

Helping your child to revise



KS3 REVISION GUIDE

-LYMM HIGH SCHOOL -

WHY REVISION AND STUDY SKILLS MATTERS

"The secret to getting ahead is getting started!"

REMEMBER...

NO. 1

It is impossible to remember everything you have learnt this year and therefore you will need to go over the work and remind yourself of what you have studied.

NO. 2

We all remember some things more than others.

NO. 3

It is important that in your assessments you get the best possible level in your subjects. This will show your teacher what you have understood.

LOOKING AFTER YOURSELF

Regular breaks are important when revising. You should have a five minute break every half an hour.

Breaks help you remember the information and avoid overload.

Lots of sleep and regular exercise will help you stay alert.

Eating plenty of easily digestible foods will keep your energy levels high. e.g, fresh fruit and vegetables.

REVISION CARDS

There are a variety of different ways that revision cards can be used to revise:

KEY WORDS & DEFINITIONS



Put key words on one side of the card and then put the definitions on the other side.

Create a list of key words for a topic.

Write a list of key words with the definitions.

Put the key words for a topic on one side and then on the other side write a paragraph including the key words.

IDENTIFYING KEY WORDS AND USING THEM IN A PARAGRAPH



Look at the information in an exercise book or textbook on a topic. Then write the key ideas, key words and main points on a revision card. This could be done as a list, a brainstorm or mindmap.

SUMMARISING TOPICS



Write an example question at the top of the revision card and then bullet point the main things to include in the answer.

Write a question on one side of the card and then put the answer on the other side.

ANSWERING ESSAY QUESTIONS



MIND MAPS

What is Mind Mapping?

A Mind Map is a visual map of your ideas and information laid out in a radial format around a central thought.

Mind Maps can help you with your revision.

MAKE NOTES

By noting down only key words, you save vital time while revising.

Also, when you go on to write essays or revise for exam topics from your Mind Maps, you will recall the most important information.

RECALL INFORMATION FROM MEMORY

Mind Maps allow ideas to be noted quickly and in an organised way, you do not have to worry about learning long sentences. Mind map information is quick and efficient - it keeps recall at a high level.

BE CREATIVE

Mind Maps appeal to your senses with their visual elements.

They free the mind from thinking in lines, and ideas and thoughts flow more quickly.

Mind Maps particularly appeal to students who learn visually.





PLAN ESSAYS

You generate ideas simply through making your Mind Map.

Your brain actively makes links between ideas, adds connections, puts thoughts in order and generates further creative ideas. This is good for planning any piece of writing.

UNDERSTAND SUBJECTS/TOPICS

Mind maps work the way the brain works which is not in nice neat lines!

Mind maps help you to organise information in a way that is easily absorbed.

A mind map is visual so you can read the whole thing in your head.

"The best preparation for tomorrow is doing your best today."



KS3 ENGLISH REVISION GUIDANCE

Your English exam will be in two parts: you will have 15 minutes to complete the multiple choice test and 45 minutes to complete the extended writing piece (Year 7 and 8: descriptive writing, Year 9: 'Lord of the Flies' essay).

SECTION 1: MULTIPLE-CHOICE YEAR 7, 8 & 9

This will last 15 minutes. It will test your knowledge of the text that you have been studying since September and will be similar in style to the multiple-choice tests that you have sat in class over the term. In order to revise for this you should:

- **Revise all of the words from both vocabulary lists you have been given – you should be confident about knowing their meanings/definitions, synonyms and how you can use them within a sentence.**
- Test yourself on your understanding of these words by using the **read, cover, write, check, correct** method. The more you repeat this, the greater impact it will have and you will be more likely to remember the words correctly.
- You could also write yourself quizzes (*similar to those that we do for homework*) to check that you know the meanings of the words. Select 10 words and then write out what they mean. Repeat this if you get any definitions incorrect.
- **Revise all of the key extracts from the 2 extract booklets that you have worked from over half-term 1 and 2. Re-read them and then summarise, in your own words, what is happening in each extract.**
- Look back over the multiple-choice tests that you have completed in class – look at each of the questions/answers and explain, in your own words, why that particular answer is the correct answer.
- **Revise all of the sections on your Knowledge Organiser.**
- Test yourself on your understanding of each of the sections by using the **read, cover, write, check, correct** method. The more you repeat this, the greater impact it will have and you will be more likely to remember the information correctly in your exam.
- You could also make mind maps, revision cards, bullet pointed notes from the information on the Knowledge Organiser. Try to condense each point of information down to one key word which will help you remember the rest of the fact/information.
- You could also write yourself quizzes (*similar to those that we do for homework*) to check that you know all of the information. Select one section of the KO, for example 'context', and write questions based on the facts given. Repeat this if you get any answers incorrect.

SECTION 2: EXTENDED WRITING

YEAR 7 & 8

This section will last for 45 minutes. For your assessment, you will be asked to produce a piece of creative writing (just like the tasks you have been completing in class this half-term).

Year 7: you will be given an image as a starting point. Remember, the image is just there to prompt your initial ideas- you can write about people/places beyond the picture. We really want you to use your imagination so do try to come up with ideas outside of the picture! In your assessment, you should aim to write at least four paragraphs and you should try to include descriptions of at least one person and at least one setting.

Year 8: you will be given a statement that you will be asked to give your opinion on. You will be asked to write this in the form of either an article or a speech. In your assessment, you should aim to write an introduction and at least three paragraphs, explaining your point of view on the statement.

How should I revise?

You should be aiming to include a range of exciting vocabulary and writing techniques, as part of your writing. With this in mind, in order to help you prepare for your assessment, you should revise the words on your vocabulary list and revise the writing techniques on your Knowledge Organiser. It would be useful for you to practise creating your own examples for each of these techniques so that you feel confident using them in your own writing.

It would also be helpful to read over the model answers that you have been given in class this half term to remind you of the best way to structure your ideas and respond to the question.

Finally, there are plenty of descriptive writing questions on Show My Homework which will help you to prepare for your assessment and put your revision into practice.

Year 7 English Revision Guide

Year 8 English Revision Guide

YEAR 9

This section of the exam will last for 45 minutes and you will need to write an essay – it should **have an introduction, 3-4 main paragraphs and a conclusion.**

The question will be based on the text that you have been studying since September ('Lord of the Flies'). You will be given an extract that you must refer to and then you will also have to memorise quotations from other parts of the novel to further support your answer.

(N.B. This will be very similar to the final assessment task that you did in half-term 1 so you can look back in your exercise book to see what feedback you were given and the improvements that you needed to make)

In order to revise for the 'Lord of the Flies' essay, you should do the following:

- **Revise from the KO** – make notes on the context and the key terminology in particular. Try to learn/recite your notes. Test yourself on this information by making mini-quizzes.
- **Re-read all of the extracts** from the extract booklets that you have been given and find/make a note of the key quotations from these.
- **Make mind maps/revision cards of all of the key characters and key themes** from the text. You should put the character/theme in the middle of the paper and then write down relevant ideas/key words/quotations which link to them. You should then test yourself on these – write down quotations and use the **read, cover, write, check, correct method**. This is important as you won't have the text in front of you in the exam and you will need to support your answer with quotations.
- **Practise planning questions**
- In your essay, you must include: a clear point/idea to answer the question, quotations, explanation, zooming in on words/techniques, linking to context and linking to the writer's wider message, key words from the vocabulary list (please see the paragraph structure attached to show you how to organise each paragraph in your essay).

Year 9 English Revision Guide

YEAR 9 STRUCTURING A DETAILED PARAGRAPH:

POINT	A sentence that answers the question. You need to include the author's name.	<i>Golding suggests that....</i>
EVIDENCE	A reasonable-length quotation that supports your point. TIF: a group of short quotations.	<i>For example.....</i>
LITERAL	Describe, briefly, in your own words, what's happening in the quotation that you have selected.	<i>In this quotation, Golding....</i>
IMPLIED	Read between the lines. Describe what the author is trying to suggest to the reader. Pick out at least two individual words/phrases from your quotation to support your ideas.	<i>The word / phrase (TIF: name the technique) is particularly significant because... Furthermore, the (TIF: name the technique) is also important because...</i>
ALTERNATIVE IDEA	Explore how your points links to another part of the text AND/OR explore how your ideas link to the novel's context AND/OR how it links to Golding's overall intention.	<i>It is also crucial to consider...</i>
LINK	Explain how the ideas that you have explored in your paragraph help to answer the question.	<i>Ultimately.....</i>

PHRASES YOU MAY WISH TO USE:



Golding uses ... as a...

Golding's views are...

Golding crafts the line so that takes on a **hateful tone**...

Further to this, the **metaphor** also suggest...

Moreover, the **violent imagery** also indicates to the reader...

As well as this, here Golding conveys that...

This could also be interpreted as Golding wanting to...

Golding challenges society's attitudes to...

Contextually, this echoes what was happening in the world during which the time that Golding was writing because....



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.
- Use websites such as MyMaths, Corbett Maths, Mr Barton's Maths, GCSEPod and BBC Bitesize to target topics you have struggled with and practice questions on them.
- Practise your times tables to ensure you can answer them at speed!
- 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 Autumn 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>

Edexcel GCSE Maths Past Papers

<https://qualifications.pearson.com/en/support/support-topics/exams/past-papers.html>

USEFUL WEBSITES

MyMaths

www.mymaths.co.uk

Username: lymm

Password: ruler

Maths Made Easy

www.mathsmadeeasy.co.uk

BBC Bitesize

<https://www.bbc.co.uk/education/examspecs>

Revision Maths

www.revisionmaths.com

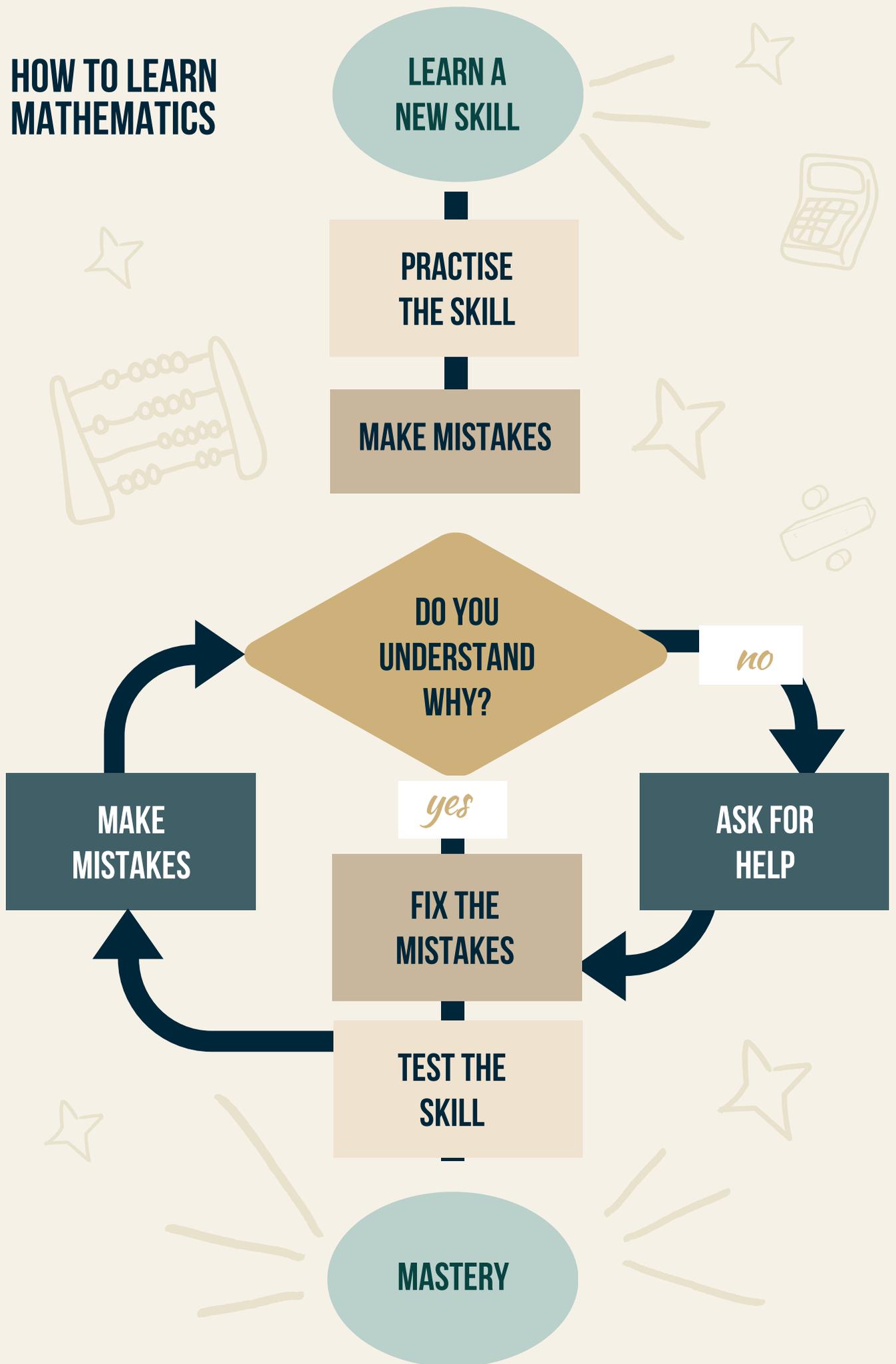
Mr Barton's Maths

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

Corbett Maths

www.corbettmaths.com

HOW TO LEARN MATHEMATICS



MATHS REVISION LIST

The January maths exam will last 1 hour and 30 mins for Year 7 & 8, and 1 hour for Year 9.

YEAR 7

HIGHER (SETS 1A, 1B, 2A AND 2B)

Factors, Multiples and Primes
Money
Time
Calculations with Positive and Negative Numbers
2D Shapes
Angles
Algebraic Manipulation (Brackets, Factorising, Substitution etc.)
Rounding and Estimating
Perimeter and Area
Probability

**Year 7 Maths (Higher)
Knowledge Organiser**

FOUNDATION (SETS 3A & 3B)

Factors, Multiples and Primes
Money
Time
Calculations with Positive and Negative Numbers
2D Shapes
Angles
Algebraic Manipulation (Brackets, Factorising, Substitution etc.)
Rounding and Estimating
Perimeter and Area
Probability

**Year 7 Maths (Foundation)
Knowledge Organiser**

YEAR 8

HIGHER (SETS 1A, 1B, 2A & 2B)

Number Properties (Factors, Multiples, Primes etc.)
Fractions
Algebraic Manipulation
Area and Perimeter
Equations, Inequalities and Formulae
Averages and Range
Volume
Angles

**Year 8 Maths (Higher)
Knowledge Organiser**

FOUNDATION (SETS 3A & 3B)

Number Properties (Factors, Multiples, Primes etc.)
Fractions
Algebraic Manipulation
Substitution
Decimals and Percentages
Angles and Bearings
Converting Units
Rounding and Estimating
Area and Perimeter

**Year 8 Maths (Foundation)
Knowledge Organiser**

YEAR 9

HIGHER (SETS 1A, 1B, 2A AND 2B)

Basic Number
Factors and Multiples
Basic Decimals
Angles
Probability
Rounding
Index Laws
Standard Index Form
Basic Algebra
Linear Equations
Introduction to Quadratic
Equations
Circumference and Area
Ratio and Proportion
Sequences

**Year 9 Maths (Higher)
Knowledge Organiser**

YEAR 9

FOUNDATION (SETS 3A & 3B)

Basic Number
Factors and Multiples
Angles
Basic Algebra
Fractions
Coordinates and Linear Graphs
Basic Decimals
Rounding

**Year 9 Maths (Foundation)
Knowledge Organiser**

KS3 SCIENCE REVISION



Your Science exam will be **1 hour** long and will cover content from all 3 sciences; Biology, Chemistry and Physics. The exam will cover all of the Term 1 topics you have studied from September to the Christmas break and you will need to make sure that you have revised this content using the topic lists below and your Knowledge Organisers. For the exam you will need to bring a calculator, ruler, pen and pencil. You will be provided with a periodic table and physics equation sheet (which includes the equations for the energy stored in a stretched spring and specific heat capacity; the others you must learn).

YEAR 7

BIOLOGY TERM 1 LIVING SYSTEMS

- Using microscopes
- Plant & animal cells
- Specialised cells
- Organisation of cells
- The skeletal system
- Muscles

**Year 7 Biology
Knowledge Organiser**

CHEMISTRY TERM 1 STATES OF MATTER & SEPARATING TECHNIQUES

- States of matter
- The particle model
- Changing states
- Pressure & diffusion
- Pure mixtures and solutions
- Filtering & evaporation
- Distillation
- Chromatography

**Year 7 Chemistry
Knowledge Organiser**

PHYSICS TERM 1 FORCES

- Forces
- Mass & weight
- Balancing forces
- Friction
- Speed
- Distance–time graphs
- Speed–time graphs

**Year 7 Physics
Knowledge Organiser**



YEAR 8



BIOLOGY TERM 1 BIOENERGETICS

- Photosynthesis
- Gas exchange in plants
- The respiratory system
- Aerobic & anaerobic respiration
- The circulatory system
- Blood vessels
- Effects of exercise

**Year 8 Biology
Knowledge Organiser**

CHEMISTRY TERM 1 ACIDS & ALKALIS

- Acids and alkalis
- Hazard symbols
- pH scale and universal indicator
- Acids and metals
- Neutralisation
- Acids and carbonates
- Naming salts
- Uses of acids & alkalis

**Year 8 Chemistry
Knowledge Organiser**

PHYSICS TERM 1 ENERGY

- Energy types
- Conduction
- Convection
- Fossil fuels
- Nuclear energy
- Alternative energy
- The energy crisis

**Year 8 Physics
Knowledge Organiser**

YEAR 9

BIOLOGY TERM 1 CELLS

- Animal & plant cells
- Eukaryotes & prokaryotes
- Microscopy
- Microscopy calculations
- Use of a light microscope
- Specialised animal cells
- Specialised plant cells
- Cell differentiation

**Year 9 Biology
Knowledge Organiser**

CHEMISTRY TERM 1 RATE AND EXTENT OF CHEMICAL CHANGE

- Collision Theory
- Calculating rate of reaction
- Concentration theory
- Temperature on rate of reaction
- Surface area
- Catalysts

**Year 9 Chemistry
Knowledge Organiser**

PHYSICS TERM 1 ENERGY

- Changes in the way energy is stored when a system changes
- Kinetic energy & gravitational potential energy calculations
- Calculating Work Done
- Energy stored in a stretched spring
- Changes in thermal energy
- Specific heat capacity calculations
- Definition of work and power, with power calculations
- Energy efficiency

**Year 9 Physics
Knowledge Organiser**

TIPS FOR REVISING SCIENCE



TIP 1

Revise from the KO's or summary maps

Make notes on the context and the key terminology in particular. Try to learn/recite your notes. Knowledge Organisers are linked in the sections above.

Y7 Biology T1-Living systems

Animal cell

Plant cell

Microscopic structures

Muscle

Specialised covering cells

Cell biology- Cells & magnification

Organelle	Function
Nucleus	
Ribosomes	
Mitochondria	
Cell wall	
Chloroplast	
Cytoplasm	
Vacuole	

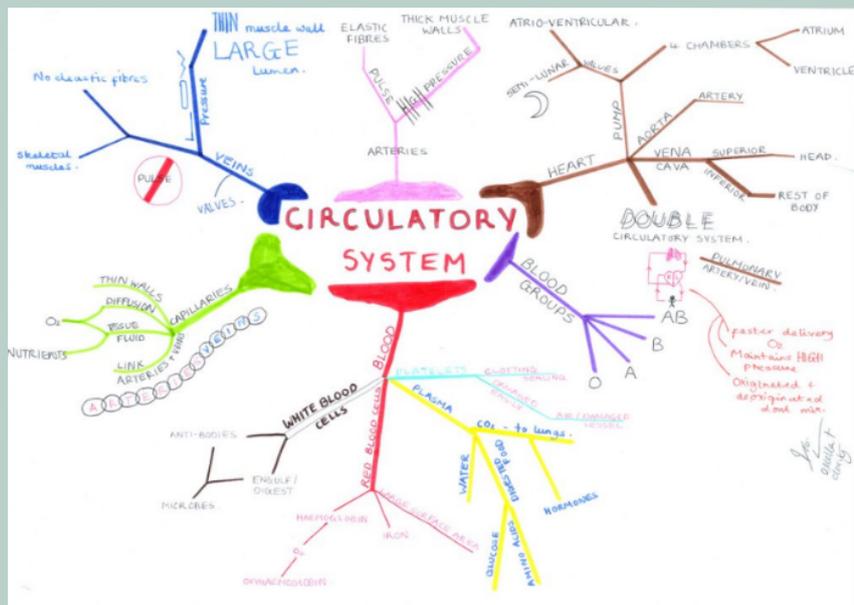
Microscope

Microscope	Advantages	Disadvantages
Light microscope		
Electron microscope		

TIP 2

Make mind maps/revision cards of all of the key ideas.

You should put the science concept (e.g. aerobic respiration) in the middle of the paper and then write down relevant ideas/key words/quotations which link to them. You should then test yourself on these to see if you can remember the concept without any notes. Use the read, cover, write, check, correct method like you use with your KO's.



TIP 3

"Genetics"	"Evolution"	"Disease"	"Computers"
human	evolution	disease	computer
genome	evolutionary	host	models
dna	species	bacteria	information
genetic	organisms	diseases	data
genes	life	resistance	computers
sequence	origin	bacterial	system
gene	biology	new	network
molecular	groups	strains	systems
sequencing	phylogenetic	control	model
map	living	infectious	parallel
information	diversity	malaria	methods
genetics	group	parasite	networks
mapping	new	parasites	software
project	two	united	new
sequences	common	tuberculosis	simulations

Create word banks

Write down the key words or phrases from each topic and create a word bank so you know how to use, spell and define the key words in your exam.

TIP 4

Practise past exam questions.

Look back over questions in your exercise book and any past exams you have done to re-test your knowledge and practise your exam technique.



USEFUL LINKS FOR REVISION

BBC Bitesize

<https://www.bbc.com/bitesize/levels/z4kw2hv>

Collins KS3 Science

<https://collins.co.uk/pages/revision-collins-ks3-revision-collins-ks3-revision-resources>

Maths Made Easy

<https://mathsmadeeasy.co.uk/ks3-revision/key-stage-3-science/>

Free Science (Year 9 Only)

Biology <https://www.freesciencelessons.co.uk/gcse-biology-paper-1/cell-biology/>

Chemistry <https://www.freesciencelessons.co.uk/gcse-chemistry-paper-2/rates-of-reaction/>

Physics <https://www.freesciencelessons.co.uk/gcse-physics-paper-1/energy/>



NOTES





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