

Lynn High School

SCIENCE

ENGLISH

MATHS

$$4x - 2 = 30$$

$$(y + 7)(y - 2)$$

$$5a^2 - 3a - 8 = 6$$

BONJOUR

FRENCH

HISTORY

# KS3 Revision Guide

June 2025

GUTEN TAG

GERMAN

GEOGRAPHY

RELIGION,  
PHILOSOPHY & ETHICS

SPANISH

REVISION  
LIST

KS3 Exams

9  
JUNE

20  
JUNE

2025

# Why is being skilled at revision so important and how can you make it effective?

We acquire a great deal of knowledge and understanding at school, and throughout our lives more generally, but some of the most interesting and useful information we don't always remember. Being able to retain this knowledge builds confidence, gains understanding, can develop a passion for a subject, helps us do well in assessments and exams, and gives us opportunities beyond school as a result of a wider range of choices. Gaining knowledge and understanding of the world helps us develop opinions, empathise with other people and become rounded, interesting and socially responsible citizens.

We want you to do as well as you possibly can in your KS3 exams (and later on in your GCSEs, A' levels and Vocational qualifications). Revising properly is a crucial part of this because it means you experience a real sense of achievement in your own learning, and it also means your exam score is more likely to reflect your true knowledge and understanding in a subject. This helps your teacher to help you, by telling them which subject content you understand well already and which needs a bit more consolidation.

# Creating the right revision environment

- Find a quiet place to study – this should be away from younger siblings, pets and other distractions at home.
- Turn off the TV and your music, put your phone in another room so you are not tempted to pick it up every time you get a message or social media alert!
- Find a flat surface you can work on (this could be a desk or the kitchen table), find a chair to sit in that supports your back.
- Have the following items to hand: this KS3 Revision Guide, Knowledge Organisers, subject revision guides linked in the subject pages here (or other subject-specific materials), exercise books for the subject, pencil case, lined paper and a drink.
- Go to the toilet before you start.
- Create a timetable for your revision weeks, deciding at which time you are going to do your blocks of revision, and stick to it. Circle your exam dates (which can be found in the back of this booklet) and send a photo of your exam timetable to your parents or carers so they know when your exams are.
- Plan 30 minutes of revision at a time and make sure you have at least a 10-minute break before doing another one. Aim for 60-90 minutes per day in the 2 weeks before the exams, with perhaps a little more at the weekends.
- Be disciplined with yourself – it can be hard not to get distracted sometimes but just remember how great it will feel when you prove what you are capable of.



# Revision strategies

THERE ARE A VARIETY OF DIFFERENT REVISION STRATEGIES YOU CAN USE TO REVISE.

## 3 essential revision strategies



**Look, cover, write, check** – a quick and easy method for testing yourself

**Brain dump**  
– organising and summarising information for better recall

**Quizmaster**  
– to test yourself and others and strengthen your memory

## Look, cover, write, check



**Look**

- Look at, and read, a section of your Knowledge Organiser a few times.



**Cover**

- Cover up the information (the definition of words for example).



**Write**

- Write down what you can remember on a piece of paper



**Check**

- Check to see what you missed

## Brain dump

**Look at, and read, a section of your KO a few times** (or if you feel confident about the topic already, you can miss this step!)



**Put your KO away** and mind map everything you can remember about this topic – keep going until you run out of ideas!



**Check to see what you missed**, and add this in another colour.

**Repeat!**

## Quizmaster



**Look at, and read, a section of your KO a few times**



**Write 5-10 quiz questions based on the most important information** – start with openers like What is...? How does...? Where is...? What does...?



**Test yourself using your quiz** (or get someone else to test you!)



**Mark your answers** and fill in any mistakes



**Repeat the next day** or a few days later to make sure it has stuck!

# Knowledge Organisers



## WHAT IS A KNOWLEDGE ORGANISER?

Knowledge Organisers are documents that contain the key information, or 'threshold concepts' that you need to know for a particular subject.

They are usually about one side of A4 for each topic, and you should aim to memorise as much of the detail on the Knowledge Organiser as possible.



## Maximising Memory

There is currently a lot of academic interest in the role of memory, and how we can maximise its capacity and performance. One particularly effective method of helping facts to 'stick' is something called 'spaced practice', where a subject is returned to again and again.

## Recall information from memory

If not used effectively, the Knowledge Organisers will not yield the best results. The method that we endorse is a simple one: Look, Cover, Write, Check. This method is called self-quizzing.

## Still aren't sure how to revise?

Click [here](#) for a help video which explains how to use the 3 revision techniques we recommend in KS3:

**self quizzing** use this for all subjects.

**brain dump** use for all subjects except Maths.

**mind mapping** only use this for planning of answers to practice questions in English. We'd prefer you **not** to spend hours creating your own mind maps - it's more important to use the printed content you already have in KOs and use your time to use the **self-quiz** or **brain dump techniques** or complete **practice questions**. You may also find mind maps useful for History, Geography and RPE.



## WHICH KNOWLEDGE ORGANISER?

The following pages include links to the relevant Knowledge Organisers for the Year 7, 8 and 9 June exams.



# Key Stage 3 English Revision



# Year 7

## THE EXAM

Your exam will be a speech writing task, similar to that which you completed when you studied Female Pioneers. You will be given a statement to respond to in your speech.

You will have **45 minutes** to complete your task.

The first 5 minutes must be spent planning. Then you will spend 35 minutes writing your speech. You will then have 5 minutes to read back over your work.

You will need to write a **minimum of 3 paragraphs**, including as much detail as you can.

## Revision Techniques

If we look back to the origins of the word, revision means to see again and, if done well, it can help us feel more confident and well prepared. Below are some suggestions to help you:

- **Quizzes** from the Knowledge Organisers of key language features and rhetorical devices that we would expect to see in a speech. Get parents/carers to quiz you!
- **Post-it notes** with key points from your Female Pioneers Knowledge Organiser.
- Read again your extract booklet from Female Pioneers, looking at the examples of speeches.
- Topics that may be on the exam are: women's rights, women's education, patriarchy. Mind map your opinions on these key issues and why they are important to discuss.
- Use the Practice Questions below to create mini plans or answers.
- Use the Practice Plans section to create a series of mini plans for the Practice Questions.
- Complete the partially completed Practice Plan, to support your understanding of how to plan effectively.
- Read through the Model Answer, annotating how and why it is an effective speech paragraph.
- Continue the Model Answer to practise your timed writing.

## Vocabulary and Techniques to revise

|                |  |
|----------------|--|
| Inspirational  | Motivating others to act / think / do. |
| Unconventional | Going against what is expected.        |
| Intellectual   | Someone who is highly intelligent.     |
| Flourish       | To grow and succeed in an area.        |

|                     |  |
|---------------------|--|
| Pursue              | To go after something.   |
| Resourceful         | Making the most out of resources.  |
| Opportunistic       | Taking chances when they appear.   |
| Stoic               | Brave in the face of difficulty.   |
| Meticulous          | Paying attention to each detail.   |
| Passionate          | Strong feelings about a topic / subject.   |
| Articulate          | Able to express ideas clearly.   |
| Repetition          | When a word or phrase is repeated for emphasis or for effect on the audience.  |
| Anaphora            | Repetition of a word or expression at the beginning of successive phrases, clauses or sentences for rhetorical effect. |
| Emotive language    | Word choices that are intended to get an emotional reaction (e.g., anger, urgency, joy).                               |
| Anecdote            | A short amusing or interesting story about a real incident or person.  |
| Opinion             | A view or judgement formed about something, not necessarily based on fact or knowledge.                                |
| Fact                | Something that is known or proved to be true.  |
| Rhetorical question | A question that doesn't require an answer, but instead the answer is implied.  |
| Hypophora           | When a speaker asks a question and then answers the question in the following part of their speech.                    |
| Asyndetic listing   | A list of words where the conjunction (and) is omitted. And words are separated by a comma.                            |
| Tricolon            | A list of three words used for emphasis or effect.   |

## Practice Questions

To help with your revision, please look at these practice questions and create plans for what you would say in response, and what your point of view would be.

- *It is crucial that women have the right to vote in every country around the world.*  
Write a speech to a school assembly in which you express your point of view.
- *Women and girls must have equal access to education, regardless of where they are in the world.*  
Write a speech to a school assembly in which you express your point of view.
- *We need female pioneers more now today than ever before.*  
Write a speech to a school assembly in which you express your point of view.

# Practice Plans

During your exam, you will have 5 minutes planning time. For your plan, you will be given a grid that is similar to the one below to jot down your initial ideas.

Using one of the practice questions from above, please find below a partially completed plan. As part of your revision, please complete this plan. You could also then use this template to plan the other questions on your own.

Question chosen: *It is crucial that women have the right to vote in every country around the world.*  
Write a speech to a school assembly in which you express your point of view.

|   | Why should women be given the right to vote? (POINT)   | Evidence  | Vocabulary              | Rhetorical Devices                   |
|---|--|---|-------------------------|--------------------------------------|
| 1 | Women's voices are equally important and deserve to be heard. Voting allows women to feel represented and respected.   | Only ___ % of the world's politicians are women, which makes women and girls feel...                      | Inequality<br>Prejudice | Rhetorical Question<br><br>Statistic |
| 2 | We need women to be able to vote in all countries across the world to ensure equality between countries. We can't say we have equality until we all have equal rights. | There are _____ countries around the world who don't allow women to vote, this is...<br><br>Malala quote? | Pioneer                 | Anecdote<br><br>Emotive language     |
| 3 |  |   |                         |                                      |

# Model Answer

In your exam you will be required to turn your 3-paragraph plan into a convincing speech. Your paragraphs should follow the structure of:

- **Point**
- **Evidence** (statistic, fact, research, anecdote)
- **Explanation** (how does your evidence prove your point is true?)
- **Link back** to the focus of the paragraph

Please read the model paragraph below. Highlight/annotate any ideas you think you could use in your own work. Also annotate how the paragraph follows our **PEEL** structure.

The model paragraph is based on the plan from earlier:

*The right to vote is a fundamental necessity for any citizen to feel represented in their government. If we, as a society, believe that everyone's voice matters, how can we exclude half of the population from the very process that shapes our future? In countries where women were denied suffrage, the absence of their perspectives left significant gaps in policy, particularly on issues like healthcare and education, which disproportionately affect women. For instance, research shows that in the United Kingdom, 25% of women reported feeling their voices were rarely or never heard in the political sphere, compared to just 15% of men. This is in a country where women are allowed to vote, so one can only imagine how much higher this percentage is amongst women who are denied the right to vote at all. However, this is not only a problem for women - it is a problem for democracy itself! When women cannot vote, they are effectively silenced in discussions that directly impact their lives, their families, and their communities. Representation is not a privilege; it is a right that ensures every voice is counted. If we are to build a truly inclusive society, we must guarantee that women's votes are just as powerful, valued and respected as men's.*

# Year 8

## THE EXAM

You will have **45 minutes** to complete your task.

You will be given a small extract from the novel *To Kill a Mockingbird*. You will then be asked one analytical question about how Harper Lee presents a character within this extract.

You should spend 5 minutes reading and annotating the extract from the novel.

You will then need to spend 35 minutes writing 3 analytical paragraphs to respond to the question.

You will need to analyse 3 quotations from the extract in as much detail as you can. Your teacher will also be looking for some contextual information in your response.

You are then advised to spend 5 minutes reading back through your answer.

**You do not need to be revising quotations from the novel.**

## Revision Techniques

If we look back to the origins of the word, revision means to see again and, if done well, it can help us feel more confident and well prepared. Below are some suggestions to help you:

- The exam will be on one of the following characters: **Atticus, Calpurnia, Scout**. Make sure to focus your revision on these three characters and their relationships.
- **Mind maps** of the key characters you have studied. Include: main ideas, relationships to other characters, themes and context.
- **Quizzes** from the Knowledge Organisers - ask other students questions, get them to ask you and ask parents/ carers to quiz you!
- **Post-it notes** with key points from the Knowledge Organiser such as techniques and themes, characters and relationships, as well as context.
- **Use your exercise books** and teacher feedback.
- **Revise key techniques** to support your analysis of the extract.
- **Practice Questions** – please use the two exam-style questions provided in this booklet to see what your exam will look like. Keep in mind that your question will be about a character, not a place.
- Complete the plans that have been printed with the Practice Questions.
- Read through the Writing Frame section of this guide, revising the sentence starters in particular.
- Use the sentence starters and your plan to write a response to one of the Practice Questions in timed conditions.

## Key Characters

|       |  |
|-------|--|
| Scout | <b>The narrator and the protagonist of the narrative.</b> This is the tale of her bildungsroman – or coming of age story. Although she is a girl she has a competitive and combative streak that she has to master. Fundamentally she believes in the goodness of people.  |
| Jem   | <b>Jem is Scout's older brother.</b> Four years older than Scout, he gradually separates himself from her games, but he remains her close companion and protector throughout the novel. Jem moves into adolescence during the story, and his ideals are shaken badly by the evil and injustice that he perceives during the trial of Tom Robinson. |

|                  |  |
|------------------|--|
| <b>Atticus</b>   | <b>Scout and Jem's father, a lawyer in Maycomb descended from an old local family.</b> A widower with a dry sense of humour, Atticus has instilled in his children his strong sense of morality and justice. He is one of the few residents of Maycomb committed to racial equality. When he agrees to defend Tom Robinson, a black man charged with raping a white woman, he exposes himself and his family to the anger of the white community. With his strongly held convictions, wisdom and empathy, Atticus functions as the novel's moral backbone. |
| <b>Calpurnia</b> | The Finches' black cook. Calpurnia is a stern disciplinarian and the children's bridge between the white world and her own black community.  |

## Key Themes

|                          |   |
|--------------------------|---|
| <b>Social Inequality</b> | <b>SOCIAL INEQUALITY:</b> discrimination and racial prejudice run rife in Maycomb county, whilst only a couple of characters (such as Atticus) are committed to social equality. The social hierarchy perplexes the children who cannot fathom why everyone seems so keen to segment and despise each other. These social divisions are irrational and they can be particularly harmful and destructive to the community.   |
| <b>Moral Education</b>   | <b>MORAL EDUCATION:</b> as a bildungsroman novel, the story tracks the moral development of Scout and Jem. Atticus is committed to ensuring that his children have a strong social conscience and acts as their moral compass throughout the novel. He teaches them to be kind to everyone and not to join in with the neighbourhood rumours and gossip mongering about Boo Radley. He also defends Tom Robinson, a black man, which many people in Maycomb found to be controversial, but Atticus just wants to do what is morally right and lead a good example for his children. |
| <b>Good and Evil</b>     | <b>GOOD AND EVIL:</b> To begin with, Jem and Scout appear to assume that everyone around them is inherently good – they haven't really been exposed to evil – this is reflective of their young age and their sense of innocence in their attitudes to life. However, through events such as the rape case, the children develop a more adult perspective, understanding that evil has far reaching effects and can destroy good, innocent lives to great extents.  |
| <b>Prejudice</b>         | <b>PREJUDICE:</b> Prejudice permeates Maycomb society. Almost every character is either prejudiced against others, or the victim of prejudice. There is racial prejudice, class prejudice and prejudice against individuals who don't fit in.   |

## Context to Revise

|                                      |  |
|--------------------------------------|--|
| <b>Historical and Social Context</b> | <p>Harper Lee was born in Monroeville, Alabama, in 1926. Like Jem and Scout, her father was a lawyer. She studied at the University of Alabama and worked in New York. There she began work on <i>To Kill a Mockingbird</i>, in the mid 1950s. It was completed in 1957 and published in 1960 - just before the black civil rights movement in America really took.</p> <p>The Wall Street Crash and the Great Depression in America: When the Wall Street stock market crashed in October 1929, the world economy was plunged into the Great Depression. By the winter of 1932, America was in the depths of the greatest economic depression in its history. The number of unemployed people reached upwards of 13 million. Many people lived in deprived conditions close to famine and many had to move to shacks.</p> <p>American Slavery: Black people were originally brought from Africa to America during the 17th, 18th and 19th centuries. They were forcibly transported across the Atlantic in slave ships (in which many died) and sold as slaves to work on sugar and cotton plantations in the Caribbean and the southern states of north America. They had no rights and were seen by their white owners as little more than animals or machines. Even after the abolition of slavery in 1865, the blacks were still almost powerless. The whites had too much to lose to allow black people any rights. Nothing was equal: black people had the worst of everything, while whites had the best.</p> <p>Segregation in 1930s America: In the 1930s, although 50% of the population of Southern towns were black, they had no vote and could not marry whites. The policy of segregation meant that black people had to have their own schools, their own churches, their own football teams, even their own cemeteries.</p> |
|--------------------------------------|--|

## Gold



### Justice

Fair or just behaviour or treatment for all.

**"A concern for justice, peace, and genuine respect for people"**

**Synonyms:** fairness, justness, equality, impartiality, objectivity, neutrality, integrity, righteousness, ethics, morals, morality, virtue, principled.



### Conflict

A serious disagreement or argument.

**Synonyms:** contradictory, incompatible, inconsistent, irreconcilable, incongruous, contrary, opposing, discordant, differing, different, divergent, discrepant, varying, disagreeing.



### Prejudice

Preconceived opinion that is not based on reason or actual experience.

**Examples of prejudice:** Racism, sexism, ageism, classism, homophobia, religious prejudice, xenophobia.



### Power

The capacity or ability to direct or influence the behaviour of others or the course of events.



### Morality

Principles concerning the distinction between right and wrong or good and bad behaviour.

**Synonyms:** ethics, principles, scruples.

How does each of the key characters link to each of these important, conceptual ideas?

## Practice Questions and Plans

Please find below two exam-style questions for you to use as part of your revision. Both questions have blank planning grids alongside them, that are very similar to the grids you will be given to plan your answer in your exam. Please complete these as part of your revision.

### Question 1:

**How does Harper Lee present the town of Maycomb in the extract?**

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself.

| <b>Point</b><br>Maycomb is presented as... | <b>Quote</b><br>Evidence from the extract |  |
|--|---|--|
|  |   |  |
|  |   |  |
|  |   |  |
|  |   |  |

## Question 2:

**How does Harper Lee present the character of Boo Radley through the eyes of the children?**

"Wonder what he looks like?" said Dill.

Jem gave a reasonable description of Boo: Boo was about six-and-a-half feet tall, judging from his tracks; he dined on raw squirrels and any cats he could catch, that's why his hands were bloodstained - if you ate an animal raw, you could never wash the blood off. There was a long jagged scar that ran across his face; what teeth he had were yellow and rotten; his eyes popped, and he drooled most of the time.

"Let's try to make him come out," said Dill. "I'd like to see what he looks like."

Jem said if Dill wanted to get himself killed, all he had to do was go up and knock on the front door.

| <b>Point</b><br>Lee suggests that Boo is... | <b>Quote</b><br>Evidence from the extract |  |
|---|---|--|
|   |   |  |
|   |   |  |
|   |   |  |

## Writing Frame

In your exam, your teacher will be looking for you to: make clear points, include quotes from the text, analyse the key words of them and link them to context. If you revise the following sentence stems, this will allow you to write a detailed paragraph.

1. Harper Lee presents the character of... as...
2. She writes, "..."
3. Overall, the METHOD suggests...
4. The word "... demonstrates... However, this could also show...
5. Furthermore, the word "... conveys a sense of... because...
6. Contextually, this reflects...

Why not try using this paragraph structure to write up one of your planned paragraphs?

# Year 9

## THE EXAM

You will have **45 minutes** to complete your tasks.

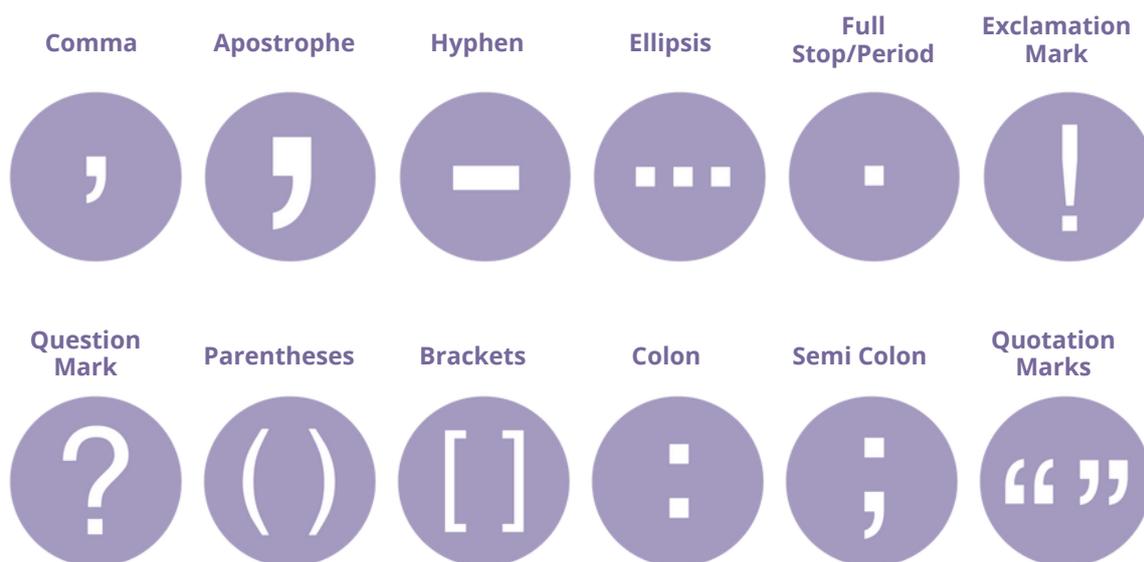
- The first 15 minutes will be a short analysis task and this will be worth 5 marks.
- You will read, highlight and annotate two quotations from the short extract and write two paragraphs of quotation explosion.

You should then move on to question 2.

- Spend 5 minutes annotating the image.
- You will write your response in 20 minutes, aiming for at least 2-3 paragraphs of detailed description.
- You will be assessed on the quality of your writing and the accuracy of your grammar and punctuation and should use a range of techniques.

## Tips for revising English

- Use flashcards to remember your language techniques. Practice finding these in the extracts provided and applying these for effect in creative and descriptive writing.
- Revise varied sentence openers and sentence starters to help add variety in your writing and make it seem interesting.
- Practice your descriptive writing by annotating the images in this Revision Guide and writing a timed, 20-minute description.
- Use the short descriptive paragraphs to practice analysis skills.



# Punctuation Quiz

## Section A: Commas for Subordinate Clauses

Add commas where needed in the sentences below.

1. Although it was raining we still went to the park.
2. If you finish your homework early you can watch television.
3. She didn't come to the party because she was feeling unwell.
4. When the bell rang the students ran to class.
5. Before you go to bed make sure the dog is fed.

## Section B: Semi-colons

Insert a semi-colon in the correct place in each sentence.

6. I have a big test tomorrow I can't go out tonight.
7. The sky was dark and cloudy we knew a storm was coming.
8. He enjoys playing football she prefers netball.
9. We visited London last year this year we're going to Edinburgh.
10. Some people like horror films others find them too scary.

## Section C: Full Stops and Capital Letters

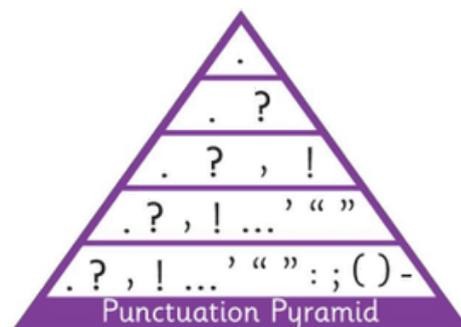
Rewrite the following correctly with full stops and capital letters.

11. my brother likes video games he plays them every day
12. we went to scotland in the summer the weather was lovely
13. yesterday i saw a fox in the garden it looked hungry
14. sarah and tom went to the cinema they watched a comedy
15. she forgot her book today the teacher wasn't happy

## TIF: Mixed punctuation

16. Correct the punctuation in this paragraph:

yesterday after school we went to the library then we walked home we were tired but happy we read some great books including harry potter and the hobbit



# Punctuation Quiz Answers

## Section A: Commas for Subordinate Clauses

(Add commas after the subordinate clause when it comes at the beginning of the sentence.)

1. Although it was raining, we still went to the park.
2. If you finish your homework early, you can watch television.
3. She didn't come to the party because she was feeling unwell. ✓ (No comma needed – main clause first.)
4. When the bell rang, the students ran to class.
5. Before you go to bed, make sure the dog is fed.

## Section B: Semi-colons

(Use semi-colons to join two closely related independent clauses.)

6. I have a big test tomorrow; I can't go out tonight.
7. The sky was dark and cloudy; we knew a storm was coming.
8. He enjoys playing football; she prefers netball.
9. We visited London last year; this year we're going to Edinburgh.
10. Some people like horror films; others find them too scary.

## Section C: Full Stops and Capital Letters

(Correct punctuation and capitalisation.)

11. My brother likes video games. He plays them every day.
12. We went to Scotland in the summer. The weather was lovely.
13. Yesterday I saw a fox in the garden. It looked hungry.
14. Sarah and Tom went to the cinema. They watched a comedy.
15. She forgot her book today. The teacher wasn't happy.

## TIF: Mixed punctuation

16. *Corrected version:*

Yesterday, after school, we went to the library. Then we walked home. We were tired but happy. We read some great books, including *Harry Potter* and *The Hobbit*.

**You can use AI to support your revision by asking it to create another punctuation quiz. It will also provide the answers so that you can check your work!**

# Analysis practice

## Extract 1

**How has the writer used language here to describe the setting?**

Beneath the golden sun, the valley stretched out like a richly woven tapestry, its colours bursting with life. The orchard trees stood heavy with fruit, their branches drooping under the weight of abundance. The air was thick with the scent of sweetness - honeyed pears, blushing apples, and sun-warmed plums - as if nature itself had reached its peak, swelling with promise. The land was a feast, ripe and generous, a gentle reminder that even the earth knows how to bloom.

## Extract 2

**How has the writer used language here to describe the atmosphere?**

The storm prowled across the landscape like a restless beast, its howls echoing through the trees and its claws raking the sky with lightning. Wind tore through the streets, snarling and snapping at anything in its path, while rain lashed the ground in a frenzied rhythm. Chaos reigned - not as a fleeting moment, but as a tyrant crowned in thunder. The sky was its battlefield, the clouds its soldiers, and the world below trembled under its rule. Nature itself seemed to unravel, each gust a growl, each bolt a brutal command in a kingdom of disorder.

## Extract 3

**How has the writer used language here to describe the landscape?**

The landscape writhed beneath a bruised sky, where jagged cliffs loomed like sentinels and waves slammed against the rocks with relentless fury. Trees twisted in the wind, their branches clawing at the air, as if trying to escape. Thunder cracked overhead, tearing the silence apart, while the ground trembled with each distant rumble. Shadows crept along the ridges, and the air pulsed with a warning - thick, sharp, and electric. Every corner of the land seemed to hiss with menace, daring anyone to step closer.

# Structuring your analysis response

**S:** Find a technique that the writer has used for effect (e.g., metaphor, simile, personification, etc.)

**Q:** Include a supportive quotation.

**AAA:** Zoom into different key words and techniques from the quote.

### Sentence stems:

The writer has used a [embed technique] to make the setting seem .....

This is shown in the quotation "\_\_\_\_\_"

### This suggests:

Furthermore the [technique] reveals...

The [technique] also shows...

# Understanding structure

| Structural features                   | Definition   |
|---------------------------------------|--|
| Cyclical                              | When end of the text repeats an idea / character / setting from the opening.   |
| Widening or narrowing the perspective | When the writer switches from a broader overview, <b>panoramic overview</b> , to a more specific point of view, <b>zoom in</b> . |
| Repeated motif                        | When a word, phrase, is noticeably repeated throughout a sentence / paragraph / whole text.                                      |
| Dialogue                              | Direct speech between characters.  |
| Enigma                                | The mystery created within a text - the questions the audience ask.  |
| Rising action                         | The build-up of action before the climax. Usually exemplified by an increase in tension.   |
| Climax                                | The most dramatic moment of a narrative.   |
| Perspective                           | The point of view or voice telling the story: first or third. Character or omniscient narrator.                                  |

| Sentence starters |  |
|-------------------|--|
| Simile opener     | As cold as stone his eyes glanced over the scene.                                      |
| Adjective opener  | Hard and sharp as flint the pearlescent teeth flashed like a sinister smile.           |
| Adverb opener     | Deliberately, like a jeweller handling the a precious diamond, she set the child down. |
| Time connective   | Finally, the clock erupted in a cacophony of chimes.                                   |
| Verb opener       | Stunned, the great fish retreated like a wounded soldier withdrawing from battle.      |

## When to start a new paragraph using **TiP ToP**:

- New **t**ime
- New **p**lace
- New **t**opic

New **p**erson or speaker/dialogue

# Image annotation practice



Write a description of a haunted place, as suggested by the picture:



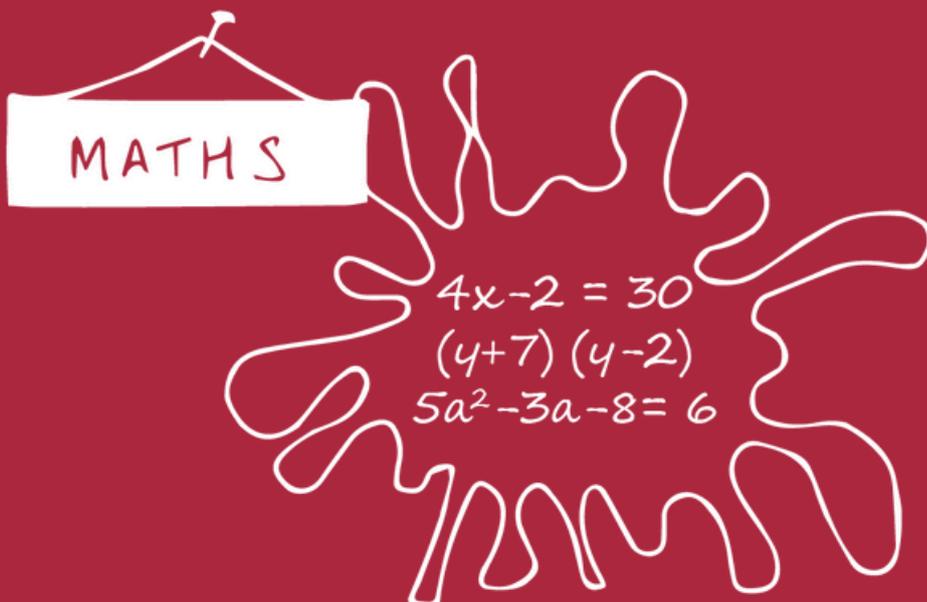
Write a description of an undiscovered place, as suggested by the picture:



Write a description of a desolate place, as suggested by the picture:



# Key Stage 3 Maths Revision



## TIPS FOR REVISING MATHS

- **Use Knowledge Organisers** and the Read, Cover, Write, Check, Correct method to learn key definitions and formula.
- **Do the targeted Mathswatch** revision homeworks set by your teacher, these are the most similar questions to the tests.
- **Use websites** such as Mathswatch, Corbett Maths, Mr Barton's Maths and BBC Bitesize to target topics you have struggled with and practise questions on them.
- **Practise using your calculator efficiently.**
- **Copy down your examples** from class again and justify each step in your teacher's solution.
- **Ask your teacher** about any work that you have not understood and ensure you practise it again.
- **Use your January Assessment Feedback Sheet** to highlight your weaker topics and then use the websites above to practise questions on these areas.
- **Find past papers online from AQA and Edexcel** and attempt them in test conditions. Please bear in mind that these will be GCSE papers and will be most appropriate for Year 9. Practise, Practise, Practise!

## Past Paper Questions & Mark Schemes

### AQA GCSE Maths Past Papers

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

### Sample question papers also available on Mathswatch

These will be issued by Miss Dunne and notification given on Class Charts.

## Useful Websites

### Mathswatch

[www.vle.mathswatch.co.uk/vle/](http://www.vle.mathswatch.co.uk/vle/)

Please see your maths teachers for log-in details

### Maths Made Easy

[www.mathsmadeeasy.co.uk](http://www.mathsmadeeasy.co.uk)

### BBC Bitesize

KS3 Maths - BBC Bitesize

### Maths Genie (Year 9 only)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

(choose GCSE revision)

### Revision Maths

[www.revisionmaths.com](http://www.revisionmaths.com)

### Mr Barton's Maths

<http://www.mrbartonmaths.com/>

### Corbett Maths

[www.corbettmaths.com](http://www.corbettmaths.com)

### Sparx

[www.sparxmaths.uk](http://www.sparxmaths.uk)

(topic codes for the videos can be found on the maths revision lists)

# How to learn Mathematics



# Maths Revision List

All Maths exams will last 45 minutes.

Students will require: pen, pencil, calculator, ruler, rubber, pencil sharpener, protractor and a pair of compasses.

## Year 7

### CORE AND EXTENSION (SETS 1A, 1B, 2A & 2B)

- Equivalent fractions (M410)
- Expanding single brackets (M237)
- Angles rules on straight lines and in triangles (M818, M351)
- Coordinates and properties of 2D shapes (M230)
- Probability of a single event happening and not happening (M938)
- Substitution into algebraic expressions (M327)
- Volume of cuboids and other prisms (M765)
- Solving equations (up to two steps) (M707, M855)
- Percentages of amounts (M437)
- One number as a percentage of another (M235)
- Index laws (M150, M608)
- Constructing triangles with pencils, rulers, protractors and a pair of compasses (M565)
- Proportion (M478)
- Increasing and decreasing by a percentage using a multiplier (M533)
- Dividing into a ratio (M525)
- Plotting straight line graphs from their equations (M932)

 [Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 1](#)

 [Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 2](#)

 [Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 3](#)

 [Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 4](#)

 [Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 5](#)

 [Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 6](#)

## Year 7

### CORE AND SUPPORT (SETS 3A & 3B)

- Shading fractions and fractions of amounts (M695)
- Describing probabilities with words (M655)
- Equivalent fractions (M410)
- Finding the mode (M841)
- Measuring lines and angles (M780)
- Solving one step and two step equations (M855, M554)
- Expanding single brackets (M237)
- Writing a fraction as a percentage (M264)
- Choosing appropriate metric units (M487)
- Reading and plotting coordinates (M618)
- Probability of a single event happening and not happening (M938)
- Substitution into algebraic expressions (M327)
- Volume of cuboids and other prisms (M765)
- Index laws (M150)
- Plotting straight line graphs from their equations (M932)
- Increase/decrease a number by a percentage (M533)

 [Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 1](#)

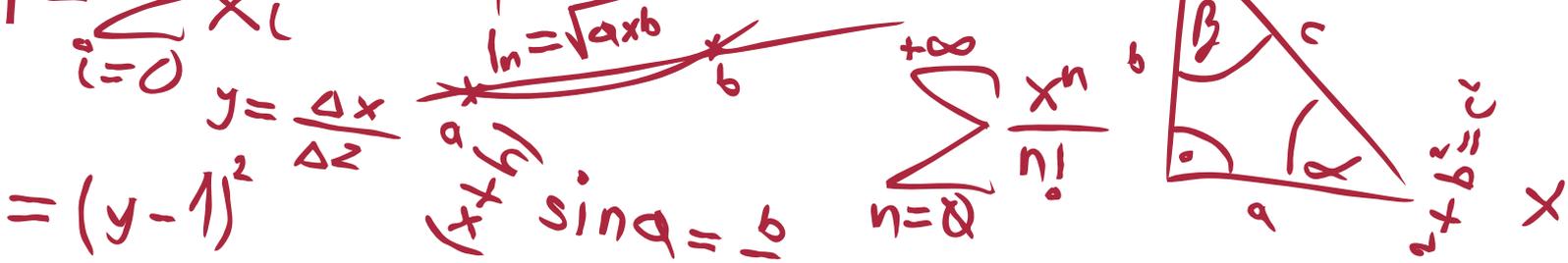
 [Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 2](#)

 [Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 3](#)

 [Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 4](#)

 [Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 5](#)

 [Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 6](#)



# Year 7

## CORE AND SUPPORT PLUS (SET 3B)

- Averages from a list (M940, M934, M328, M841)
- Adding & Subtracting Decimals (M429, M152)
- Multiplying & Diving by powers of 10 (M113)
- Percentages of amounts (M437)
- Fractions of amounts (M695)
- Calculating with negatives (M106, M288)
- Area of Rectangles and Triangles (M390, M900, M610)
- Angles in Triangles and Quadrilaterals (M351, M679)
- Substitution (M208, M417)
- Reading Scales (Q566)

[!\[\]\(72b4cf351241b08691672e806c1604b7\_img.jpg\) Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 1](#)

[!\[\]\(befdcdf329f4bc1566e8bd49d7971740\_img.jpg\) Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 2](#)

[!\[\]\(77e670be72de63f664b9f3cf25895195\_img.jpg\) Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 3](#)

[!\[\]\(784bf2e4d7fa94d6a886b9dc39d8ea88\_img.jpg\) Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 4](#)

[!\[\]\(1c70f21f694d12b9fc928edb998ea27b\_img.jpg\) Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 5](#)

[!\[\]\(179f6b45bf59a6537d86a5664856855b\_img.jpg\) Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 6](#)

# MATHS topics you need to revise for the exam

## Year 8

### CORE AND EXTENSION (SETS 1A, 1B, 2A & 2B)

- Solving multi step equations, including variable on both sides and brackets (M855 / M554)
- Volume and surface area of cuboids, cubes and cylinders (M765, M697, M534, M936)
- Probability as a fraction (M941)
- Index laws (M150 / M608)
- Equivalent ratios (M410)
- Share into a ratio (M525)
- Plotting straight line graphs (M932)
- Nth term of a linear sequence (M381)
- Rearranging formulae (M184)
- Scatter Graphs (M596, M769)
- Reverse percentages (M528)
- Inequalities regions on graphs (U747)
- Probability tree diagrams (U558)
- Pythagoras' Theorem (M677)
- Using given volume formulae (U617)
- Trigonometry in right angled triangles (U283, U545)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 1](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 2](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 3](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 4](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 5](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 6](#)

## Year 8

### CORE AND SUPPORT (SETS 3A & 3B)

- Equivalent ratios (M801)
- Units of volume (M482)
- Probability scale (M655)
- Formulae in words (M979)
- Solving one step and two step equations, including variable on both sides (M855, M554)
- Reading pictograms (M644)
- Reading and plotting coordinates (M618)
- Worded multiplication and division problems (M187, M354)
- Using a calculator for powers and roots (M757)
- Volume and surface area of cuboids and cubes (M765)
- Fractions of amounts (M695)
- Nth term of a linear sequence (M381)
- Share into a ratio (M525)
- Probability as a fraction (M941)
- Index laws (M150, M628, M678)
- Plotting straight line graphs (M932)
- Using Pythagoras' theorem (M677)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 1](#)

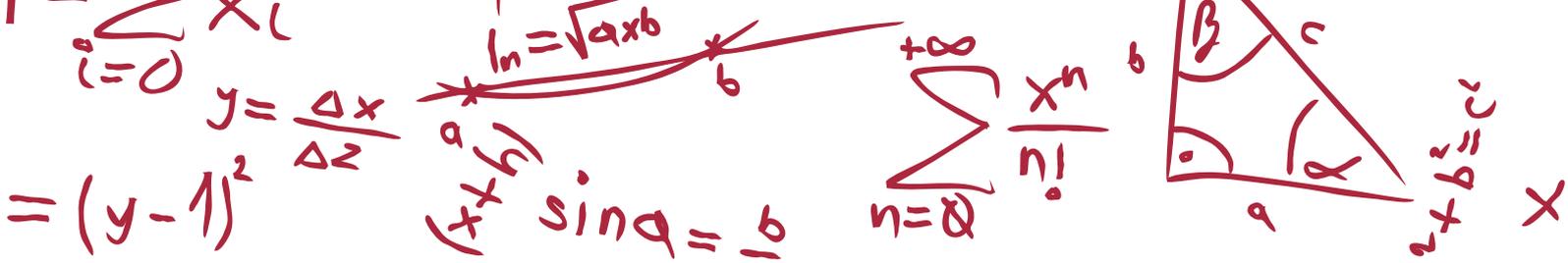
 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 2](#)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 3](#)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 4](#)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 5](#)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 6](#)



## Year 9

### CORE AND EXTENSION (SETS 1A, 1B, 2A & 2B)

- Simultaneous Equations (U760)
- Reverse Percentages (M528)
- Linear Graphs (U315, U477, U848)
- Factorising and Solving Quadratic Equations (U228)
- Pythagoras and Trigonometry (M677, U283, U545)
- Estimated Mean from a Table (U569)
- Circle Theorems (U808)
- Pie Charts (M574, M165)
- Volume of a Cylinder (M697)
- Money Calculations
- Percentages (U733, U554, U278, M528)
- Scatter Graphs (M596, M769)
- Inequalities (U759, U145, U738, U509, U747)

 [Year 9 Maths \(C and E\)  
Knowledge Organiser - Term 1](#)

 [Year 9 Maths \(C and E\)  
Knowledge Organiser - Term 2](#)

 [Year 9 Maths \(C and E\)  
Knowledge Organiser - Term 3](#)

 [Year 9 Maths \(C and E\)  
Knowledge Organiser - Term 4](#)

 [Year 9 Maths \(C and E\)  
Knowledge Organiser - Term 5](#)

 [Year 9 Maths \(C and E\)  
Knowledge Organiser - Term 6](#)

## Year 9

### CORE AND SUPPORT (SETS 3A & 3B)

- Area of a Triangle (M610)
- Scatter Graphs (M596, M769)
- Solving Linear Equations (M855, M554)
- Linear Graphs (M932, M544)
- Volume (M765, M722)
- Circumference of a Circle (M169)
- Parts of a Circle (M595)
- Sequences (M381, M991)
- Percentages (M437, M533)
- Perimeter (M635)
- Ratio (M885, M801, M525)
- Factorising and Simplifying Linear Expressions (M100, M531)
- Probability (M941)

 [Year 9 Maths \(C and S\)  
Knowledge Organiser - Term 1](#)

 [Year 9 Maths \(C and S\)  
Knowledge Organiser - Term 2](#)

 [Year 9 Maths \(C and S\)  
Knowledge Organiser - Term 3](#)

 [Year 9 Maths \(C and S\)  
Knowledge Organiser - Term 4](#)

 [Year 9 Maths \(C and S\)  
Knowledge Organiser - Term 5](#)

 [Year 9 Maths \(C and S\)  
Knowledge Organiser - Term 6](#)

# Key Stage 3 Science Revision



## THE EXAM

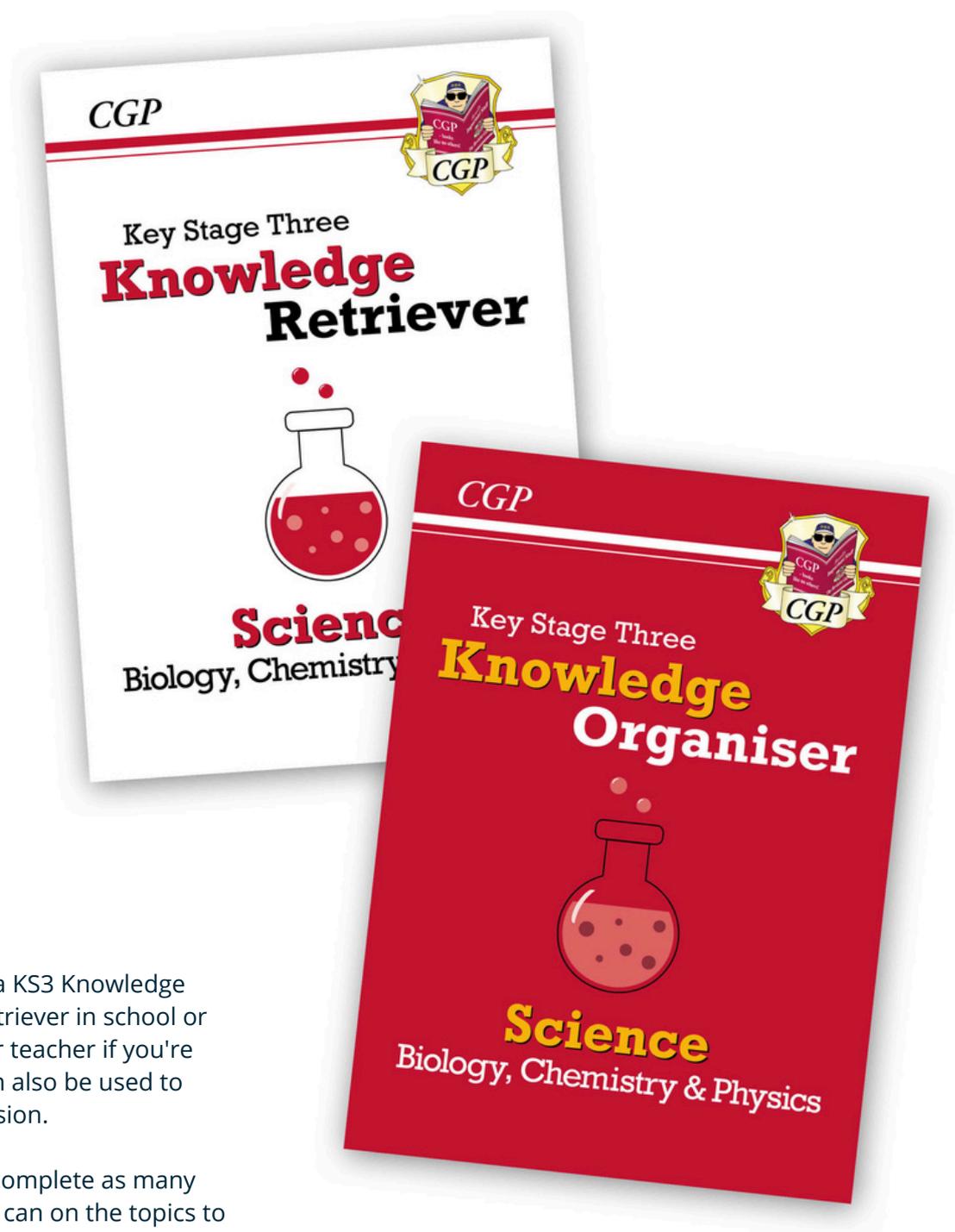
The science exam for all years will last 45 minutes.

Your science exam will be one paper and will cover all the content you've learned so far this year from all three sciences: Biology, Chemistry and Physics. You will need to make sure that you have revised all of this content in preparation for the exam. All questions will be exam-style. In the Year 9 paper there may be extended writing questions (maximum 6 marks). For the exam you will need to bring a calculator, ruler, pen and pencil. You will be provided with a periodic table.

## TIPS FOR REVISING SCIENCE

- Remember... Revision is all about **testing yourself**. Copying out notes is pointless no matter how wonderful they look. If you make flash cards or mind maps you must then **test yourself** on these or you have wasted your time!
- Use your Knowledge Organisers for each of the topics on pages 32-34 and use the **READ/COVER/WRITE/CHECK/CORRECT** technique to help memorise the knowledge. You could also get a friend or family member to quiz you on the content of the Knowledge Organiser.
- Use the Seneca links to access quizzing resources for each of the topics, these will also be posted on Class Charts. Once you have followed the link, click the 'start quizzing' button to begin your revision. You can work through the relevant subtopics using the guidance in the tables.
- You should also follow the links to the on-screen exam questions. Read and answer the questions carefully and check your response using the mark scheme box. Make a note of any questions you get wrong and re-attempt these.

# KS3 Knowledge Organisers



You should have a KS3 Knowledge Organiser and Retriever in school or at home. Ask your teacher if you're unsure. These can also be used to support your revision.

Students should complete as many questions as they can on the topics to be tested on the KS3 June Science exam (see topic list) and use the Read, Cover, Write, Check, Correct technique with the Knowledge Organiser booklet.

# SCIENCE topics you need to revise for the exam

## Year 7

### Topics to Revise

-  [Reproduction](#)
-  [Atoms, elements and compounds](#)
-  [Electricity](#)
-  [Diet and digestion](#)
-  [Cells](#)
-  [Particles](#)
-  [Forces](#)

## Year 7

-  [Online Exam Questions](#)

## Year 7

### Seneca links

-  [Seneca - Learn 2x Faster \(senecalearning.com\) Reproduction \(all subtopics\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Diet and Digestion \(all subtopics\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Atoms, elements and compounds \(all subtopics\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Electricity \(all subtopics\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Cells \(1.1.1 – 1.1.8\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Particles](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Forces \(3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.7\)](#)

You can also use BBC Bitesize quizzing and revision resources for all of the topics listed above.

### BBC Bitesize

-  For Year 7 and 8: KS3 Science  
<https://www.bbc.com/bitesize/subjects/zng4d2p>

For Year 7 and 8 you can also use your **red Knowledge Organiser books** in conjunction with your **white Knowledge Retrievers** to test yourself. **Make sure you are using pages which match up with the topic list above.**

## Year 8

### Topics to Revise

-  [Mechanics](#)
-  [DNA and Variation](#)
-  [Periodic table and metals](#)
-  [Light and sound](#)
-  [Bioenergetics](#)
-  [Acids and alkalis](#)

## Year 8

-  [Online Exam Questions](#)

## Year 8

### Seneca links

-  [Seneca - Learn 2x Faster \(senecalearning.com\). Mechanics \(3.2.4, 3.2.8, 3.2.10, 3.2.11\).](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\). DNA \(1.6.11, 1.6.12, 1.6.13\).](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\). Periodic table \(2.4.1, 2.4.2, 2.4.3\).](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\). Energy.](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\). Light and Sound.](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\). Bioenergetics \(1.5.2, 1.6.5, 1.6.7\).](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\). Acids and alkalis.](#)

You can also use BBC Bitesize quizzing and revision resources for all of the topics listed above.

#### BBC Bitesize

-  For Year 7 and 8: KS3 Science  
<https://www.bbc.com/bitesize/subjects/zng4d2p>

For Year 7 and 8 you can also use your **red Knowledge Organiser books** in conjunction with your **white Knowledge Retrievers** to test yourself. **Make sure you are using pages which match up with the topic list above.**

## Year 9

### Topics to Revise

-  [Atoms and periodic table](#)
-  [Magnets and Electromagnets](#)
-  [Human biology](#)
-  [Cells and microscopes](#)
-  [Rates of reaction](#)
-  [Energy](#)

## Year 9

-  [Biology Online Exam Questions](#)
-  [Chemistry Online Exam Questions](#)
-  [Physics Online Exam Questions](#)

## Year 9

### Seneca links

-  [Seneca - Learn 2x Faster \(senecalearning.com\) Human biology \(2.1, 2.3, 5.2\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Atoms and periodic table \(1.1.1 – 1.1.6\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Atmospheric science \(all subtopics\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Magnetism \(7.1 and 7.2\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Rates of Reaction \(6.1.1, 6.1.2\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Cells and microscopes \(1.1.1 – 1.1.9\)](#)
-  [Seneca - Learn 2x Faster \(senecalearning.com\) Energy](#)

You can also use BBC Bitesize quizzing and revision resources for all of the topics listed above.

### BBC Bitesize

-  [For Year 9: GCSE Combined Science - AQA Trilogy  
https://www.bbc.com/bitesize/examspecs/z8r997h](https://www.bbc.com/bitesize/examspecs/z8r997h)

# Key Stage 3 Languages



## THE EXAM

For all year groups and all three languages, students will sit one assessment testing two skills: Reading and Writing. All assessments will last 45 minutes.

For the Reading assessment, students will be expected to answer some comprehension questions to show that they understand short texts. For the Writing assessment, students will have to translate from English into the target language. They will also have to write a paragraph (of 60 words in Year 7, and 90 words in Years 8-9) in the target language. This paragraph will address 4 bullet points.

**You should revise the sections of the Knowledge Organisers listed.**

## FRENCH topics you need to revise for the exam

### Year 7

- Personal information - name, age, birthday (Half Term 1 Knowledge Organiser)
- Descriptions - physical and personality of yourself and others (HT1 KO)
- School subjects, and opinions with reasons (HT2 KO)
- Free time activities (HT3 KO)
- Opinion phrases (I like, I hate) (HT3 KO and HT6 KO)
- Saying where you live (HT4 KO, Unit 2)
- Saying what you are going to do (HT5 KO, Unit 4-5)

Students will be expected to understand and use present tense verbs accurately including the verbs aller, jouer, faire, avoir and être. These are listed in the Half Term 6 Knowledge Organiser.

You will be expected to give and justify opinions, to understand and give negatives, and to write in the near future tense.

 [Year 7 French Revision Activities](#)

 [Year 7 French Knowledge Organiser - Term 1](#)

 [Year 7 French Knowledge Organiser - Term 2](#)

 [Year 7 French Knowledge Organiser - Term 3](#)

 [Year 7 French Knowledge Organiser - Term 4](#)

 [Year 7 French Knowledge Organiser - Term 5](#)

 [Year 7 French Knowledge Organiser - Term 6](#)

# FRENCH topics you need to revise for the exam

## Year 8

- Holidays - plans and past, including activities (Half Terms 1 and 6 KO)
- Free-time activities – sports, activities online, other hobbies (HT3 and HT5 KO)
- Activities and chores at home (HT4 KO)
- Giving opinions using a modal verb (HT6 KO)

Students will also be expected to use the present, past and near future tenses (HT6 KO) and say what they would like to do, as well as expressing and justifying opinions.

You will need to be able to identify whether a sentence is in the present (what I am doing now), the future (what I am going to do), or in the past (what I have done).

- J'habite à Lymm (I live in Lymm) – present
- J'ai joué au foot (I played football) – past
- Je suis allé au parc (I went to the park) – past
- Je vais faire la danse (I am going to do dancing) – future

 [Year 8 French Knowledge Organiser - Term 1](#)

 [Year 8 French Knowledge Organiser - Term 2](#)

 [Year 8 French Knowledge Organiser - Term 3](#)

 [Year 8 French Knowledge Organiser - Term 4](#)

 [Year 8 French Knowledge Organiser - Term 5](#)

## Year 9

- Friends (HT1 Unit 2 KO)
- After-school activities (HT1 Unit 1 KO)
- Earning money and career plans (HT3 KO)
- Free-time activities in different tenses (HT3 'Tu as fait des achats')
- Giving your opinions (HT5 KO – Arguing!)

Students will need to show that they can understand and use multiple tenses (Present, past, and future), as well as expressing and justifying opinions, and use a range of vocabulary.

 [Year 9 French Knowledge Organiser - Term 1](#)

 [Year 9 French Knowledge Organiser - Term 2](#)

 [Year 9 French Knowledge Organiser - Term 3](#)

 [Year 9 French Knowledge Organiser - Term 4](#)

 [Year 9 French Knowledge Organiser - Term 5](#)

# GERMAN topics you need to revise for the exam

## Year 8

- Personal information - name, age, birthday, family members (HT1 KO)
- Favourite things (HT1 KO - Lieblingssachen)
- Descriptions (physical and personality of yourself and others)
- Pets and what they can do (HT2 KO)
- Hobbies and free time activities (HT3 KO)
- Time phrases (HT3 KO - Oft benutzte Wörter)
- School subjects, opinions and teachers (HT4 KO - Schule ist klasse!)
- TIF: Saying what you will do using Ich werde + an infinitive at the end.  
For example:  
Ich werde Rugby spielen.  
Ich werde morgen in die Stadt gehen.

Students will be expected to use present tense verbs accurately. They will also be expected to give and justify opinions, as well as use the word 'weil'.

Students will be expected to know and apply word order rules:

- The verb is usually the second idea in the clause.
- The verb goes to the end of the clause after weil.

 [Year 8 German Knowledge Organiser - Term 1-2](#)

 [Year 8 German Knowledge Organiser - Term 3](#)

 [Year 8 German Knowledge Organiser - Term 4](#)

 [Year 8 German Knowledge Organiser - Term 5](#)

## Year 9

- Holidays / travel (Half Term 1 Knowledge Organiser)
- Talking about pocket money and things you can buy/will buy/have bought (HT3 Pocket money and Shopping Sentence builder in the KO)
- Modal verbs - müssen and dürfen to say what you have to and are allowed to do (HT5 KO - In der Jugendherberge)
- Staying healthy (HT4 KO - Gesund bleiben)
- Daily routine (HT5 KO - Der Tagesablauf)
- Saying what you will do using Ich werde + an infinitive at the end.  
For example:  
Ich werde Filme sehen.  
Ich werde Bonbons kaufen.

Students will also be expected to use the present, past (perfect) and future tenses as well as expressing and justifying opinions using 'weil'.

 [Year 9 German Knowledge Organiser - Term 1-2](#)

 [Year 9 German Knowledge Organiser - Term 3](#)

 [Year 9 German Knowledge Organiser - Term 4](#)

 [Year 9 German Knowledge Organiser - Term 5-6](#)

# SPANISH topics you need to revise for the exam

## Year 8

- Personal information (name, age and birthday, characteristics)
- Family and pets
- Descriptions (physical and personality of yourself and others)
- Hobbies and free time activities
- Sports
- Where you live
- House and home
- School

Students will be expected to use present tense verbs and be able to give and justify opinions.

Students should also be able to use the conditional tense to say what they would like.

-  [Year 8 Knowledge Organiser - High Frequency Words](#)
-  [Year 8 Knowledge Organiser - Unit 1](#)
-  [Year 8 Knowledge Organiser - Unit 2](#)
-  [Year 8 Knowledge Organiser - Unit 3](#)
-  [Year 8 Knowledge Organiser - Unit 4](#)
-  [Year 8 Knowledge Organiser - Unit 5](#)
-  [Year 8 Revision Booklet 2024](#)

## Year 9

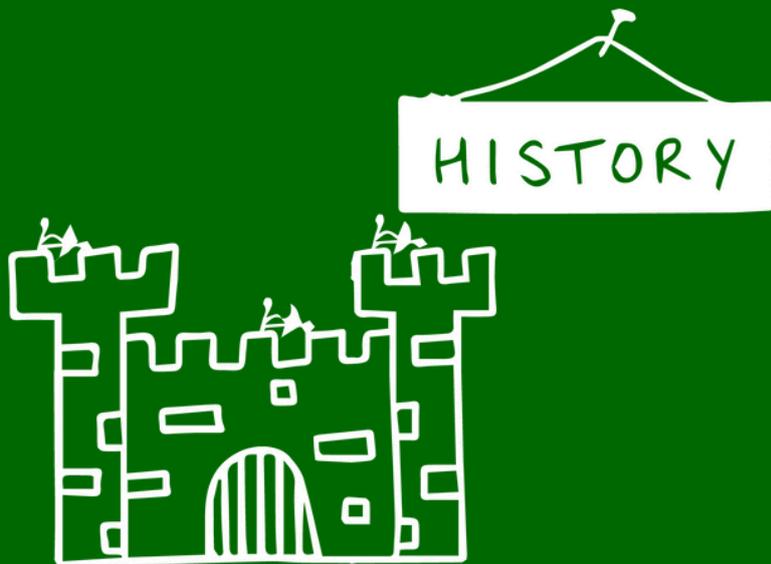
- Holidays
- Food and drink
- Free time activities
- School
- Shops and shopping for clothes
- Jobs
- Internet and social media

Students will need to show that they can use multiple tenses (Present, past, and future).

Students will need to show that they are able to express what they would like to do, as well as expressing and justifying opinions (adjectives), and use a range of vocabulary.

-  [Year 9 Knowledge Organiser - High Frequency Words](#)
-  [Year 9 Knowledge Organiser - The basics](#)
-  [Year 9 Knowledge Organiser - Unit 1](#)
-  [Year 9 Knowledge Organiser - Unit 2](#)
-  [Year 9 Knowledge Organiser - Unit 3](#)
-  [Year 9 Knowledge Organiser - Unit 4](#)
-  [Year 9 Knowledge Organiser - Unit 5](#)
-  [Year 9 Knowledge Organiser - Unit 6](#)
-  [Year 9 Revision Booklet 2024](#)

# Key Stage 3 History



## KS3 HISTORY EXAM

For all year groups, the end-of-year exam will be a 45-minute paper. This will include:

- Multiple Choice questions to test your knowledge
- Key Words and definitions for key vocabulary and concepts
- Timeline to test chronological understanding
- Short answer questions to assess explanation of knowledge
- Extended answer questions based on historical skills

## HISTORY topics you need to revise for the exam

### Year 7

- How can we find out about Cheshire's story before 1066?  
(Evidential Thinking)
- Did the Normans actually bring a "truckload of trouble" to England in 1066?  
(Interpretations / Change & Continuity)
- How different was life across the medieval world?  
(Similarity & Difference)
- How important was religion to people in the Middle Ages?  
(Significance)
- Did the Black Death bring destruction or opportunity?  
(Consequence)
- Why was the power of the monarchy challenged in the Medieval period?  
(Causation)

 [Year 7 Cheshire Story Knowledge Organiser](#)

 [Year 7 Normans Knowledge Organiser](#)

 [Year 7 Medieval World Knowledge Organiser](#)

 [Year 7 Medieval Religion Knowledge Organiser](#)

 [Year 7 The Black Death Knowledge Organiser](#)

 [Year 7 Medieval Power Knowledge Organiser](#)

# HISTORY topics you need to revise for the exam

## Year 8

- How did the Tudors change the religion of England forever?  
(Change & Continuity)
- Why was the monarchy challenged during the Renaissance?  
(Causation)
- How can sources help us to investigate what it was like to be involved in the Transatlantic Slave Trade?  
(Evidential Thinking)
- Why do historians disagree about the impact of the British Empire?  
(Interpretations)
- What was the impact of the Industrial Revolution on our local area?  
(Consequence)

 [Year 8 Tudors Religion Knowledge Organiser](#)

 [Year 8 Power in Renaissance Knowledge Organiser](#)

 [Year 8 Slave Trade Knowledge Organiser](#)

 [Year 8 British Empire Knowledge Organiser](#)

 [Year 8 Industrial Revolution Knowledge Organiser](#)

## Year 9

- Why did the First World War start in 1914?  
(Causation)
- How can sources help us discover the varied experiences of WWI soldiers?  
(Evidential Thinking)
- To what extent did life in the USA improve for all in the roaring 20s?  
(Change & Continuity)
- How and why did the Holocaust happen?  
(Interpretations)
- How did communism impact the world?  
(Consequence)

 [Year 9 First World War Causes Knowledge Organiser](#)

 [Year 9 WWI Soldiers Experience Knowledge Organiser](#)

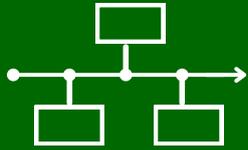
 [Year 9 Were the 1920s roaring for everyone? Knowledge Organiser](#)

 [Year 9 Holocaust Knowledge Organiser](#)

 [Year 9 Communism Knowledge Organiser](#)

# TIPS FOR REVISING HISTORY

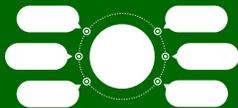
Use the Knowledge Organisers to help you complete the following revision tasks for each topic:



1. **Create a timeline of key events** – Make sure you know when each key event happened and the chronological order.



2. Use '**Look, Cover, Write, Check**' to revise the key words and definitions for each topic.

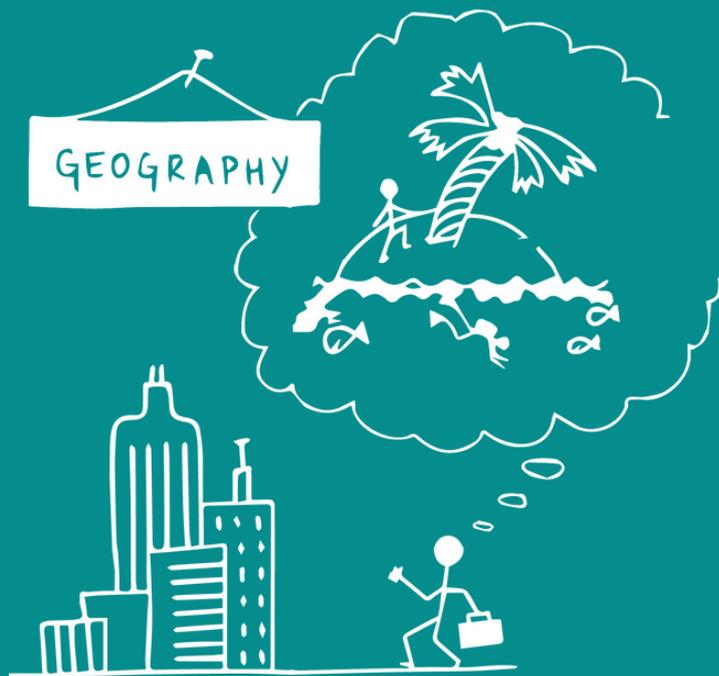


3. Create a **spider diagram** for each key topic. Use each lesson title as a branch and add key information around each branch. The key knowledge is in **bold** on your Knowledge Organisers.



4. **Take it Further** – Use the QR codes and recommended Scholarship to research each topic further to extend your knowledge and understanding.

# Key Stage 3 Geography



## THE EXAM

For all year groups, the end-of-year exam will last 45 minutes. It will be a mixture of multiple choice, data response, skills, short answer questions and essay questions.

## GEOGRAPHY topics you need to revise for the exam

### Year 7

- Types of geography
- Countries of the UK
- Structure of the earth
- Plate boundaries
- Impacts of tourism
- Coastal erosion
- Landforms made by coastal erosion
- 4 and 6 figure grid references
- Map symbols
- Direction
- Earthquakes (including Haiti and Chile)

 [Year 7 Geography. Knowledge Organiser - Restless Earth](#)

 [Year 7 Geography. Knowledge Organiser - Map Symbols](#)

 [Year 7 Geography. Knowledge Organiser - Coasts](#)

### Year 8

- Tropical Rainforest distribution
- Characteristics of Tropical Rainforests – climate and structure
- Adaptations in Tropical Rainforests
- Rainforest management
- Renewable and non-renewable energy sources
- Causes and effects of global warming
- River processes – erosion
- Formation of features in the upper stage of rivers

 [Year 8 Geography. Knowledge Organiser - Climate Change](#)

 [Year 8 Geography. Knowledge Organiser - Rainforests](#)

 [Year 8 Geography. Knowledge Organiser - Rivers and Flooding](#)

### Year 9

- Development
- Development indicators
- Employment classification
- Processes of Glacial Erosion
- Process of weathering
- Glacial Deposition
- India – Mumbai Slums and Dharavi
- Fair Trade
- Formation of Corries
- India's Sundarbans
- TNCs in China

 [Year 9 Geography. Knowledge Organiser - Development](#)

 [Year 9 Geography. Knowledge Organiser - Ice on the land](#)

 [Year 9 Geography. Knowledge Organiser - India](#)

# GEOGRAPHY revision recap questions

## Year 7

Which type of Geography are these 1-5? (Physical, human, environmental.

One is a mixture of all 3)

1. Rivers
2. Global warming
3. India
4. Population
5. Weather
6. Name the countries in the UK
7. Name the capital city of England
8. Name the largest city in Northwest England
9. Name the longest river in UK
10. Name the capital city of Wales
11. What is meant by 'swash'?
12. What are the two types of waves?
13. Why do bays form on a coastline?
14. What is attrition?
15. What is hard engineering? Give an example of a hard engineering technique.
16. What is soft engineering? Give an example of a soft engineering technique.
17. Give 3 reasons why tourism has increased.
18. What is mass tourism?
19. Give two advantages and disadvantages of tourism in Kenya and Antarctica.
20. What is eco-tourism?

## Year 8

1. What is a Biome?
2. What is an ecosystem?
3. What is climate?
4. Describe where rainforests are found.
5. Why are temperatures high at the equator?
6. Why is there so much precipitate on at the equator?
7. What is biodiversity?
8. State one way that plants have adapted in rainforest climates.
9. What is deforestation?
10. State 2 positives and 2 negatives of deforestation.
11. How can rainforests be managed sustainably?
12. What is a TNC?
13. What is globalisation?
14. Give 2 reasons why globalisation has increased.
15. What are the negative impacts of TNCs in Asia?
16. In which stage of a river do you find waterfalls?
17. What is an ox-bow lake?
18. Why are rivers likely to flood in the lower stages?
19. How can hard engineering reduce floods?
20. Describe and explain the impacts of the Boscastle flood.

## Year 9

1. Define Development.
2. What does HIC stand for?
3. What does NEE stand for?
4. Define GNI per capita.
5. Define literacy rates.
6. Define Infant mortality rate.
7. What are HICs, NEEs, LICs? Give an example of each.
8. How are life expectancy and GNI per capita linked?
9. What is fair trade? Where does it take place?
10. Give 2 positives of fair trade.
11. Give 2 negatives of fair trade.
12. Explain how tourism helps development.
13. What are the different types of glacial erosion?
14. What is moraine?
15. How can glaciated environments be used?
16. How does Mumbai's location help trade?
17. Name a slum settlement in Mumbai.
18. Describe living conditions in this slum.
19. How can slums be improved?
20. What are the links between Mumbai and the UK?

# Key Stage 3 Religion, Philosophy & Ethics Revision



## THE EXAM

Years 7, 8 and 9 will sit one exam in their Religion, Philosophy and Ethics lesson:

- 35 minute paper (44 minutes for those with extra time)
- Questions will test one's knowledge of key terms, religious beliefs and supporting evidence for different beliefs.

## RPE topics you need to revise for the exam

### Year 7

#### Buddhist belief

- Who the Buddha is
- How to live
- Eightfold Path
- Rebirth
- karma

#### Christian beliefs

- Key terms
- Incarnation of God
- Jesus's resurrection
- Jesus as saviour

#### Arguments for and against the existence of God including

- The design argument
- The causation argument
- Strengths and weaknesses of both arguments
- The atheist view.

 [Year 7 RPE Knowledge Organiser - Christianity](#)

 [Year 7 RPE Knowledge Organiser - Does God Exist](#)

 [Year 7 RPE Knowledge Organiser - Buddhism](#)

### Year 8

#### Problem of evil

- Types of evil
- What the problem is
- Christian explanations for why there is evil in the world including St Augustine's view

#### Life after death

- Evidence for life after death
- Evidence against life after death

#### Stewardship and Justice

- What it is
- Why it is important
- Religious views on it
- Atheist views on it.

 [Year 8 RPE Knowledge Organiser - Why does evil exist](#)

 [Year 8 RPE Knowledge Organiser - What does justice look like](#)

 [Year 8 RPE Knowledge Organiser - Life after Death](#)

### Year 9

#### Ethical theories

- Situation ethics
- Utilitarianism
- Arguments for and against each theory

#### Organ donation

- What it is
- Arguments for and against including different religious views

#### Peace & Conflict

- What Just War Theory is
- Different religious views on war
- Criticisms of Just War Theory
- Pacifism
- Arguments for and against pacifism

 [Year 9 RPE Knowledge Organiser - What is right and wrong](#)

 [Year 9 RPE Knowledge Organiser - Medical Ethics](#)

 [Year 9 RPE Knowledge Organiser - War and Peace](#)

Every year group has a Knowledge Organiser made for these assessments, each includes revision activities and practice questions.

# Exam Timetables

## YEAR 7

|                      | Period 1                   | Period 2         | Period 3         | Period 4                             | Period 5         |
|----------------------|----------------------------|------------------|------------------|--------------------------------------|------------------|
| Monday<br>09 June    | 7WL/Gg                     | 7AL/Gg<br>7MH/Hi | 7TH/Gg<br>7WH/Hi |                                      | 7AH/Rs<br>7TH/Hi |
| Tuesday<br>10 June   | 7AH/Hi<br>7WL/Rs<br>7ML/Hi |                  | 7TL/Rs           | 7TH/En                               | 7MH/Gg<br>7AL/Rs |
| Wednesday<br>11 June | 7DH/En                     |                  | 7MH/En           | 7ML/En<br>7TL/En<br>7WL/En           | 7AL/En<br>7WH/En |
| Thursday<br>12 June  |                            |                  |                  | 7DH/Hi                               | 7AL/Hi           |
| Friday<br>13 June    | 7DL/Rs                     | 7ML/Rs<br>7WH/Rs | 7DL/Hi           | 7DH/Rs<br>7MH/Rs<br>7TH/Rs<br>7TL/Hi | 7WH/Gg           |

|                      | Period 1                             | Period 2         | Period 3                   | Period 4         | Period 5             |
|----------------------|--------------------------------------|------------------|----------------------------|------------------|----------------------|
| Monday<br>16 June    |                                      | 7ML/Sc           | 7AH/Gg                     | 7DL/Sc           | 7X Maths<br>7Y Maths |
| Tuesday<br>17 June   | 7AH/Sc<br>7MH/Sc<br>7ML/Gg<br>7WL/Hi | 7WL/Sc<br>7DL/Gg | 7TL/Sc<br>7TH/Sc<br>7DH/Gg | 7AL/Sc<br>7DH/Sc | 7DL/Fr               |
| Wednesday<br>18 June | 7DL/En                               | 7AH/En           |                            | 7WH/Sc           |                      |
| Thursday<br>19 June  | 7DH/Fr                               |                  | 7AL/Fr<br>7ML/Fr<br>7WL/Fr |                  | 7WH/Fr               |
| Friday<br>20 June    | 7AH/Fr                               | 7TH/Fr<br>7MH/Fr | 7TL/Fr                     | 7TL/Gg           |                      |

## YEAR 8

|                      | Period 1  | Period 2 | Period 3                   | Period 4 | Period 5   |
|----------------------|---|----------|----------------------------|----------|--|
| Monday<br>09 June    | 8A/Sc3<br>8C/Sc3<br>8A/Hi2                          |          |                            | 8B/Sc1   | 8A/Sc1<br>8A/Sc2<br>8B/Sc2                                     |
| Tuesday<br>10 June   | 8Y1A/Sp<br>8Y1B/Sp<br>8Y1C/Sp<br>8Y2A/Fr<br>8Y2B/Fr | 8A/Hi1   |                            |          | 8D/Hi1<br>8B/Hi2   |
| Wednesday<br>11 June |   |          | 8C/Sc2<br>8D/Sc1<br>8D/Sc2 |          | 8X1A/Gm<br>8X1B/Fr<br>8X1C/Fr<br>8X2A/Fr<br>8X2B/Gm<br>8X3A/Fr |
| Thursday<br>12 June  | 8X1A/Fr<br>8X1C/Gm<br>8X2A/Gm<br>8X2B/Fr            |          | 8C/Sc1<br>8B/Hi1           |          |  |
| Friday<br>13 June    | 8X1B/Gm   | 8C/Gg1   |                            |          | 8A/Hi3   |

|                      | Period 1                             | Period 2         | Period 3                             | Period 4   | Period 5                   |
|----------------------|--------------------------------------|------------------|--------------------------------------|--|----------------------------|
| Monday<br>16 June    | 8Y English                           |                  |                                      | 8X English   | 8A/Rs1<br>8B/Gg1<br>8B/Gg2 |
| Tuesday<br>17 June   |                                      | 8C/Gg2<br>8C/Gg3 | 8X Maths                             | 8Y Maths   | 8D/Gg1                     |
| Wednesday<br>18 June | 8A/Gg3<br>8A/Rs2                     |                  | 8C/Rs2<br>8D/Gg2                     | 8C/Rs1   | 8A/Gg2<br>8A/Rs3           |
| Thursday<br>19 June  | 8C/Hi1<br>8C/Hi3<br>8D/Rs1<br>8D/Rs2 |                  |                                      | 8Y1A/Fr<br>8Y1B/Fr<br>8Y1C/Fr<br>8Y2A/Sp<br>8Y2B/Sp<br>8Y3A/Fr |                            |
| Friday<br>20 June    | 8B/Rs1<br>8C/Rs3                     |                  | 8A/Gg1<br>8B/Rs2<br>8C/Hi2<br>8D/Hi2 |  |                            |

## YEAR 9

|                      | Period 1                                 | Period 2                   | Period 3          | Period 4   | Period 5                   |
|----------------------|--|----------------------------|-------------------|------------|----------------------------|
| Monday<br>09 June    |  |                            | 9A/Rs3            | 9A/Gg2     | 9C/RS1<br>9C/Rs2           |
| Tuesday<br>10 June   | 9B/Rs1<br>9Y Science                     |                            | 9D/Hi1<br>9X2B/Gm | 9D/Rs2     | 9X Science                 |
| Wednesday<br>11 June |  | 9A/Rs1                     | 9X Maths          | 9Y Maths   | 9B/Rs2<br>9C/Rs3           |
| Thursday<br>12 June  | 9X English<br>9C/Gg2<br>9D/Hi2<br>9D/Rs1 | 9A/Hi1<br>9A/Hi2<br>9B/Gg2 |                   | 9Y English |                            |
| Friday<br>13 June    | 9C/Hi2<br>9C/Hi3                         | 9B/Hi1                     |                   |            | 9B/Hi2<br>9C/Hi1<br>9A/Rs2 |

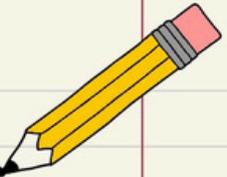
|                      | Period 1  | Period 2 | Period 3  | Period 4   | Period 5           |
|----------------------|---|----------|---|--|--------------------|
| Monday<br>16 June    | 9X1A/Fr<br>9X1B/Fr<br>9X1C/Fr<br>9X2A/Fr<br>9X3A/Fr |          |   |  | 9Y1A/Fr<br>9Y2B/Fr |
| Tuesday<br>17 June   |   |          |   | 9Y1B/Sp<br>9Y1C/Sp<br>9Y2A/Sp  | 9A/Hi3             |
| Wednesday<br>18 June |   |          | 9X1A/Gm<br>9X1B/Gm<br>9X1C/Gm<br>9X2A/Gm<br>9X2B/Fr | 9A/Gg3<br>9Y1A/Sp<br>9Y1B/Fr<br>9Y1C/Fr<br>9Y2A/Fr<br>9Y2B/Sp<br>9Y3A/Fr |                    |
| Thursday<br>19 June  | 9C/Gg3  |          |   | 9C/Gg1   |                    |
| Friday<br>20 June    |   | 9D/Gg1   |   | 9A/Gg1   | 9B/Gg1             |





# USEFUL

# CONTACTS



## SUBJECT STAFF

Miss L Melia, Y7/8 Lead for English  
Miss L Penketh, Y9 Lead for English  
Miss S Dunne, KS3 Lead for Maths  
Mr J Blackburn, KS3 Lead for Science  
Miss V Howard, Head of History  
Mr S Iddon, Head of Geography  
Mrs F Bisset-Mahon, Head of Religion,  
Philosophy & Ethics  
Miss R Izquierdo-Moreno, Head of Languages  
Mr J Chinaea, Head of Spanish

## OTHER STAFF

Miss T Taylor, Head of Y7  
Miss N Carrington, Pastoral Manager Y7  
Miss S Rowley, Head of Y8  
Mrs T Williams, Pastoral Manager Y8  
Miss N Beck, Head of Y9  
Mrs C Lambert, Pastoral Manager Y9  
Miss K Yates, SENCO

All staff emails have the same format: first initial  
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