

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 2023

GUTEN
TAG

GERMAN

GEOGRAPHY

RELIGION,
PHILOSOPHY & ETHICS

SPANISH

REVISION
LIST

KS3 Exams

8
JUNE

21
JUNE

2023

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 strategies

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

3 essential revision strategies



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



The bare necessities
– Organising and summarising information for better recall



Quizmaster
– to test your self and others and strengthen your memory

Identifying key words and using them in a paragraph

*Pay close attention to the parts you forgot about - the parts you've added in green pen
These are the parts you want to remember next time.*



Look



Cover



Write



Check



Repeat

Waves are created by wind blowing over the sea.

(How far wind has travelled)

Affected by fetch, strength, how long wind has been blowing.

Steps:

1. Start out at sea
2. As waves approach shore, friction slows base
3. Causes the orbit to become elliptical
4. Unit the top of the wave breaks over

The bare necessities - mind-map to summarise information



Read and highlight
important info



Summarise on a
brief mind-map



Cover and test
(brain dump/quiz)

3. Quizmaster - design quizzes to test yourself or your friends



Look at the information – read it a few times.

You could highlight/underline the essential points as you read



How could you create a question to test the knowledge in each section?



Design a short quiz with 5-10 questions



Use the quiz to test yourself *even better if you leave this to test yourself the next day, or later in the week!*

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.

The first 5 minutes will be a set of questions to assess your knowledge of key language and poetic techniques. This will be worth 5 marks.

You should then spend 5 minutes reading and annotating the Identity poem chosen – it is one of the poems from your Identity Poetry anthology – to support your answer to the question.

You will write your response using WHAT, HOW, WHY paragraphs.

You will need to analyse 2-3 quotations from the poem in 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:

- 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 top three poems you should revise are: **Anthem of the North, City Jungle, and Going Going**. It will be one of these poems on the exam.
- **Mind maps** of the key Identity poems you have studied. Including: main ideas, themes, and context.
- **Quizzes** from the knowledge organisers- ask other students questions, get them to ask you and ask and parents/ carers to quiz you!
- **Post it notes** with key points from the Knowledge Organisation such as techniques and themes.
- Use your exercise books and teacher feedback.
- **Select your top three quotations** from each of the top three poems and revise the meaning and techniques of these quotations.
- **You should** revise exploring these quotations in detail.

Vocabulary and Techniques to revise:

Structural Features	
Stanza	A 'paragraph' in a poem.
Enjambment	A sentence or phrase that runs onto the next line.
Anaphora	When the first word of a stanza is the same across different stanzas.
Juxtaposition	Two ideas/ images placed together for contrasting effect.
Speaker	The narrator, or person in the poem.
Rhyme	Correspondence of sound between words or the endings of words, especially when these are used at the ends of lines of poetry.

Techniques	Definition
Symbolism	When an object represents an idea that is much deeper and more significant.
Personification	Describing an inanimate object as having human feelings.
Metaphor	A descriptive technique that names a person, thing or action as something else.
Simile	A descriptive technique that compares one thing with another, usually using 'as' or 'like'.
Repetition	When a word/ phrase is noticeably repeated throughout a sentence/ paragraph/ whole text.
Imagery	A technique in which the author appeals to the senses i.e. seeing, hearing, touching.
Alliteration	The occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Word class	Definition
Verb	A verb is a word or set of words that shows action (runs, is going, has been painting); feeling (loves, envies); or state of being (am, are, is, have been, was, seem)..
Adverb	An adverb labels how, when or where something happens (and they often end in '-ly').
Noun	Nouns are names, places and things; they also signify imagined things like 'a ghost'; and ideas or concepts, such as 'love', 'guilt' or 'fate'.
Adjective	An adjective is a describing word or phrase that adds qualities to a noun. It normally comes before a noun, or after verbs like 'am', 'is', 'was', 'appears' or 'seems'.

Key Themes:

Anthem of the North



Hope Resilience

Can you identify 3 quotations from Anthem of the North that demonstrate hope and/or resilience?

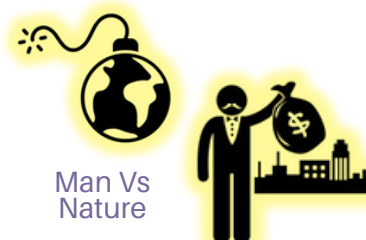
City Jungle



Man Vs Nature

Can you identify 3 quotations from City Jungle that demonstrate the theme of man vs nature?

Going Going



Man Vs Nature

Capitalism / consumerism

Can you identify 3 quotations from Going Going that demonstrate man vs nature and/or capitalism and consumerism?

Year 8

TIPS FOR REVISING ENGLISH

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

The first 5 minutes will be a set of questions to assess your knowledge of the novel *To Kill a Mockingbird*. This will be worth 5 marks.

You should then spend 5 minutes reading and annotating the extract from the novel – it is one that you have read and looked at with your class teacher – to support your answer to the question.

You will write your response using WHAT, HOW, WHY paragraphs.

You will need to analyse 2-3 quotations from the extract in as much detail as you can.

Your teacher will be looking for some contextual information in your response.

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 and parents/ carers to quiz you!
- **Post it notes** with key points from the Knowledge Organisation 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.

Key Characters

Key Characters	
Scout	The narrator and the protagonist of the narrative. 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	Jem is Scout's older brother, 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.
Atticus	Scout and Jem's father, a lawyer in Maycomb descended from an old local family. 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.
Calpurnia	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

Key Characters	
Social Inequality	SOCIAL INEQUALITY: 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.
Moral Education	MORAL EDUCATION: 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.
Good and Evil	GOOD AND EVIL: 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.
Prejudice	PREJUDICE: 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

Historical and Social Context
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 To Kill a Mockingbird, in the mid 1950s. It was completed in 1957 and published in 1960 - just before the black civil rights movement in America really took.
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.
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.
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.

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?

Year 9

TIPS FOR REVISING ENGLISH

- You will have **45 minutes** to complete your task.
- The first 5 minutes will be a set of questions to assess your knowledge of descriptive writing skills. This will be worth 5 marks.
- You should then spend 5 minutes annotating the image.
- You will write your response, aiming for 2-3 paragraphs of detailed description.
- You will be assessed on the quality of your writing and the accuracy of your grammar and punctuation.

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:

- **Use flashcards** to remember your language and structural techniques and how to apply 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 finding interesting images online and describing them in detail.
- **Revise and learn** some colour vocabulary – attached to this revision guide.

Structural Features	Definition
Cyclical	When end of the text repeats an idea/ character/ setting from the opening.
Widening or narrowing the perspective	Nouns are names, places and things; they also signify imagined things like 'a ghost'; and ideas or concepts, such as 'love', 'guilt' or 'fate'.
Repeated motif	When a word, phrase, is noticeably repeated throughout a sentence/ paragraph/ whole text.
Dialogue	Direct speech between characters.
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

Colour Vocabulary

pearl	scarlet	indigo
snow	fuchsia	emerald
canary	rose	walnut
gold	lavender	slate
marmalade	violet	ash
crimson	sapphire	obsidian

Punctuation Marks

Comma



Apostrophe



Hyphen



Ellipsis



Full Stop/Period



Exclamation Mark



Question Mark



Parentheses



Brackets



Colon



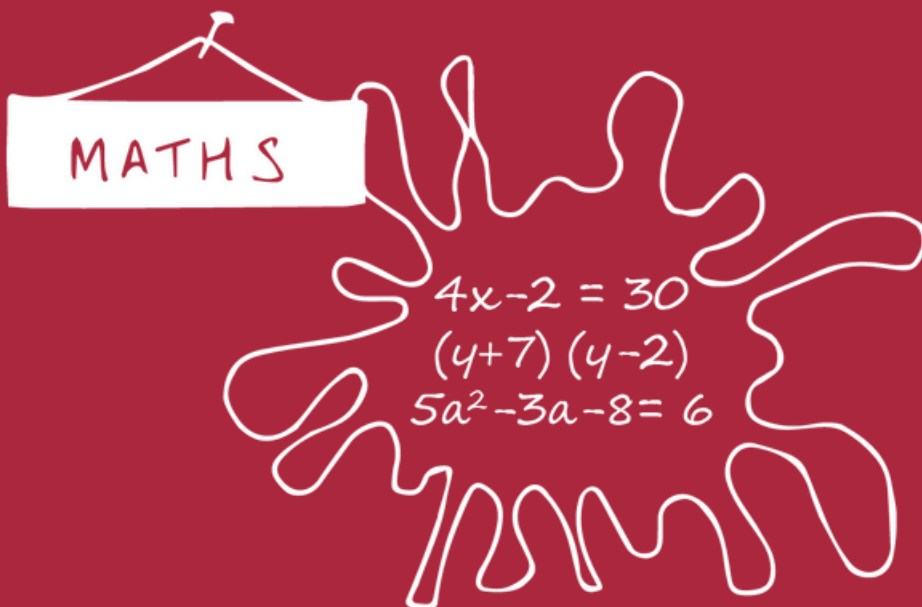
Semi Colon



Quotation Marks



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.
- **Practice 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>

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 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
- Expanding single brackets
- Angles rules on straight lines and in triangles
- Coordinates and properties of 2D shapes
- Probability of a single event happening and not happening
- Substitution into algebraic expressions
- Volume of cuboids and other prisms
- Solving equations (up to two steps)
- Percentages of amounts
- One number as a percentage of another
- Index laws
- Constructing triangles with pencils, rulers, protractors and a pair of compasses
- Proportion
- Increasing and decreasing by a percentage using a multiplier
- Dividing into a ratio
- Plotting straight line graphs from their equations



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 8

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

- Solving multi step equations, including variable on both sides and brackets
- Volume and surface area of cuboids, cubes and cylinders
- Probability as a fraction
- Index laws
- Equivalent ratios
- Share into a ratio
- Plotting straight line graphs
- Nth term of a linear sequence
- Rearranging formulae
- Scatter Graphs
- Reverse percentages
- Inequalities regions on graphs
- Probability tree diagrams
- Pythagoras' Theorem
- Using given volume formulae
- Trigonometry in right angled triangles



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

MATHS topics you need to revise for the exam

Year 7

CORE AND SUPPORT (SETS 3A & 3B)

- Shading fractions and fractions of amounts
- Describing probabilities with words
- Equivalent fractions
- Finding the mode
- Measuring lines and angles
- Solving one step and two step equations
- Expanding single brackets
- Writing a fraction as a percentage
- Choosing appropriate metric units
- Reading and plotting coordinates
- Probability of a single event happening and not happening
- Substitution into algebraic expressions
- Volume of cuboids and other prisms
- Index laws
- Plotting straight line graphs from their equations
- Increase/decrease a number by a percentage



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 8

CORE AND SUPPORT (SETS 3A)

- Equivalent ratios
- Units of volume
- Probability scale
- Formulae in words
- Solving one step and two step equations, including variable on both sides
- Reading pictograms
- Reading and plotting coordinates
- Worded multiplication and division problems
- Using a calculator for powers and roots
- Volume and surface area of cuboids and cubes
- Fractions of amounts
- Nth term of a linear sequence
- Share into a ratio
- Probability as a fraction
- Index laws
- Plotting straight line graphs
- Using Pythagoras' theorem

SUPPORT (SETS 3B)

- Place value
- Area of a rectangle and triangle
- Mean, mode, median range from a list of data
- Rounding to the nearest 10,100,1000
- Equivalent ratios
- Probability scale
- Formulae in words
- Solving one step and two step equations
- Reading pictograms
- Worded multiplication and division problems
- Volume and surface area of cuboids and cubes
- Probability as a fraction
- Index laws



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



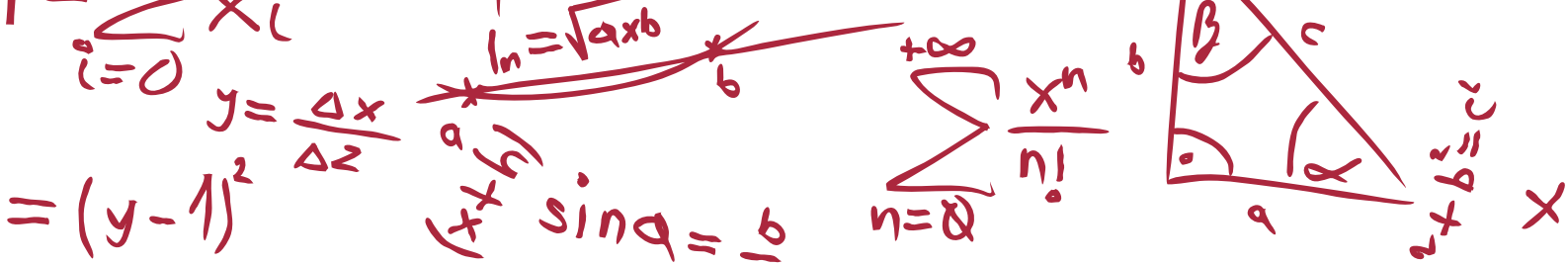
Year 8 Maths (Core/Support)
Knowledge Organiser - Term 4



Year 8 Maths (Core/Support)
Knowledge Organiser - Term 5



Year 8 Maths (Core/Support)
Knowledge Organiser - Term 6



Year 9

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

- Simultaneous Equations
- Reverse Percentages
- Linear Graphs
- Factorising and Solving Quadratic Equations
- Pythagoras and Trigonometry
- Estimated Mean from a Table
- Circle Theorems
- Pie Charts
- Transformations
- Volume of a Cylinder
- Money Calculations
- Percentages
- Scatter Graphs
- Inequalities



Year 9 Maths (Higher)
Knowledge Organiser - Term 1



Year 9 Maths (Higher)
Knowledge Organiser - Term 2



Year 9 Maths (Higher)
Knowledge Organiser - Term 3



Year 9 Maths (Higher)
Knowledge Organiser - Term 4



Year 9 Maths (Higher)
Knowledge Organiser - Term 5



Year 9 Maths (Higher)
Knowledge Organiser - Term 6

Year 9

FOUNDATION (SETS 3A & 3B)

- Area of a Triangle
- Scatter Graphs
- Solving Linear Equations
- Linear Graphs
- Volume
- Circumference of a Circle
- Parts of a Circle
- Sequences
- Percentages
- Perimeter
- Ratio
- Factorising and Simplifying Linear Expressions
- Probability



Year 9 Maths (Foundation)
Knowledge Organiser - Term 1



Year 9 Maths (Foundation)
Knowledge Organiser - Term 2



Year 9 Maths (Foundation)
Knowledge Organiser - Term 3



Year 9 Maths (Foundation)
Knowledge Organiser - Term 4



Year 9 Maths (Foundation)
Knowledge Organiser - Term 5



Year 9 Maths (Foundation)
Knowledge Organiser - Term 6

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

Aims of the biological system

1. Understand how shape & support in the body
2. Know plants for structural support
3. Understand how the body is supported in the bones for movement
4. Understand how the body is supported in the bones for movement

Animal cell

Cell Part

- Nucleus** - Controls the cell
- Cytoplasm** - Where chemical reactions take place
- Cell membrane** - Controls the passage of substances into and out of the cell
- Mitochondrion** - Releases energy to release energy

Plant cell

Cell Part

- Cell wall** - Gives the cell structure
- Vacuole** - Contains water & nutrients
- Chloroplast** - Absorbs light for photosynthesis

Muscle

Muscles are the organs that move body parts. Bones protect the internal organs.

The Design of Muscle

Voluntary—You can control these. Arms, legs, hands, face.

Involuntary—You can't control these. You don't have to decide to swallow down muscle with. Muscles control the heart.

Arteries and veins come in pairs. These pairs of vessels work together to move blood. Arteries carry oxygenated blood. Veins carry deoxygenated blood. They are called arteries and veins.

Diagram of a muscle fibre

Diagram showing the structure of a muscle fibre with labels: Sarcoplasm, Myofibril, Sarcomere, Actin, Myosin, Z-disc, T-tubule, Mitochondrion, Nucleus, Cell membrane, Cell wall.

Diagram of a muscle fibre

Diagram showing the structure of a muscle fibre with labels: Sarcoplasm, Myofibril, Sarcomere, Actin, Myosin, Z-disc, T-tubule, Mitochondrion, Nucleus, Cell membrane, Cell wall.

Diagram of a muscle fibre

Diagram showing the structure of a muscle fibre with labels: Sarcoplasm, Myofibril, Sarcomere, Actin, Myosin, Z-disc, T-tubule, Mitochondrion, Nucleus, Cell membrane, Cell wall.

Cell biology- Cells & magnification

Magnification

Work out the actual length of this cell in micrometres.

Microscope

Advantages

Disadvantages

Electron microscope

Diagram of a cell

Diagram showing the structure of a cell with labels: Nucleus, Cytoplasm, Cell membrane, Mitochondrion, Vacuole, Chloroplast, Cell wall.

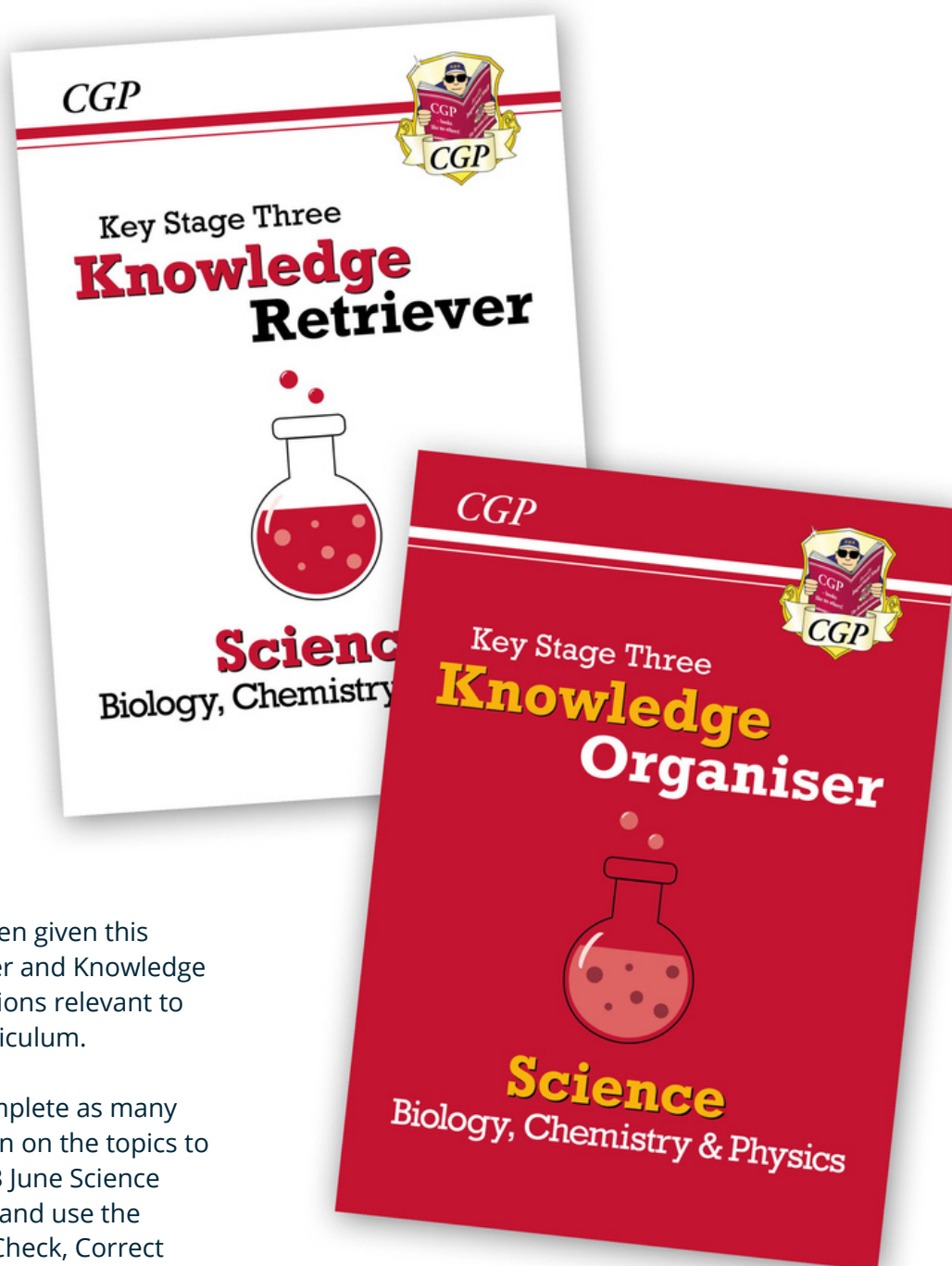
Diagram of a cell

Diagram showing the structure of a cell with labels: Nucleus, Cytoplasm, Cell membrane, Mitochondrion, Vacuole, Chloroplast, Cell wall.

Diagram of a cell

Diagram showing the structure of a cell with labels: Nucleus, Cytoplasm, Cell membrane, Mitochondrion, Vacuole, Chloroplast, Cell wall.

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](https://www.senecalearning.com))
Mechanics (3.2.4, 3.2.8, 3.2.10, 3.2.11)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
DNA (1.6.11, 1.6.12, 1.6.13)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Periodic table (2.4.1, 2.4.2, 2.4.3)



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



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Light and Sound



Seneca - Learn 2x Faster ([senecalearning.com](https://www.senecalearning.com))
Bioenergetics (1.5.2, 1.6.5, 1.6.7)



Seneca - Learn 2x Faster ([senecalearning.com](https://www.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](#)
- [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 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 8

- Holidays - plans and past, including activities (Half Terms 1 and 6 Knowledge Organiser)
- 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 dance. – I am going to do dancing. – future

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.

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 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'.

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 - Unit 3



Year 8 Knowledge Organiser - Unit 4



Year 8 Revision Booklet 2023

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 - Unit 2



Year 9 Revision Booklet 2023

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**



Year 7 History Revision Guide

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**



Year 8 History Revision Guide

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).

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).

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).



Year 9 History Knowledge Organiser



Year 9 History Revision Guide

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.

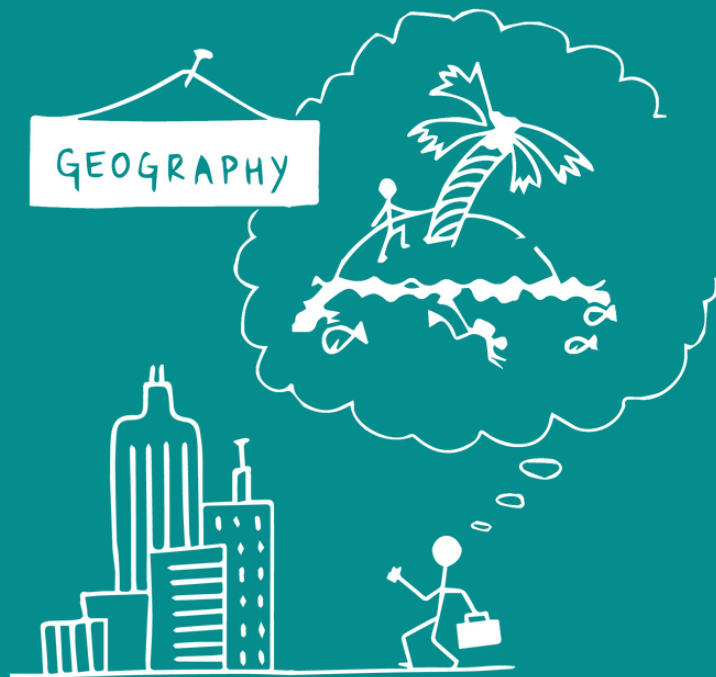
Interpretation 2: From Ian Dawson and Ian Coulson, *Medicine and Health through Time*, published in 1997.

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
- Processes of Glacial Erosion
- Process of weathering
- Glacial Deposition
- 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 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.

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



**Year 7 RPE
Knowledge
Organiser**

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;

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

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



**Year 8 RPE
Knowledge
Organiser**

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

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



**Year 9 RPE
Knowledge
Organiser**

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

Notes

MY EXAM DATES ARE:

ENGLISH: _____

MATHS: _____

SCIENCE: _____

FRENCH: _____

GERMAN: _____

SPANISH: _____

HISTORY: _____

GEOGRAPHY: _____

RPE: _____

Notes

Notes

[illegible]

Notes

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USEFUL

CONTACTS

SUBJECT LEADERS

- Miss L Penketh - Leader of KS3 English
- Mrs A Quilter - Leader of Y7/8 Maths
- Mr M Ruddy - Leader of Y9 Maths
- Mr J Blackburn - Leader of KS3 Science
- Miss F Sykes - Head of History
- Mr S Iddon - Head of Humanities (& Geography)
- Mrs F Bisset-Mahon - Head of RPE
- Miss R McQuillan - Head of Languages
(& French/German)
- Miss R Izquierdo-Morono - Assistant Head of Languages
(& Spanish)

OTHER STAFF

- Miss N Beck - Head of Year 7
- Miss N Carrington - Y7 Pastoral Manager
- Mrs J Wagstaff - Head of Year 8
- Miss H McMullen - Y8 Pastoral Manager
- Mr W Barnett - Head of Year 9
- Mrs N Purslow - Y9 Pastoral Manager
- Miss K Yates - SENCO
- Ms N Dixon - Assistant Headteacher

