

Lynn High School

ENGLISH

SCIENCE

MATHS

$$4x - 2 = 30$$
$$(y + 7)(y - 2)$$
$$5a^2 - 3a - 8 = 6$$

HISTORY

FRENCH

BONJOUR

GEOGRAPHY

KS3 Revision Guide

JUNE 2022

GUTEN
TAG

GERMAN

RELIGION,
PHILOSOPHY & ETHICS

SPANISH

REVISION
LIST

KS3 Exams

13
JUNE

24
JUNE

2022

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. Take a photo of your timetable and send to your parent/carer so they can help you stay on track.
- 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 90 minutes per day in the week 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 cards

THERE ARE A VARIETY OF DIFFERENT WAYS THAT REVISION CARDS CAN BE USED TO REVISE.

Key words and 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.

Identifying key words and using them in a paragraph



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

Summarising topics



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 or a brainstorm.

Answering essay questions



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.

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: Read, Cover, Write, Check, Correct. This method is called self-quizzing.

Self Quizzing



[This 15-minute video explains the process of self-quizzing.](#)



Practice makes perfect



With a little practise, you will quickly become adept at self-quizzing. If, however, you would like a 'coach through' - step-by-step - [this video walks you through the process in real time!](#)

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

TIPS FOR REVISING ENGLISH

You will have **45 minutes** to complete your task. You should spend 10 minutes reading and annotating the extract and planning; 30 minutes writing your essay; and 5 minutes checking over your writing.

You will be given an extract from the play. It will be a scene you have studied from the beginning of the play.

You will need to analyse the specified scene in as much detail as you can.

You should practise planning and writing an essay using the practice exam question in this booklet.

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:

- **Mind maps** of the play including: characters, themes, 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 characters, themes and context.
- **Read, cover, remember**, re-tell quotations for each character.
- **Summary notes and essay plans** for each theme - select ones you feel least confident with first!
- **Key words** that can act as triggers for other key areas - look at any overlaps and cross references. This will ensure you develop your ideas confidently.
- **Use your exercise books** and teacher feedback.
- **Make some revision cards** for themes and characters. TIF: Colour code themes and characters so you can easily identify any overlaps.
- **Look through the booklet** and annotations of model answers and, most importantly, HOW they have answered the questions using the mark scheme.

Vocabulary

Remind yourselves of the key words from your vocabulary booklets:

Conventional	Unconventional	Pernicious	Odious	Deceitful	Fickle	Vivacious
Hierarchy	Virtuous	Avenge	Melancholy	Churlish	Changeable	Versatile
Submissive	Pestilence	Disdain	Amorous	Cynical	Embroider	Rejoinder
Patriarchal	Asperity	Reconcile	Subdued	Emulate	Outgoing	Antithesis

Much Ado about Nothing: Context



The Elizabethan Era: this period (1558-1603) is named after Queen Elizabeth I who reigned during this period. This is the period during which Shakespeare wrote and set the play. Also known as the Golden age.



The court and the upper classes: the upper classes were educated and could read and write. They would dress very smartly and speak in a more formal manner. Those who were associated with the Royal Court were known as noblemen and aristocrats.



The Watch and lower classes: the lower classes were not educated and many would not have been able to read and write. The Watch was a sort of early police force made up of the lower classes. It is debatable as to how effective they were at preventing crime.



Women: In the Elizabethan era women were submissive and maintained a domesticated role in life. It was thought they should speak when spoken to by men. Usually a woman would not be witty - wit would be seen as being clever and women were not educated during this era. In many ways, Beatrice is unconventional of our expectations of an Elizabethan woman. Society was patriarchal which meant that men were in charge/dominant and women were inferior to them.



Much Ado About Nothing likely takes place during the **16th Century Italian Wars** (1494-1559), a conflict which involved France, the Holy Roman Empire, the Spanish Kingdom of Aragon, England, Scotland, the Ottomans, the Swiss and various Italian states. For some periods during these wars, Naples and Sicily (where Messina is located) were under the control of Aragon. These wars explain the diverse origin of the characters in the play: Don Pedro and Don John are from Aragon, Benedick is from Padua, and Claudio is from Florence.

Much Ado about Nothing: The Plot



- Beatrice and Benedick argue in a 'merry war'.
- Don Pedro hatches a plan to get Claudio and Hero together.
- Don Jon plots revenge on Claudio.



- At the masked ball, Don Jon tells Claudio that Don Pedro intends to marry Hero himself.
- After Don Jon's first revenge plan has failed, he plans to tell Claudio that Hero is having an affair.
- Meanwhile, Benedick's friends trick Benedick and Beatrice into falling in love.



- The second gulling scene – Hero tricks Beatrice into thinking that Benedick loves her.
- The night before the wedding, Don Jon tells Claudio his wife-to-be is unfaithful.



- The next day, Claudio rejects Hero at the altar at their wedding calling her a 'rotten orange'.
- Leonato sends Hero into exile, where everyone believed her to be dead.
- Benedick confesses his love for Beatrice and she tests this by asking him to kill Claudio as proof of his love to her.
- Meanwhile, Dogberry and Verges get a confession from Borachio and Claudio who admit that it was all part of their nasty plan.



- Claudio finds out Hero is innocent but believes she is dead. Leonato orders Claudio to kill Hero's name by telling the entire city that she is innocent. Claudio agrees to make amends by marrying Antonio's 'daughter' without seeing her.
- At the wedding Claudio is delighted to unveil his new bride and find Hero.
- Benedick and Beatrice agree to marry.



Year 8

TIPS FOR REVISING ENGLISH

You will have **45 minutes** to complete your task. You should spend 10 minutes reading and annotating the extract and planning; 30 minutes writing your essay; and 5 minutes checking over your writing.

You will be given an extract from the play. It will be a scene you have studied from the beginning of the play.

You will need to analyse the specified scene in as much detail as you can.

Your question will be focused on one character from the play but you can embed as much thematic knowledge into your response as you can.

You should practise planning and writing an essay using the practice exam question in this booklet.

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:

- **Mind maps** of the play including: characters, themes, context.
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- **Look through the booklet** and annotations of model answers and, most importantly, HOW they have answered the questions using the mark scheme.

Romeo & Juliet: The Plot

Prologue

The Chorus gives an overview of the key events and themes in the play. We learn of a long-standing hatred between two families in the Italian city of Verona, and this feud affects the whole community.



Capulet's servants, Sampson and Gregory, pick a fight with Montague's servants. Benvolio tries to stop the fight and encourages Tybalt to do the same, but he refuses and the violence escalates. The Prince arrives and threatens death for the next person to fight in public. Meanwhile, Romeo is broken-hearted over Rosaline so Benvolio encourages him to go to the Capulets' masked ball. Romeo falls in love with Juliet at first sight and they kiss. Only then do they learn of each other's identities.



Romeo scales the wall of the Capulet orchard and watches Juliet on her balcony. She wishes he was not a Montague. He signals his presence, they talk and declare their love for one another, and make plans to marry. Friar Laurence warns Romeo not to rush but agrees to help because he thinks the marriage will end the feuding.



Benvolio and Mercutio cross Tybalt, who is looking to duel Romeo because of his attendance at the Capulet ball. Newly-married Romeo refuses to get involved and Mercutio is drawn into the fight instead and is killed. Romeo, blinded by fury, then kills Tybalt. He hides in the Friar's cell as Escalus decides to banish him. He is distraught but he and Juliet spend the night together. Meanwhile, Capulet brings the wedding between Juliet and Paris forward and when told, Juliet refuses to obey and Capulet threatens to disown her.



Juliet seeks the Friar's help. He gives her a sleeping potion which will give the impression she is dead, and says he will write to Romeo and let him know. Juliet returns home and makes peace with her parents before taking the potion. When the Nurse cannot wake her the next morning, they fear she is dead and take her to the family tomb.



The Friar's letter does not reach Romeo so when Balthazar, his servant, reports of Juliet's death, Romeo buys poison. Arriving at the tomb, he fights and kills Paris. He says goodbye to Juliet, drinks the poison and dies. Juliet wakes, realises what Romeo has done and stabs herself with his dagger. Following the Friar's explanation of events to Escalus, the Capulets and Montagues decide to reconcile.



Year 9

TIPS FOR REVISING ENGLISH

You will have **45 minutes** to complete your task. You should spend 10 minutes reading and annotating the extract and planning; 30 minutes writing your essay; and 5 minutes checking over your writing.

You will be given an extract from the play. It will be a scene you have studied from the beginning of the play.

You will need to analyse the specified scene in as much detail as you can.

Your question will be focused on one key theme that you have studied in depth but you can embed as much thematic knowledge into your response as you can.

You should practise planning and writing an essay using the practice exam question in this booklet.

Revision Techniques

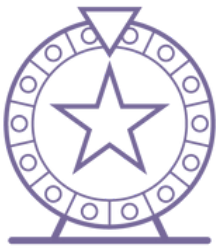
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- **Use your exercise books** and teacher feedback.
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Romeo & Juliet: Golden Concepts and Theory



Play as an **exploration** of the human condition of love and conflict – it explores man's hubris (pride) and how this ultimately becomes man's **fatal flaw**. **In Romeo and Juliet this is demonstrated through the conflict between the Montagues and Capulets and the love between Romeo and Juliet.**



Fatalism and destiny – Fate is embodied by connection between Romeo and Juliet as 'star-cross'd lovers' – suggestive of a higher control at play in their union and destiny.



Gender Roles – Vulnerability of the male characters' masculinity and their need to defend their honour. De Beauvoir's **Feminist reading** of the play explores toxic masculinity and the effect on the male and female characters in the play.



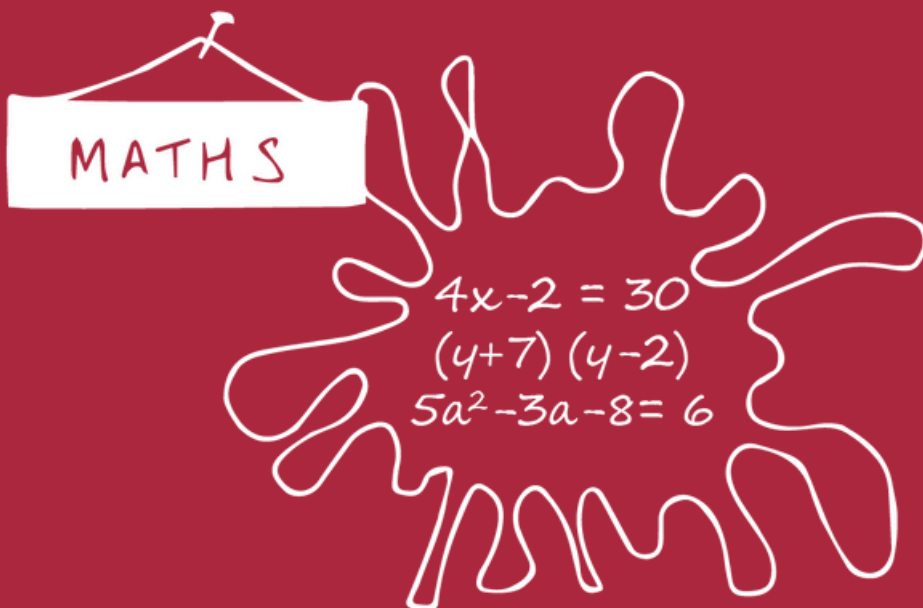
The decline of the tragic hero – An exploration of what makes men truly heroic: temperance, benevolence, loyalty, bravery. Shakespeare presents Romeo as a character who rejects the qualities of toxic masculinity but ultimately suffers a downfall due to his impulsivity.



Celestial Imagery – "Two of the fairest stars in all the heaven,
Having some business, do entreat her eyes
To twinkle in their spheres" – imagery of darkness/light and heaven or the stars – shows Romeo is transfixed by Juliet's beauty and willing to reject the Capulet and Montague conflict to marry her.



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 Mathswatch, Corbett Maths, Mr Barton's Maths, GCSEPod and BBC Bitesize to target topics you have struggled with and practise 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

Mathswatch

www.vle.mathswatch.co.uk/vle/

Please see your maths teachers for log-in details

Maths Made Easy

www.mathsmadeeasy.co.uk

BBC Bitesize

KS3 Maths - BBC Bitesize

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

All Maths exams will last 50 minutes.

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

Year 7

HIGHER

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

- Constructing triangles using rulers, Protractors and compasses
- Coordinates
- Decimals
- Expanding brackets and factorising
- Fractions
- Index laws
- Mean, mode, median and range
- Metric units
- Percentages
- Plotting linear graphs
- Probability
- Solving equations
- Standard index form
- Substituting values into expressions and formulae
- Surface area
- Using a calculator
- Volume of 3D shapes



**Year 7 Maths (Higher)
Knowledge Organiser
- Term 1**



**Year 7 Maths (Higher)
Knowledge Organiser
- Term 2**

Year 8

HIGHER

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

- Changing the subject of a formula
- Coordinates and linear graphs
- Decimals and percentages
- Index laws
- Inequalities and regions
- Probability and tree diagrams
- Proportion
- Pythagoras' theorem
- Ratio
- Representing data (pie charts etc.)
- Sequences
- Solving equations
- Solving inequalities
- Standard form
- Surface area
- Trigonometry
- Using a calculator
- Using algebra
- Volume



**Year 8 Maths (Higher)
Knowledge Organiser
- Term 1**



**Year 8 Maths (Higher)
Knowledge Organiser
- Term 2**

MATHS topics you need to revise for the exam

Year 7

FOUNDATION (SETS 3A)

- Constructing triangles using rulers, protractors and compasses
- Constructions
- Coordinates
- Decimals
- Fractions
- Index laws
- Mean, mode, median and range
- Metric units
- Percentages
- Probability
- Solving equations
- Substitution
- Surface area
- Using a calculator
- Volume of 3D shapes

FOUNDATION (SETS 3B)

- 2D shapes
- Angle properties on a straight line, in a right angle, at a point, in a triangle and in a quadrilateral
- Calendar
- Collecting like terms
- Drawing & measuring angles and lines
- Drawing triangles accurately
- Equivalent fractions and simplifying fractions
- Expanding a bracket
- Factors, multiples, primes
- Money
- Negative numbers
- Perimeter and area of rectangles and triangles
- Rounding
- Solving equations
- Time
- Using your calculator
- Fractions of amounts



**Year 7 Maths (Foundation)
Knowledge Organiser
- Term 1**



**Year 7 Maths (Foundation)
Knowledge Organiser
- Term 2**

Year 8

FOUNDATION (SETS 3A)

- Coordinates
- Decimals and percentages
- Index Laws
- Linear graphs
- Probability
- Proportion
- Ratio
- Representing data (bar charts, pie charts etc.)
- Sequences
- Solving equations
- Speed, distance and time
- Standard form
- Surface area
- Using a calculator
- Using algebra
- Volume

FOUNDATION (SETS 3B)

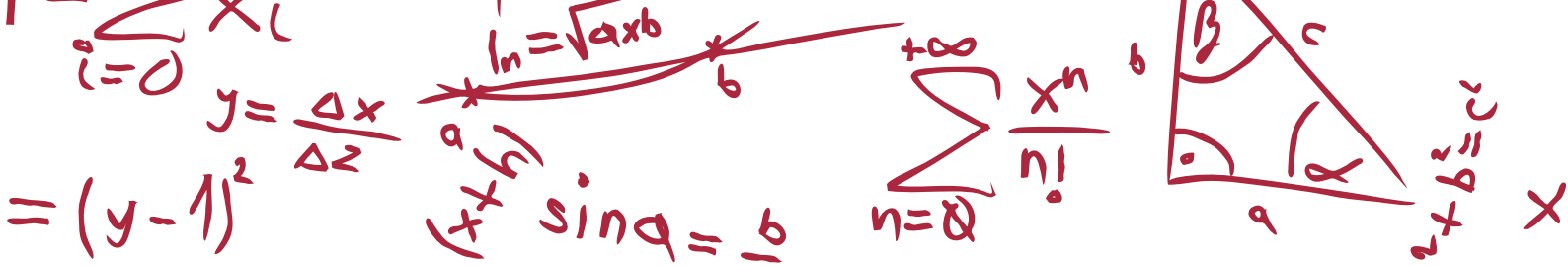
- Angle properties on a straight line, in a right angle, at a point, in a triangle and in a quadrilateral
- Area and perimeter of 2D shapes
- Collecting like terms
- Decimals
- Estimation
- Expanding brackets
- Fractions
- Mean, mode, median and range
- Money and time
- Percentages
- Probability
- Rounding
- Sequences
- Solving equations
- Substitution



**Year 8 Maths (Foundation)
Knowledge Organiser
- Term 1**



**Year 8 Maths (Foundation)
Knowledge Organiser
- Term 2**



Year 9

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

- Averages and range
- Circle theorems
- Collecting and representing data
- Coordinates
- Inequalities
- Linear graphs
- Percentages
- Pythagoras' theorem
- Quadratic equations
- Quadratic graphs
- Simultaneous equations
- Trigonometry
- Volume



Year 9 Maths (Higher)
Knowledge Organiser
- Term 1



Year 9 Maths (Higher)
Knowledge Organiser
- Term 2

Year 9

FOUNDATION (SETS 3A & 3B)

- Area and perimeter
- Circumference and area of circles
- Percentages
- Probability
- Proportion
- Ratio
- Scatter graphs
- Sequences
- Solving equations



Year 9 Maths (Foundation)
Knowledge Organiser
- Term 1



Year 9 Maths (Foundation)
Knowledge Organiser
- Term 2

Key Stage 3 Science Revision



KS3 SCIENCE REVISION

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 3 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 23-25 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 Satchel. 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.

REVISE FROM THE KNOWLEDGE ORGANISERS 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 following pages.

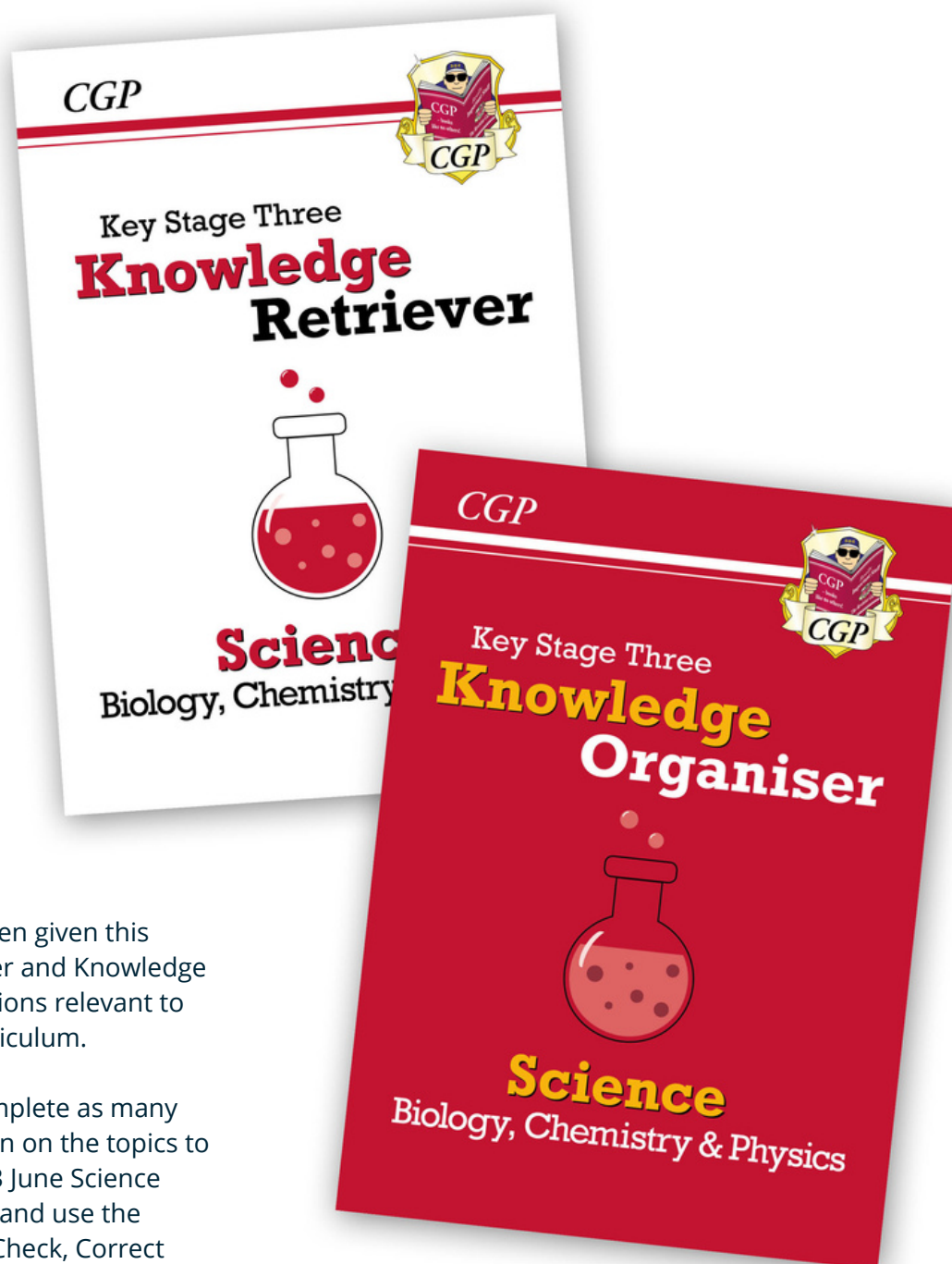
Y7 Biology T1- Living systems

Plant and Animal Cells

Cell biology- Cells & magnification

Microscope	Advantages	Disadvantages
Light microscope	Can see living cells	Low magnification
Electron microscope	High magnification	Cannot see living cells

KS3 Knowledge Organisers



Years 7 & 8 have been given this Knowledge Organiser and Knowledge Retriever with questions relevant to the KS3 Science curriculum.

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.

Year 9 are welcome to buy these, which are available on Amazon, but they will only be useful for revision during the rest of this year.

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

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](#)
- [Energy](#)
- [Light and sound](#)
- [Bioenergetics](#)
- [Acids and alkalis](#)

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

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Year 9

Topics to Revise

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

Year 9

Seneca links



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Human biology (2.1, 2.3, 5.2)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Atoms and periodic table (1.1.1 – 1.1.6)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Atmospheric science (all subtopics)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Magnetism (7.1 and 7.2)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Rates of Reaction (6.1.1, 6.1.2)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Cells and microscopes (1.1.1 – 1.1.9)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.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>

Key Stage 3 Languages



KS3 LANGUAGES REVISION

For all year groups and all 3 languages, students will sit an assessment of 2 skills: translations into the language from English and writing in the language. All exams will last 45 minutes.

For the assessment, students will be expected to write a 90-word paragraph in the language which addresses 4 bullet points, and some short translations from English into the target language.

FRENCH topics you need to revise for the exam

Year 7

- Personal information (name, age, birthday)
- Descriptions (physical and personality of yourself and others)
- Free time activities
- Opinion phrases (I like, I hate)
- School subjects and your school day
- Where you live and descriptions of your home

Students will be expected to use present tense verbs accurately including the verbs faire, avoir and être.

They will also be expected to give and justify opinions.



**Year 7 French Knowledge
Organiser - Term 1**

Year 8

- Holidays (plans and past, including activities)
- Free-time activities - television and film
- Food – what they usually eat and opinions

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



**Year 8 French Knowledge
Organiser**

Year 9

- Discussing holidays (past)
- Family and relationships
- After-school activities/ free-time activities
- Birthday celebrations

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

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



**Year 9 French Knowledge
Organiser**

GERMAN topics you need to revise for the exam

Year 8

- Greetings
- Personal information (name, age, birthday)
- Family members and pets
- Descriptions (physical and personality of yourself and others)
- Hobbies and free time activities
- School subjects and your school day

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', and use correct word order rules.



**Year 8 German Knowledge
Organiser**

Year 9

- Holidays / travel
- Describing clothes using colours and other adjectives
- Modal verbs - müssen and dürfen to say what you have to and are allowed to do
- Daily routine
- Time expressions

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

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



**Year 9 German Knowledge
Organiser**

SPANISH topics you need to revise for the exam

Year 8

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

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

Students must also be able to say what they would like to do.



**Year 8 Spanish Knowledge
Organiser**

Year 9

- Holidays
- Food and drink
- Free time / holiday activities
- Internet and social media

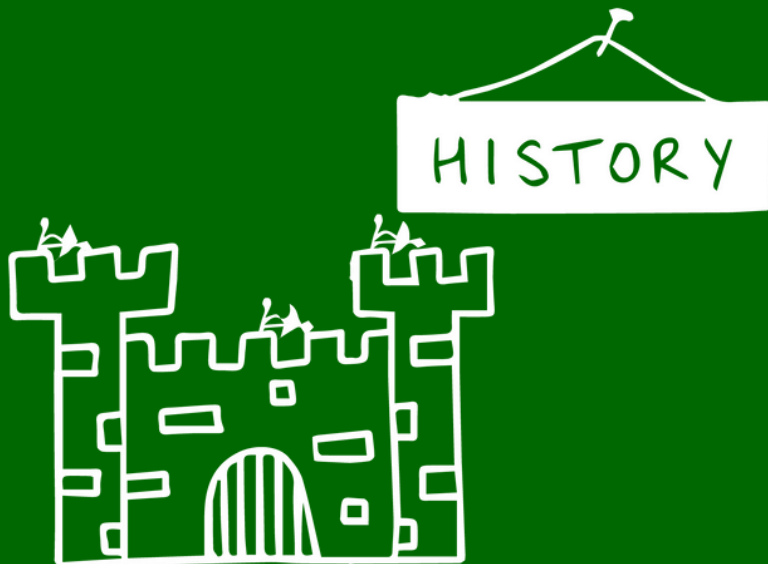
Students will need to show that they can use multiple tenses (Present, past [perfect], future and conditional).

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



**Year 9 Spanish Knowledge
Organiser**

Key Stage 3 History



KS3 HISTORY REVISION

Years 7, 8 and 9 will sit the following exam in their History lesson:

- 45-minute paper.
- Comprehensive multiple-choice questions designed to test your knowledge of the content covered throughout the year.
- One section will also contain some more challenging questions designed to test your knowledge of the content covered in previous years.
- You will also be required to study historical sources and give inferences, as well as identify the difference between two historical interpretations.

HISTORY topics you need to revise for the exam

Year 7

THE NORMAN CONQUEST

- Life in Anglo Saxon England (before 1066)
- The contenders to the throne in 1066
- The Battle of Stamford Bridge
- Strengths and weaknesses of the armies during the Battle of Hastings
- The events of the Battle of Hastings
- The Harrying of the North
- Castles
- The Feudal System

MEDIEVAL RELIGION

- Religion and ideas
- Murder of Thomas Becket

THE CRUSADES

- The rise of Islam
- Threats to the Byzantine Empire
- The First Crusade

THE BLACK DEATH

- Where did the Black Death come from?
- How did people explain the Black Death?
- What were the symptoms and responses to the Black Death?
- Effects of the Black Death
- How and why did the peasants revolt?

CHALLENGES TO THE CATHOLIC CHURCH

- Why did Henry VIII create the Church of England? Including Henry's divorce, Henry's desire for a child, Henry's desire for money and Henry's desire for more power (feeling threatened by the power of the Catholic Church).
- How did Mary I change religion in England? Including changes Mary made and difference between her and Edward's rule, her treatment of protestants, why she was nicknamed 'Bloody Mary'.
- Why did Spain go to war with England? Including how Elizabeth defeated the Spanish Armada and why Spain attacked England.
- Why do we celebrate Bonfire Night? Including why Catholics were unhappy with James I's reign and the Gunpowder plot of 1605.
- Why did Elizabeth kill Mary Queen of Scots? Including the threat Mary Queen of Scots posed to Elizabeth and the plots Elizabeth faced during her rule.



**Year 7 History Knowledge
Organiser**

HISTORY topics you need to revise for the exam

Year 8

THE ENGLISH CIVIL WAR

- The role of religion in causing the Civil War
- Conflict with Scotland
- Charles's relationship with Parliament: Ship money, the Short Parliament, the Long Parliament
- The Grand Remonstrance
- The New Model Army
- The Battle of Naseby

CHANGING IDEAS: 1660-1789

- The Commonwealth Years
- The Plague
- The Great Fire of London
- The Enlightenment
- Architecture: Christopher Wren
- 17th century elections
- The first Prime Minister

THE SLAVE TRADE

- What were 16th century West African Kingdoms like?
- The trade triangle and the horrors of the Middle Passage

THE BRITISH EMPIRE

- Early English colonies in America
- Piracy
- The Seven Years War
- Loss of the 13 colonies
- British expansion in India
- Impact of British rule in India
- The Indian Rebellion, 1857



**Year 8 History Knowledge
Organiser**

HISTORY topics you need to revise for the exam

Year 9

MAIN CAUSES AND EVENTS OF WW1

- What caused WW1? (Nationalism, militarism, alliances, imperialism, problems in the Balkans, Naval rivalry, and the assassination of Franz Ferdinand).
- Evaluation on 'Was WW1 inevitable?' (Which was the main cause of WW1 and how the causes link and overlap).
- How and why Indian soldiers contributed in WW1 (Empire, response enthusiasm, and values of Indian soldiers, involvement in battles).
- Why trench warfare was so difficult? (Illnesses/Stalemate/Schlieffen Plan/PTSD/Shell shock).
- Were the lions led by donkeys? (Evaluate the leadership and failures of WW1 - with a focus on the Battle of the Somme and the Gallipoli Campaign).
- What was gained and lost for Germany and Britain in WW1? (Including the Treaty of Versailles, economic gains and losses, social and political gains and losses, medical and technological advances).

CAUSES AND EVENTS OF WW2

- How did fascism lead to WW2? (What was fascism, how did it rise, what did Adolf Hitler believe).
- What were the main causes of WW2? (Chronological steps to war SCRAMCUP and their impact/significance, Hitler's foreign policy and aims, hatred of the Treaty of Versailles, difficulties following WW1).
- Why did Britain try and appease Hitler? (The reasons for, dangers of and failure of appeasement).
- Was Dunkirk a military triumph or disaster? (Causes, events, and impact of Dunkirk and how the men were rescued. Evaluate interpretations on reasons it is considered both a triumph and disaster).
- How did Britain win the Battle of Britain? (Hitler's plan to invade Britain, how Britain responded, rival air forces - RAF and Luftwaffe, role of women and evaluate the main reason Britain won).

1920 AMERICA

- Why did America 'boom' in the 1920s? (Prosperity cycle, contribution to WW1, advertising/marketing, technology, and production).
- Why was prohibition introduced? (Temperance movements, traditional family values, Conservative Christian views, increased prejudice and anti-German feeling after WW1).
- Why did prohibition fail? (Including corruption, popular demand, rise in crime and the life and actions of Al Capone).
- The causes and effects of the Wall Street Crash (Speculation, Stock Markets, Impact in America and globally).



Year 9 History Knowledge Organiser

TIPS FOR REVISING HISTORY

[Click here](#) for useful tips on how to revise for history.

HISTORY REVISION: SAMPLE QUESTIONS

MULTIPLE CHOICE

Here are some sample questions of what you might see on the paper:

The British Empire

1	Where was the first successful English colony in America?	
	a) Elizabethtown	
	b) New England	
	c) Jamestown	

Section 2: Ordering events

You will be tested on **The English Civil War** in this section. Write the letter for the correct event underneath its year in the timeline table in the correct order the events happened.

A. Charles expands <u>shiptax</u> without consulting Parliament.	B. Charles appoints William Laud as Archbishop of Canterbury.	C. Charles attempts to introduce a new English-style prayer-book into Scotland sparking rebellion and eventually war.
D. The Civil War begins.	E. Charles dissolves parliament and does not recall them for 11 years.	

1629	1633	1634	1637-39	1642
The English Civil War (out of 5)				

Section 4: Historical vocabulary gap fill

You will be tested on **The British Empire** in this section. Write the correct word in each of the six spaces.

An empire is extensive group of states or countries ruled over by a single _____, or a 'sovereign' state. More than _____ of all countries in today's world were once ruled by Britain as part of one of the largest empires that the world has ever seen. It was an empire that lasted for centuries and, whilst little of it still exists, its legacy lives on in the _____. Empires are often systems of _____ and control for the benefit of the ruling country, not the country being ruled. The Empire set out to make England, then Britain, more _____, seeking commercial advantages over its competitors. At its height, it was the biggest empire the world has ever seen, it brought _____ to many countries.		
The British Empire (out of 6)		
One quarter	Powerful	Commonwealth
Democracy	Monarch	Dominion

Section 5: Timeline of key events

You will be tested on **Changing ideas (The Enlightenment)** in this section. Write down the year for the events in the timeline.

	The Declaration of Breda
	Charles II was crowned in Westminster Abbey
	Charles II grants a charter setting up the Royal Society
	The Great Plague spreads across London
	The Great Fire of London
Changing ideas (The Enlightenment) (out of 5)	

HISTORY REVISION: SAMPLE QUESTIONS

SOURCE QUESTIONS

For the source questions, you will be given a historical source and you will need to answer a question like the one given below:

Give two things you can infer from Source A about life in the trenches of the First World War.

From Source A, I can infer... [say something you can learn from the source]

A detail in the source that supports this is...[give a quote or something you can see]

Repeat

You may also be given a series of inferences and you will have to select which one you feel is the most correct answer.



Source A: British soldiers photographed in 1916.

INTERPRETATIONS QUESTIONS

For the interpretations question, you will be given two historical interpretations on a topic you have studied. You will need to read the interpretation and say what the main difference is between the two historians' opinions.

For example: Read interpretation 2.

What is Ian Dawson saying about the consequences of WWI?

Is it positive or negative?

Can you find a quote to support this?

You will then need to compare this to a historian with a different view and say how they are different.

Interpretation 2: From Ian Dawson and Ian Coulson, *Medicine and Health through Time*, published in 1997.

In some ways the First World War hindered the development of surgical techniques. It stopped a great deal of medical research. In Britain, 14,000 doctors were taken away from their normal work to cope with the casualties of the war.

USEFUL WEBSITES

- [York University](#) – helpful revision tips and links, as well as videos with revision techniques explained.
- [BBC Bitesize](#) – Content and revision quiz questions covering the main GCSE and KS3 topics.
- [Johndclare](#) – Revision website aimed at both GCSE & KS3.
- [Oak National Academy](#) – Website with online lessons and video tutorials made by teachers for learning from home.

Key Stage 3 Geography



KS3 GEOGRAPHY REVISION

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 (A)



Year 7 Geography Knowledge Organiser (B)

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 (A)



Year 8 Geography Knowledge Organiser (B)

Year 9

- Development
- Development indicators
- Employment classification
- Population Management in China
- India – Mumbai Slums and Dharavi
- Fair Trade
- Biomes of Russia
- India's Sundarbans
- TNC's in China



Year 9 Geography Knowledge Organiser

Key Stage 3 Religion, Philosophy & Ethics Revision



KS3 RELIGION, PHILOSOPHY & ETHICS REVISION

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

- 45-minute paper.
- 3-mark, 4-mark and 5-mark questions designed to test your subject knowledge and command of the content we've covered.
- A 12-mark question designed to test both your knowledge of an issue, and your ability to apply your reasoning skills to evaluate an argument.

RPE topics you need to revise for the exam

Year 7

Islam

- The Five Pillars
- Ramadan
- The Qur'an, and Mosques)

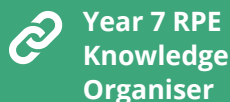
Buddhism

- Origins
- Images
- Teachings
- Festivals
- Meditation (and the community)

Creation

- Christian, Buddhist and scientific views (and the design argument)

Self-quizzing using the Knowledge Organisers. Complete revision worksheets.



Year 8

Jesus

- Who was Jesus
- The Gospels
- Metanarratives in the Bible, and
- The importance of Jesus

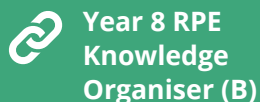
Life after Death (LAD)

- Paranormal activity,
- Humanist/ Buddhist/ Christian and Muslim views

Creation

- Christian, Buddhist and scientific views (and the design argument)

Self-quizzing using the Knowledge Organisers. Complete revision worksheets.



Year 9

Ethics

- Utilitarianism
- Moral dilemmas
- Immanuel Kant and JJC Smart

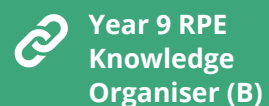
Peace + conflict

- Ethical theories
- Just war theory
- Jihad
- Martin Luther King
- Weapons of Mass destruction

Medical ethics

- Sanctity of life
- Genetic engineering
- Organ donation
- AI technology

Self-quizzing using the Knowledge Organisers. Complete revision worksheets.



KS3 RELIGION, PHILOSOPHY & ETHICS REVISION

RPE covers a wide range of topics that encourage you to think about how you, and others, engage and interact with the world. We have looked at a large range of topics since September and you will have been assessed numerous times in the same format we'll be using for the KS3 assessments.

RPE questions are of the following form:

1. A 3-mark question. Normally, this question will ask you to state, or outline, three things (e.g. 'state three Christian beliefs about life after death). You can answer this question using 3 short sentences.
2. A 4-mark question. This question will require you to state and explain two beliefs or viewpoints (e.g. explain two viewpoints about the origins of the universe). To answer this question, you should outline a viewpoint, then give an explanation. Then outline a second point and give an explanation.
3. A 5-mark question. This question is the same as a 4-mark question, but to gain the extra (fifth) mark, you will need to use a quotation that relates to, or supports, the point you're making.
4. A 12-mark question. This is the longest question in RPE and it asks you to evaluate a statement. To evaluate something is to make a judgment about whether that thing is good or bad. A good way to answer this question is to give an overview of a person's viewpoint or perspective, and then explain why this point is either persuasive or unpersuasive. You should then give a second, contrasting, viewpoint, and (again) explain why this is either persuasive or unpersuasive. After you've done this, you should write down which argument is stronger based on the information you have presented. You should then write a conclusion, summarising what you've written.

Notes

MY EXAM DATES ARE:

ENGLISH: _____

MATHS: _____

SCIENCE: _____

FRENCH: _____

GERMAN: _____

SPANISH: _____

HISTORY: _____

GEOGRAPHY: _____

RPE: _____

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Notes

Notes

Notes

USEFUL

CONTACTS

SUBJECT LEADERS

- Miss L Penketh - Leader of Y7 & 8 English
- Miss E Nevell - Leader of Y9 English
- Mr J Mullin - Leader of KS3 Maths
- Mr J Blackburn - Leader of KS3 Science
- Mr S Iddon - Head of Humanities
- Mrs K Baldwin - Head of Languages



LYMM
HIGH SCHOOL

All email addresses follow the format:
first initial, then surname, then
@lymmhigh.org.uk

OTHER STAFF

- Mrs J Wagstaff - Head of Year 7
- Miss H McMullen - Year 7 Pastoral Manager
- Miss T Taylor - Head of Year 8 / Associate AHT
- Miss H Crowder - Head of Year 9
- Mrs C Lambert - Year 9 Pastoral Manager
- Miss K Yates - SENCO
- Miss N Dixon - Assistant Headteacher

GOOD
LUCK!