7.11	☐	☐	☐
Sunday 8.11	☐	☐	☐
Monday 9.11	☐	☐	☐
Tuesday 10.11	☐	☐	☐
Wednesday 11.11	☐	☐	☐
Thursday 12.11	☐	☐	☐
Friday 13.11	☐	☐	☐
Saturday 14.11	☐	☐	☐
Sunday 15.11	☐	☐	☐
Monday 16.11	☐	☐	☐
Tuesday 17.11	☐	☐	☐
Wednesday 18.11	☐	☐	☐
Thursday 19.11	☐	☐	☐
Friday 20.11	☐	☐	☐
Saturday 21.11	☐	☐	☐
Sunday 22.11	☐	☐	☐
Monday 23.11	☐	☐	☐
Tuesday 24.11	☐	☐	☐
Wednesday 25.11	☐	☐	☐

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How to Revise Effectively

Work smarter, not harder.

A Message to Students

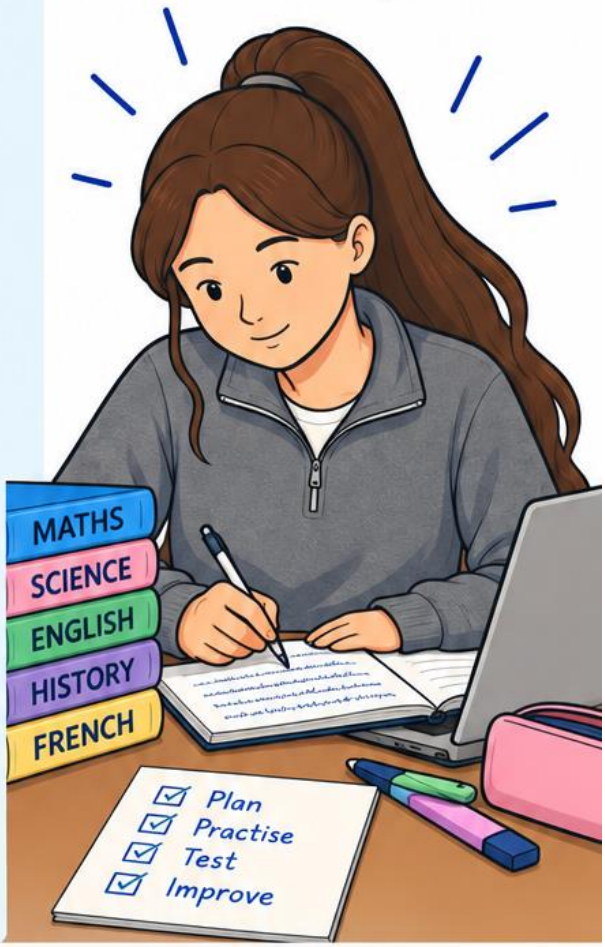
Revision is not about spending hours staring at notes, highlighting pages or reading the same information repeatedly.

Successful revision means actively using your brain to **retrieve, organise** and **apply** information.

The most effective revision techniques all have one thing in common:

They make you think.

This guide introduces a range of revision techniques that have been taught during Study Skills lessons this year. Try several methods and find out which work best for you.



Retrieve information from memory.

Organise ideas and make connections.

Apply your knowledge to questions and new situations.

Build confidence and improve your long-term memory.

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The Golden Rule:
Don't Just Read, Retrieve

Stronger memories for a brighter future

Many students spend hours reading their notes. While this may feel productive, it is easy to convince yourself that you know something simply because it looks familiar.

Instead, try to remember information without looking at your notes.

Every time you successfully recall information from memory, you strengthen that memory and make it easier to access in the future.

Effective Retrieval Activities

- Brain Dumps
- Self-Quizzing
- Flashcards
- Practice Questions
- Teaching Someone Else

Common Revision Mistakes

- Reading notes repeatedly
- Highlighting entire pages
- Revising only favourite subjects
- Leaving revision until the last minute

Instead:

- Retrieve
- Self-Quiz
- Brain Dump
- Practice Questions

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Knowledge Organisers

Small summary. Big impact.

What Is It?

A knowledge organiser is a one-page summary of the key facts, vocabulary and information you need to know for a topic.

It is not a textbook. It is a guide to the most important knowledge.

How to Use a Knowledge Organiser

1 Step 1: Study

Read a small section carefully.

2 Step 2: Cover

Hide the information.

3 Step 3: Retrieve

Write down everything you can remember.

4 Step 4: Check

Compare your work with the original.

5 Step 5: Improve

Focus on anything you missed.

Top Tip

Do not spend all your time reading your knowledge organiser.

Use it to test yourself.

Topic: Photosynthesis

Key Facts

- Plants make their own food
- Uses light energy
- Happens in chloroplasts

Key Vocabulary

- Photosynthesis
- Chloroplast
- Glucose
- Chlorophyll

Key Processes

1. Light absorbed
2. Carbon dioxide enters
3. Glucose is produced
4. Oxygen is released



Key Equation

$$6CO_2 + 6H_2O \longrightarrow C_6H_{12}O_6 + 6O_2$$

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Brain Dumps

Empty your mind. Build your memory.

What Is It?

A brain dump is one of the simplest and most effective revision techniques.

It involves writing down everything you can remember about a topic without using your notes.

How to Complete a Brain Dump

Step 1
Write the topic title in the centre of a blank page.

Step 2
Write down everything you can remember.

Step 3
Use a different coloured pen to compare your work with your notes.

Step 4
Add in anything you forgot.

Step 5
Focus future revision on these gaps.

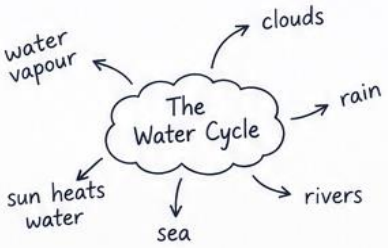
Example

Topic: The Water Cycle

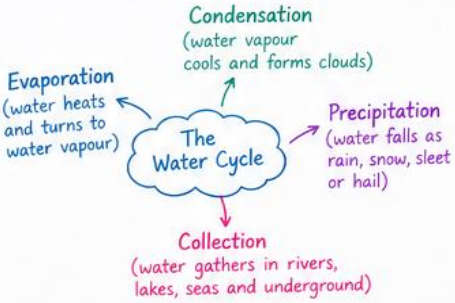
Can you recall:

- Evaporation
- Condensation
- Precipitation
- Collection

1. Your Brain Dump
(what you remember)



2. After Checking Your Notes
(add missing information in a different colour)



Why It Works

A brain dump quickly shows:

1. What you know.
2. What you have forgotten.
3. What you need to revise next.

The more you retrieve, the stronger your memory!

Top Tip

Be as detailed as possible.
Use key words, diagrams, examples and equations (where relevant).

It's fine if you can't remember everything – that's the point!

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Self-Quizzing

Turn things you know into questions!

What Is It?

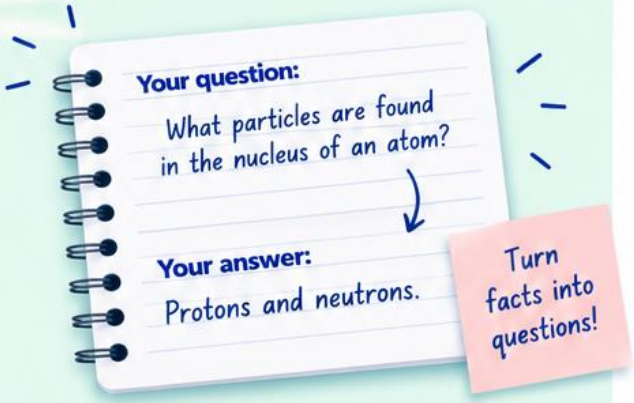
Self-quizzing means turning information into questions and testing yourself.

It helps you check what you know, find gaps in your knowledge and remember information for longer.

Example

Instead of reading:
The nucleus contains protons and neutrons.

Ask yourself:
What particles are found in the nucleus of an atom?



The Self-Quiz Method

1. **LOOK** — Read a small section.
2. **COVER** — Hide it.
3. **ANSWER** — Respond from memory.
4. **CHECK** — Compare with the original.
5. **REPEAT** — Keep going until you can answer accurately.

Good Questions

- What is...?
- Why does...?
- Explain how...

Poor Questions

- Do I know this?
- Have I revised enough?

Top Tip

If revision feels easy, you may not be learning much.

Struggling to remember is part of the learning process.

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Flashcards

Small cards. Big results!

What Are They?

Flashcards are a simple and effective way to test yourself.
They help you actively recall information from memory.

Flashcards are useful for learning:

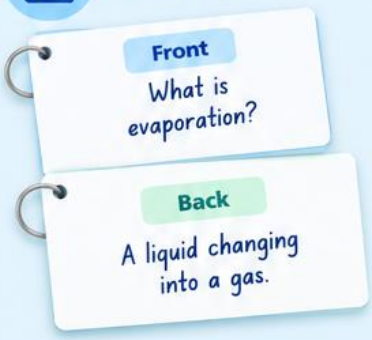
- Definitions
- Vocabulary
- Formulae
- Dates
- Key facts

How to Create Flashcards



Examples

Science



French



History



Top Tip

Flashcards are for testing yourself.
Do not simply read through them.

Other Tips:

- Use key words, not long sentences.
- Keep each flashcard to one question.
- Make them colourful.
- Test yourself regularly.
- Try using the Leitner System to organise them.

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The Leitner System

Work smarter, not harder!

What Is It?

The Leitner System helps you focus on the flashcards you find most difficult.

Instead of revising every flashcard equally, difficult cards appear more often.

How It Works

1 Box 1

Daily

Place new or difficult cards here.

Review every day.



Correct answer → move forward

2 Box 2

Every Three Days

Move cards here once you answer them correctly.



Correct answer → move forward

3 Box 3

Weekly

Cards you know well move here.

Review them once each week.



The Rule

- ✓ **Correct answer** → **move forward** (to the next box).
- ✗ **Incorrect answer** → **move back to Box 1.**

Why It Works

You spend most of your time on information you do not know well.

This makes revision more efficient.

Top Tip

Be honest with yourself when checking your answers.

Only move a card forward if you can answer it correctly.

The more you practise the tricky cards, the stronger your memory becomes!

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Mind Maps

See the bigger picture!

What Are They?

Mind maps help organise large topics and make connections between ideas.

How to Create a Mind Map

Step 1
Write the topic in the centre.

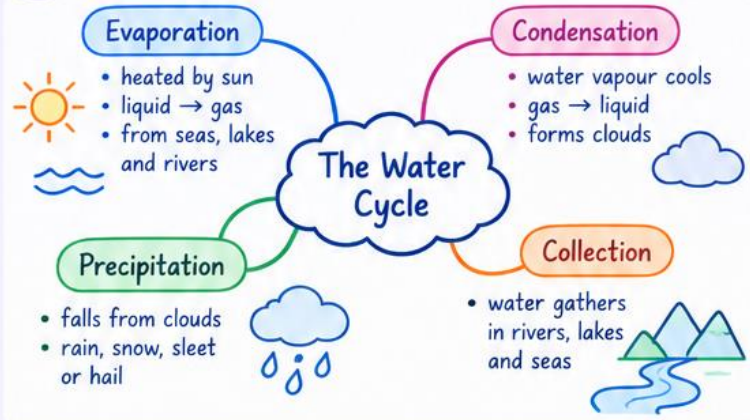
Step 2
Create branches for main ideas.

Step 3
Add keywords, not full sentences.

Step 4
Use colour to organise information.

Step 5
Add simple symbols or images if helpful.

Example



Good For

- Geography
- History
- Science
- Religious Studies
- English texts



Avoid

- Copying large paragraphs
- Filling the page with unnecessary writing

Good Mind Map

- Keywords
- Connections
- Colours
- Images

Poor Mind Map

- Full paragraphs
- Tiny writing
- Copying notes



Remember

A mind map should summarise information, not replace a textbook.

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Dual Coding

Words + pictures = better memory!

What Is It?

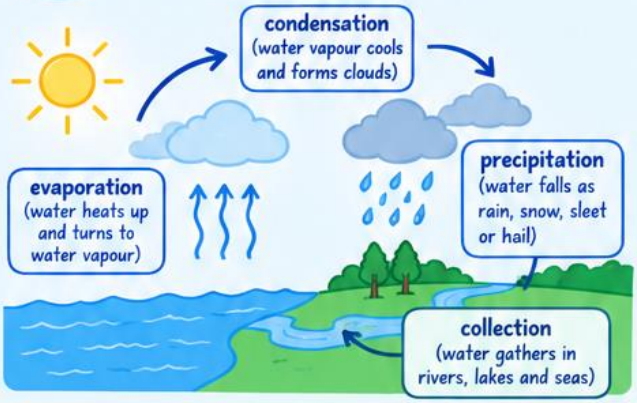
Dual coding means combining words and visuals.

This helps organise information and make revision materials more memorable.

Examples

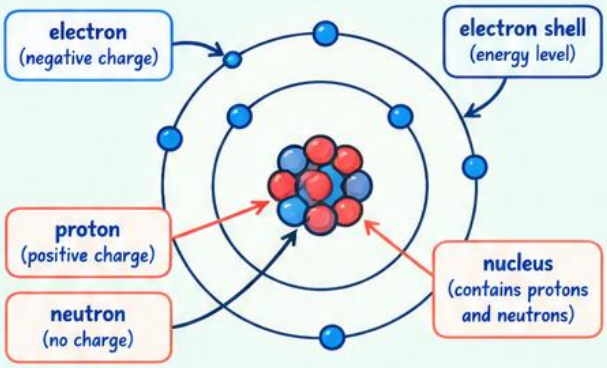
Geography

Water cycle diagram with labels.



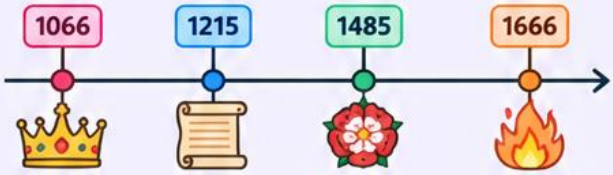
Science

Labelled diagram of an atom.



History

Timeline with key dates and symbols.



French

Vocabulary linked to simple pictures.



le chat	la pomme	la maison	l'arbre
the cat	the apple	the house	the tree

Top Tip

Pictures should help explain the learning. Avoid decorative drawings that do not add meaning.

Make your revision visual and purposeful!

Dual Coding ≠ Decoration

- ✓ Labelled diagrams
- ✓ Timelines
- ✓ Icons
- ✗ Decorative doodles
- ✗ Random drawings

Teach Someone Else

Explain it simply!

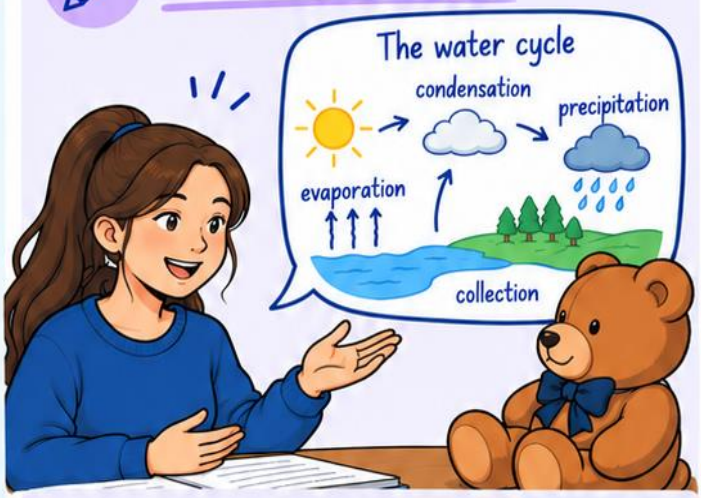
What Is It?

One of the best ways to test your understanding is to explain a topic to someone else.
This is sometimes called the **Feynman Technique**.

Choose Someone To Teach

- **Parent**
- **Grandparent**
- **Sibling**
- **Friend**
- **Even a teddy bear!**

Your Challenge



Explain the topic clearly using your own words. If you get stuck, you have found something you need to revisit.

How to Do It

1. Choose a topic.
2. Explain it out loud using your own words.
3. If you get stuck, check your notes and fill the gaps.
4. Try explaining it again, more clearly.

Remember

If you can explain it simply, you probably understand it.

Practise Questions

Practice makes progress!

What Is It?

Practising exam-style questions helps you become familiar with the question types and allows you to apply your knowledge.

It helps you to build confidence, improve your exam technique and identify any gaps in your understanding.

Where to Find Questions

- Classwork and homework questions.
- Questions from past papers.
- Online resources (e.g. SPARX, CorbettMaths, BBC Bitesize).
- Questions from your textbook.
- Mixed practice questions on topics you find harder.



Top Tips

- Try a range of question types (easy, medium and hard).
- Attempt questions without looking at your notes.
- Check your answers and learn from any mistakes.
- Make a note of any topics you need to revisit.

Why It Works

- Helps you to apply your knowledge.
- Builds confidence and improves exam technique.
- Shows you what you know and what you need to work on.
- Helps you to manage your time in an exam.
- Prepares you for the real exams.

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Interleaving: Mix Up Your Revision

Mix things up for better results!

What Is It?

Do not spend all evening revising one subject.
Try mixing different subjects and activities.

Example One-Hour Study Session

20 minutes	20 minutes	20 minutes
Maths questions	French vocabulary	History self-quizzing



Why?

Studying a variety of topics keeps your brain engaged and helps improve long-term memory.

Building a Revision Timetable

What Is It?

A revision timetable should help you stay organised.
It should not be stressful.

Good Revision Timetables

- Are realistic
- Include breaks
- Mix different subjects
- Fit around hobbies and family commitments
- Can be adjusted when needed



Poor Revision Timetables

- Plan every minute of every day
- Contain no breaks
- Focus only on favourite subjects
- Are impossible to maintain



Remember

A timetable is a guide, not a contract.
If something changes, simply adjust it and continue.



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Final Revision Advice

Plan
Prepare
Perform!

- **Start early.**
- **Revise little and often.**
- **Test yourself frequently.**
- **Take regular breaks.**
- **Sleep well.**
- **Ask for help when you need it.**
- **Focus on understanding, not memorising.**

Small steps make big progress!



Most Important Lesson

Do not just read your notes. Use them to think, test yourself and identify gaps in your knowledge.

Good luck with your Winter Examinations.

Remember: small, regular revision sessions are far more effective than leaving everything until the last minute.

You can do this!

Not Sure How To Revise Tonight?

Try one of these simple revision sessions. Choose the amount of time you have.

10 Minutes

- Brain Dump
- Self-Quiz

15 Minutes

- Flashcards
- Knowledge Organiser Retrieval

20 Minutes

- Mind Map
- Teach Someone Else

30 Minutes

- Practice Questions
- Corrections and Review

Key Message

Small amounts of regular revision are more effective than leaving everything until the last minute.

Progress over perfection!

Year 8 Subject Revision Guide

Subject	What I need to know	Revision Strategies
English	Personal Writing You will be successful if you: • Plan your essay in advance; • Focus on the question you have been asked; • Have an opening which hooks the reader; • Write consistently in past tense; • Write consistently in first person; • Use sensory description; • Use some ROADMAPS; • Vary your sentence structure for effect; • Describe how you were feeling (show) rather than just stating it (tell); • Write in clear paragraphs; • Proof-read your work, correcting any SPaG errors you may find.	Use Mind Maps to learn the success criteria for Personal Writing. Create Flash Cards to learn the success criteria for Personal Writing.
French	**Speaking Examination** Learn questions 1-10 from page 27 of your VGO. **Listening Examination** Learn Topics 1A-1E (VGO p8-11). You will hear people speaking in French and will have to recognise the French.	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. Get someone in your family to test you.

	Reading and Writing Examination Learn Topics 1A-1D (VGO p8-10). You will need to know the correct spelling of vocabulary. You will need to know all grammar covered in these topics. **(Please see Revision Checklist on Google Classroom for more information)**	Write out each word several times. Read and repeat the words. Look, say, cover, write, check. Get someone in your family to test you. Use Mind Maps for masculine/feminine words. Create Flash Cards to learn grammar points. Use memrise/quizlet to learn vocabulary.
Geography	**What is Geography?** To define physical, human and environmental geography, giving examples for each. (Pg 3) To classify examples of geography into human, physical and environmental (Pg 4 & 5) **What different landscapes are there?** To define urban and rural landscapes (Pg 6) To be able to give examples of human and natural features (Pg 6) **How does a geographer describe a photograph?** To know the four-step structure to describe a photograph and apply this to an unseen photograph (Pg 8) **Why and how do we use maps in Geography?** To know why we need to use maps (Pg 11) To know the five key features on a map (KAFTS) (Pg 11) To know and identify the different types of maps (Political, physical and other) (Pg 11) **Northern Ireland Map** To know the political features of a map of Northern Ireland (Towns, cities, counties) (Pg 12) To know the physical features of a map of NI (mountains, loughs, rivers) (Pg 13)	Use of Geography A3 Knowledge Organiser provided by Geography teacher or use of own flash cards/mind maps. Get a parent/guardian or friend at home to ask questions and verbally revise. Use a whiteboard for retrieval practice.

	UK and World Maps To know and locate which countries make up the Great Britain, UK and British Isles (Pg 14) To know and locate the 7 continents of the world, and the 5 major oceans of the world. (Pg 16 & 17) **What is an OS map and how is it used?** To know why we use symbols (Pg 18) To identify a range of OS symbols on a map (Pg 18) To understand how to use a compass rose to give directions on a map (Pg 20) To give four figure grid references on a map (Pg 24–26) **Remember to bring the following to your examination:** · Pencil • Blue/Black Pen · Eraser · Ruler · A small selection of colouring pencils	
HE	**Ready steady Cook!** Personal hygiene rules Hand washing General hygiene rules Washing up – Glenlola Clean Routine Kitchen hazards and safety Cookers and safety Weighing and measuring Equipment used to make smoothies	Create flashcards for key topics such as: • Personal hygiene rules • General kitchen hygiene • Equipment names and uses • Cooker parts and functions **Tip:** Use pictures on one side and definitions or uses on the other **Create mind maps** to help organise information such as: • Hygiene and safety • Cooker components (hob, grill, oven)

		• Measurement tools and units **Quizzes and Games** Use simple games like: • **Matching games**: Match equipment to its function. • **Fill-in-the-blanks**: Based on handwashing steps or cooker safety. • **Multiple choice quizzes**: On hygiene rules or cooking methods.
History	**Unit 1: What is History?** (pages 3-14 of booklet) • Evidence • Bias • Chronology • Dates: years and centuries **Unit 2: The Normans** (pages 15-32 of booklet) • Claimants to the English throne • The Battle of Stamford Bridge • The Battle of Hastings • The Bayeux Tapestry • The Feudal System	Knowledge organisers and Retrieval practice tasks – you will find some in your History booklet.
Mathematics	**Unit 1 – Working with Number** 1.1 Square Numbers and Square Roots 1.2 Rounding 1.3 Positive and negative numbers 1.4 Adding negative numbers and 1.4 Subtracting negative numbers 1.5 Order of Operations 1.6 Long and Short Multiplication 1.7 Long and Short Division 1.8 Calculations with Measurements	Full examples of these topics can be found in class notes. Please see revision google classroom created for each year group (zofborl) where you can access extra questions with solutions and videos on the topics. Sparx can be used for independent learning. The key to maths revision is doing questions. Simply reading over your examples will not indicate if you

	Unit 2 - Perimeter, Area and Volume 2.1 Perimeter and Area of rectangles and Compound Shapes 2.2 Volume of Cubes and Cuboids **Unit 3 - Decimal Numbers** 3.1 Multiplying and Dividing by 10, 100, 1000 3.2 Ordering Decimals 3.3 Estimates 3.4 Adding and Subtracting Decimals 3.5 Multiplying and Dividing Decimals **Unit 4 – Algebra** 4.1 Expressions and Substitution 4.2 Simplifying Expressions 4.3 Using Formulae 4.4 Writing Formulae	understand the process enough to do it yourself in an exam.
RS	**Who am I?** Particularly p6, 8, 10 **God's Covenant** - p4-13 (Why is the Bible important for Christians?, The Bible Library, How to use a Bible, story of Mary Jones and the Gideon's International).	Use the knowledge organiser provided in class Flash cards/questioning Foldables
Science	Each booklet has a list of success criteria on the front to guide revision and the unit summary covers the content required by the success criteria. Review booklets for exam and booklets 1 and 2 (Intro to Science and cells)	Recall of summary Redo questions in your booklet Knowledge Organisers to create mind maps or flashcards
Spanish	1. ***Reading and Writing Paper*** Revise all of **Unit 1 vocabulary and grammar**. You will find this on P9,10,11, 12 in your Spanish booklet. Learn alphabet p 22 and how to spell your phonetically you name and surname.	-Use the Check list at end of unit 1 P42, the revision summary P41 and writing tasks P40 to help you at the end of Unit 1 p28. -Make sure you have your workbook up to date.

	Learn answers 1-6 on p 102 to help with writing section. 2. ***Listening*** This will be done in class with your teacher. Ensure you know all your vocabulary as listed above. Focus on classroom objects P10/ Alphabet P22 / Classroom commands P9+10/ Numbers P 10/ Greetings P9	-Use Quizlet, Say and Cover and Write and check, flashcards, mind maps to help you learn and remember vocabulary. -listen to numbers songs /alphabet songs to help
Technology	**Safety in the Workshop** I have learnt the safety rules for working in the Technology and Design workshop (pgs 2, 4 & 5) I understand why the rules are necessary (pg 4) I have learnt the colours and shapes of the safety signs (pgs 6&7) I can identify and draw the individual safety signs (pgs 6&7) **Electronic Christmas Tree** Remember to use the Key Words page on page 2 I can identify a range of electronic components (pg 4&5) I can describe the difference between conductors and insulators (pg 6) I know what an electronic circuit is (pg 8) I can draw a basic circuit diagram (pg 8) I know the difference between a series and parallel circuit (pg 9) I have learnt that current will not flow in an incomplete circuit (pgs 9&10) I have learnt the terms Voltage, Current and Resistance and know what they do in a circuit (pgs 12&13) I have learnt Ohm's Law (pgs 15&16) I can use the Ohm's Law equation to complete calculations (pgs 16, 17, 19&20)	Mind Maps to link factual information Super Summaries to create mind maps or flashcards Use an A3 Revision sheet to highlight -What you know -What you don't know

	I have learnt the units of measurements: • Voltage (V): Volts (V) • Current (I) : Amps (A) • Resistance (R): Ohms (Ω) (pg 15) What to bring to your exam: A pen, pencil, ruler, rubber and colouring pencils	
Music	You have met the following words this term in your Elements of Music booklet: PITCH DURATION TIMBRE / SONORITY RHYTHM SILENCE – RESTS TEMPO – ALLEGRO, ANDANTE, PRESTO, LARGO, MODERATO & ACCELERANDO TEXTURE – MONOPHONIC, HOMOPHONIC & POLYPHONIC DYNAMICS – PIANISSIMO, PIANO, FORTE & FORTISSIMO	Take only 3 words at once and use post it notes. When you get a word right 3 times, then replace that word with a new word. Self test, being particular about spelling. Fortune tellers. Mind maps

Year 9 Subject Revision Guide

Subject	What I need to know	Revision Strategies
English	Heritage Prose 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); • Explain what you learn about character through what they say, do, think and their relationships with others; • Can 'read between the lines' and suggest what the writer has implied about characters and situations through the use of language/writer's craft; • Use the PETA technique correctly for Question 3.	Use Mind Maps to learn the success criteria. Create Flash Cards to learn the success criteria. Use the Heritage Prose booklet and Core Homework booklet to revise the PETA answering technique.
French	**Speaking Examination** Learn questions 1-10 from page 26 of your VGO. **Listening Examination** Learn Revision Pages and Topics 6A-6E (VGO p8-13). You will hear people speaking in French and will have to recognise the French.	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. Get someone in your family to test you.

	Reading and Writing Examination Learn Revision Pages and Topics 6A-6E (VGO p8-13). You will need to know the correct spelling of vocabulary. You will need to know all grammar covered in these topics. **(Please see Revision Checklist on Google Classroom for more information)**	Write out each word several times. Read and repeat the words. Look, say, cover, write, check. Get someone in your family to test you. Use Mind Maps for masculine/feminine words. Create Flash Cards to learn grammar points. Use memrise/quizlet to learn vocabulary.
Geography	**Population and Migration** 1. **Population Distribution and Density** (pg 3) -Definitions of both -Reasons for variations in population density – relief, climate, economic 2. **World Population Growth** (pg 5) -Describe graphs showing world population using TEA 3. **Causes of Population Change** (pg 6-8) -Definitions – birth rate, death rate and natural change -Know how to calculate birth rates, death rates and natural change figures -Know that high natural change is found in LEDCs and low or negative natural change is found in MEDCs and what this means for their growth rates -Explain why birth rates are higher in LEDCs than in MEDCs 4. **Population Pyramids** (pg 9-11) -Know that Age and Sex are the 2 variables shown on a population pyramid -Be able to label males, females, birth rate, death rate and life expectancy on a population pyramid	Use of Geography A3 Knowledge Organiser provided by Geography teacher or use of own flash cards/mind maps. Get a parent/guardian or friend at home to ask questions and verbally revise. Use a whiteboard for retrieval practice.

	-Know the ages of aged dependent, youth dependent and economically active(working) parts of the pyramid -Be able to recognise a LEDC pyramid shape from a MEDC pyramid shape and know why the shapes are different 5. **Overpopulation** (pg 13) -Definition of overpopulation -Know the impacts of overpopulation – be able to identify which are social, economic and environmental impacts 6. **China's One Child Policy** (pg 14 - 16) -Know why China introduced this policy -Know the impacts of the policy – both positive and negative 7. **Migration** (pg 18 - 19) -Definitions of Refugee and Economic Migrant -Know the reasons for migration – social, economic, environmental, political -Definitions and examples of Push and Pull factors -Know examples of Barriers to migration -Know the positive and negative consequences of migration for both the country of origin and the destination country **Remember to bring the following to your examination:** · Pencil · Blue/Black Pen · Eraser · Ruler You are allowed to use a calculator	
HE	**Killers in the Kitchen** • The 4 C's • Food spoilage: mould, yeast, enzymes and bacteria • Pathogenic bacteria • Binary fission	Flash cards to learn key terms e.g. cross-contamination, and facts e.g. temperatures of fridge Quizzing – self-quiz, peer quiz

	• Bacteria and temperatures • Safe storage of food • Best before and use-by dates • Specific food poisoning bacteria: E.coli, Salmonella, Staphylococcus Aureus • Glossary of key terms	Create visuals such as posters, mind maps and/or collages to help retain facts about specific food poisoning bacteria.
History	Renaissance, Reformation, Henry VIII, his 6 wives and 3 children, Edward's time as King, Mary Tudor's time as Queen.	Knowledge organisers and Retrieval practice tasks – you will find some in your homework booklet and others have been given out in class.
Mathematics	**Chapter 1 – Working with number** 1.1 Multiplying and dividing negative numbers 1.2 Mixed numbers and improper fractions 1.3 Adding and subtracting fractions 1.4 Multiplying fractions and integers 1.5 Dividing with integers and fractions 1.6 Multiplying by powers of ten 1.7 Multiplying by a decimal 1.8 Division with large and small numbers **Chapter 2 – Geometry** 2.1 Basic angle facts 2.2 Angles in parallel lines 2.3 The geometric properties of quadrilaterals **Chapter 3 – Algebra** 3.1 Algebraic notation 3.2 Like terms 3.3 Expanding brackets 3.4 Using algebraic expressions 3.5 Using index notation 3.6 Substitution	Full examples of these topics can be found in class notes. Please see revision google classroom created for each year group (hioip3z) where you can access extra questions with solutions and videos on the topics. Sparx can be used for independent learning The key to maths revision is doing questions. Simply reading over your examples will not indicate if you understand the process enough to do it yourself in an exam.

	Chapter 4 – Probability 4.1 Probability scales 4.2 Mutually exclusive events 4.3 Using a sample space to calculate probabilities 4.4 Experimental probability	
RS	The Life and Ministry of Jesus - p3-19 Map of Palestine The Roman Occupation of Palestine The Religious Groups - Zealots, Pharisees and Sadducees What do we learn about Jesus' mission and identity from the Birth Narratives? The Disciples The call of Levi & tax collectors Mary and Martha The parable of the Good Samaritan	Use the knowledge organiser provided in class Flash cards/questioning Foldables Cornell notes You completed a revision Core Homework based on strategies – you can use these to help you revise.
Science	Booklets for exam: Practical, ECM/Periodic table and Space. ECM/Periodic table and Space topics have a list of success criteria on the front to guide revision and the unit summary covers the content required by the success criteria.	Recall of summary Redo questions in your booklet Knowledge Organisers to create mind maps or flashcards to learn factual information
Spanish	**1. Reading and Writing Paper** -Revise all of Unit 1 vocabulary and grammar. You will find this on P9,10,11, 12 in your Spanish booklet. -Learn alphabet p 22 and how to spell your phonetically you name and surname. - Learn your answers 1-5 on p 102 to help with writing section. **2. Listening** To be done in class with your teacher. Ensure you know all your vocabulary as listed above. Focus on classroom objects P10/ Alphabet P22 / Classroom commands P9+10/ Numbers P 10/ Greetings P9	-Use the Check list at end of unit 1 P42, the revision summary P41 and writing tasks P40 to help you at the end of Unit 1 p28. -Make sure you have your workbook up to date. -Use Quizlet, Say and Cover and Write and check, flashcards, mind maps to help you learn and remember vocabulary. Focus on words you have found hard in ten tests in class.

Technology	**Safety in the Workshop (use the Key Words on pg 4)** I have learnt the safety rules for working in the Technology and Design workshop (pg 2) I understand why the rules are necessary (pg 2) I have learnt the colours and shapes of the safety signs (6-9) I can identify and draw the individual safety signs (6-9) **Aroma Fan (use the Key Words on pg 2)** I have learnt the difference between hardwoods, softwoods and manufactured boards and can identify key features of each (4-7) I know the equipment needed to mark out onto wood (pg 11) I know what wasting processes are (pg 9) I know the tools needed for making a straight cut in wood (9-11) I know that drilling is a wasting process (pg 12) I can identify different drill bits and know when they should be used (pg 12) I know that PVA is used to glue wood to wood (pg 14) I know the names of the drilling machines and can identify the main features of them (pg 15) I can identify wood plane and know when and how it is used (pgs 17-18 & 22) I understand what the linisher is used for and know how to use it safely (pg 19) I can identify a cordless drill and know when it is used (pg 19) I know what a marking gauge is and what it is used for (pg 21) I know what the term finishing means and why a finish is applied to materials (pg 24-27) I can identify a range of wood finishes and can select the most appropriate for a given purpose (pg 24-27)	Mind Maps to link factual information Super Summaries to create mind maps or flashcards Use an A3 Revision sheet to highlight -What you know - What you don't know **What to bring to your exam** A pen, pencil, ruler, rubber and colouring pencils

Music	Your Christmas tracking test will be based on the following: • •15 marks for answering questions on music theory (naming notes on the treble stave, note values, drawing notes on the treble stave). • 20 marks answering questions on two pieces of unseen music (you will be asked about the elements of music). • 15 marks on recall of musical elements and Italian words. You will need to know: THE STAVE / STAFF • the treble clef • The lines & spaces on the treble clef; ledger lines • Note values THE BASIC ELEMENTS OF MUSIC Pitch, Dynamics, Tempo, Texture, Silence, Timbre, Rythm	Take only 3 words at once and use post it notes. When you get a word right 3 times, then replace that word with a new word. Self test, being particular about spelling. Fortune tellers. Mind maps Go over notes on the lines and spaces on the stave every day. Create tests for yourself. Share tests with friends.

Year 10 Subject Revision Guide

Subject	What I need to know	Revision Strategies
English	Section A -WRITING FOR PURPOSE AND AUDIENCE You will be successful if you: • Read the question carefully and highlight the form, purpose and audience; • Create a plan, including an introduction, counter-argument and a conclusion; • Use IMINAFOREST language devices throughout the task; • Use ambitious vocabulary and punctuation; • Make sure to proofread your work for improvements in spelling, punctuation and grammar. Section B - POETRY You will be successful if you: • Can summarise the meaning of a poem; • Can present some relevant contextual information; • Can identify and analyse a range of different poetic features (metaphor, imagery, symbolism, tone, onomatopoeia, personification, etc.) and form; • Can use PETAL to analyse the poet's use of language.	Use Mind Maps to learn the success criteria Create Flash Cards to learn the poetic techniques used in your allocated poem. Use your notes and Core Homework booklet to revise the PETAL answering technique.
French	**Speaking Examination** Learn questions 1-5 from page 31 of your VGO.	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.

	Listening Examination Learn Revision Pages and Topics 8A-8D (VGO p8-11). You will hear people speaking in French and will have to recognise the French. **Reading and Writing Examination** Learn Revision Pages and Topics 8A-8D (VGO p8-11) You will need to know the correct spelling of vocabulary. You will need to know all grammar covered in these topics. **(Please see Revision Checklist on Google Classroom for more information)**	Write out each word several times. Read and repeat the words. Look, say, cover, write, check. Get someone in your family to test you. Write out each word several times/ Look, say, cover, write, check/ Get someone in your family to test you/ Use Mind Maps for masculine/feminine words/ Create Flash Cards to learn grammar points/ Use memrise/quizlet to learn vocabulary.
Geography	***RESTLESS EARTH*** **1.What is the structure of the Earth? Pg 3** You should be able to: -label a diagram of the structure of the earth- crust/mantle/outer core/inner core -define each of these terms **2. How do Plates Move? Pg 4** -Describe and explain how convection currents in the mantle cause plates to move -Use the 3 stages given on page 4 of your booklet- to help you do this. -Label a diagram showing convection currents **3&4. Where are volcanoes and earthquakes found? Pg 5** -Name and identify on a map the 3 BELTS of EARTHQUAKE and VOLCANIC ACTIVITY **5. What are the types of Plate Boundaries? Pg 8-9** -Understand and explain how convection currents cause plates to move in different directions causing 2 types of plate boundary 1. Constructive 2. Destructive	Use of Geography A3 Knowledge Organiser provided by Geography teacher or use of own flash cards/mind maps. Get a parent/guardian or friend at home to ask questions and verbally revise. Use a whiteboard for retrieval practice on all the key concepts.

	For each plate boundary you should be able to: -Label a diagram -Know the direction of plate movement -Know any features and the type of activity found there (gentle or violent) **6. What are the causes of Earthquakes? Pg 10** -Know and define these terms associated with earthquakes and be able to label them on a diagram • Focus • Epicentre • Seismic waves **7. What are the impacts of Earthquakes? Pg 11-12** -Give examples of **Ground movement impacts** and EXPLAIN their effects on people (immediate and long term) -Give examples of **Tsunami impacts** (and that coasts are worst affected) EXPLAIN their effects on people (immediate and long term) **8.&9. How are earthquakes managed? (LEDCs and MEDCs) Pg 13-14** -Define Protection, Preparation and Prediction -Explain how these minimise damage of earthquakes (use the table at the bottom of page 13) -Define and MEDC and LEDC -EXPLAIN why MEDCs and LEDCs differ in their ability to manage earthquakes. **10. & 11. What is the Structure of a volcano and how does it erupt? Pg 15-16** -Define magma and know its forms (lava/ volcanic bombs/ash/gas) - Draw and label the characteristics of a volcano - Define and know the difference between the terms active, dormant and extinct and give examples **12. & 13 What are the Hazards & Benefits of volcanic activity? Pg 17-18**	

	-Describe and explain the HAZARDS (negative impacts on people & environment) of living near volcanoes E.g. • Pyroclastic Flow • Lava flows • Ash clouds • Lahars • Poisonous gases -Describe and explain BENEFITS (positive impacts) of living near volcanoes E.g. • Fertile Soils • Tourism- Jobs for locals and Cultural benefits for the tourist • Health benefits- beauty and skin therapies **Remember to bring the following to your examination:** • Pencil • Blue/Black Pen • Eraser • Ruler • A small selection of colouring pencils • A calculator	
HE	**Food Waste** • What is food waste • Reasons for food waste • Most commonly wasted foods • Why should we try to reduce food waste • Impact of food waste on the environment • Where do GHG emissions come from • Practical ways to avoid food waste • Ways to make use of leftovers • How to use leftovers safely	Use of Knowledge Organiser available on Google Classroom or 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.

History	Pages 4-28 of booklet: Ideal Victorian woman Arguments for and against giving women the vote NUWSS and WSPU Imprisonment and Force feeding Cat and Mouse Act Role of Emily Davison and Women at War.	Knowledge organisers and Retrieval practice tasks – you will find some in your homework booklet and others have been given out in class.
Mathematics	**Unit 1: Rounding, estimation, bounds and decimals** 1.1 Introduction 1.2 Rounding to one significant figure 1.3 Rounding to more than one significant figure 1.4 Dealing with remainders 1.5 Estimation 1.6 Limits of accuracy 1.7 Multiplying decimals 1.8 Dividing decimals 1.9 Calculations with money **Unit 2: Expanding brackets and factorising** 2.1 Expanding single brackets 2.2 Expanding brackets and simplifying 2.3 Expanding double brackets 2.4 Common factors **Unit 3: HCF, LCM, Prime decomposition, Powers and roots, BIDMAS** 3.1 Prime factorisation 3.2 Highest Common Factor 3.3 Lowest Common Multiple 3.4 BIDMAS 3.5 Calculator skills	Please see revision google classroom created for each year group (y7nzwdw) where you can access extra questions with solutions and videos on the topics. Sparx can be used for independent learning The key to maths revision is doing questions. Simply reading over your examples will not indicate if you understand the process enough to do it yourself in an exam.

	3.6 Calculating with indices **Unit 4: Fractions** 4.1 Ordering fractions 4.2 Finding a fraction of a quantity 4.3 Adding fractions and mixed numbers 4.4 Subtracting fractions and mixed numbers 4.5 Multiplying fractions 4.6 Dividing fractions	
RS	Islam - p1-25 & p33-34 Meaning of Islam Symbol of Islam and its meaning Events in the life of Muhammad Key beliefs of Islam The Qur'an Pillars of Islam Mosque (place of worship) Research on religious dress in Islam (p33&34 of booklet)	Use the knowledge organiser provided in class Flash cards/questioning Foldables Cornell notes Brain dumps Spider diagrams
Science	Earth Science Booklet and Cells Each booklet has a list of success criteria on the front to guide revision and the unit summary covers the content required by the success criteria.	Recall of summary Redo questions in your booklet Knowledge Organisers to create mind maps or flashcards Mind Maps to link factual information Flash Cards to learn factual information
Physics	Examination topics: SDT (yr9), KE (yr9), measurement/prefixes and pressure. Each booklet has a list of success criteria on the front to guide revision and the unit summary covers the content required by the success criteria.	Recall of summary Redo questions in your booklet Knowledge Organisers to create mind maps or flashcards

		Mind Maps to link factual information Flash Cards to learn factual information
Biology	The Year 10 Biology exam will cover all work in your Year 10 DNA, Cell division and Cloning booklet up to page 30. **Cell Division- Mitosis will not be on the exam.**	Blurting (write everything you know about a topic on a page in one colour, revise and add to the page with the extra notes in a different colour. Flash cards- eg- one side of the card will be plant cell, the other side will have a labelled diagram for self testing. Carousel quizzes after half term. Small white board for testing ability to draw or label and write definitions.
Chemistry	The first booklet - Atomic Structure. Topics: 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. **Not all of the topics listed may be included in your Chemistry test. Please check with your individual Chemistry teacher to confirm which topics you need to revise.**	Retrieval will be useful for learning definitions but most of the topic is procedural instead of recall based. Useful revision advice: Work consistently and conscientiously. Read over notes on a weekly basis at the very least. 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 and calculations. If you do not understand a specific part of a topic, ask your teacher for help. Ask someone at home to ask you questions. Use some of the videos available on the main Y10 GC.

Spanish	Book 1 Mi Pueblo y Mi Casa · Vocabulary on Pages 6 ,7 and 8 including Weather) · The use of al/a la/a los /a las (Pages 9 and 30) · The use of me gusta/me gustan Page 9 · Me encanta/ me encantan Pages 33,34 and 35 · Question words (Pages 9 and 32) · The verbs Ser and Estar and their use- Pages 8, 22, 23, 24, 25 and 26) · Question Words- Pages 9 and 32 · Speaking questions for writing – You will need to know the answers to Questions 1-8 (Page 44) for the Writing section of the paper. Listening- This will be done in class. Revise- All of the vocabulary mentioned above.	-Use Quizlet, Say and Cover and Write and check, flashcards, mind maps to help you learn and remember vocabulary. - Focus on words you have found hard in ten tests in class.
Technology	**Cuddly Creature** (Remember to use the Key Words page on page 2) Control systems are made up of inputs, processes, and outputs (4-6) Systems diagram (4-5) Open loop systems (pg 5) Closed loop systems (pg 5) Cuddly Creature Circuit diagram (pg 8) Batteries (pg 9) Resistors, colour codes and SI prefixes (10-11) Capacitors (pg 12) GENIE 14 microcontroller (14-15) Download socket (pg 16) PTM switch (pg 18) LDR (pg 19) Analogue and digital signals (18-19) Light Emitting Diodes (pg 20)	Mind Maps to link factual information Super Summaries to create mind maps or flashcards Use an A3 Revision sheet to highlight -What you know - What you don't know

	Loudspeaker and diode (pg 23) Transistor (pg 24) Soldering safety and soldering the circuit (26-28) **What to bring to your exam** A pen, pencil, ruler, and rubber	
Music	Your Christmas tracking test will be based on the following: • 60 marks for answering questions on definitions and theory. • 25 marks answering 3 listening questions on pieces of pop music. You will need to know: THE BASIC ELEMENTS OF MUSIC • Pitch • Dynamics – fortissimo, forte, piano, pianissimo • Tempo – largo, andante, moderato, allegro, presto, accelerando • Texture – monophonic, homophonic, polyphonic • Silence • Timbre • Rhythm THE BASIC PARTS OF A POP SONG AND WORDS RELATED TO THE STRUCTURE / FORM • Melody – conjunct, disjunct • Form – verse, chorus, intro, outro, pre-chorus, middle 8, riff • Role of the lyrics • Identify common instruments used • Identify the overall form of a well known pop song. Learn he notes on the treble and bass staves and note and rest values table.	Take only 3 words at once and use post it notes. When you get a word right 3 times, then replace that word with a new word. Self test, being particular about spelling. Fortune tellers. Mind maps for the elements of music, including Italian words Listen to pop songs and try to identify the different parts of the whole song. Learn he notes on the treble and bass staves and note and rest values table.