

KS3 Revision Booklet



Year 10

Assessment Week

Wednesday 20th – Friday 29th May, 2026

What will I find in this booklet?

1. Ideas and strategies that will help me prepare for the upcoming examinations.
2. Examples of revision techniques that have proven to be very successful.
3. List of topics to revise from most subjects.
4. Revision Planner.

Name:

Class:



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This booklet aims to help you prepare for your summer assessments. We have high expectations at Lisneal College and therefore it is important that you try you hardest to achieve the best grade possible.

We suggest that you begin by creating a revision timetable (we have provided a blank template for you) so that you can make a plan for the coming weeks. Revision should be carried out in blocks of 40 minutes and you should factor in time for a break. When you have it planned, keep it somewhere you will see and use it to help you to keep on top of home study and revision.

Features of a Good Revision Plan:

No matter what the task, all good revision plans have the following 5 features:

1. List each topic in each subject – your teachers should have given you a list already. Use this booklet to tick off topics, add notes and plan to support your revision.
2. Decide upon the area/s that require the most attention, e.g. the topics you find most difficult.
3. Work out how much time you have before the tests begin.
4. Match the topics to the time you have, giving more time to the topics requiring the most attention.
5. Tick off the completed work.
6. Use this revision booklet.

Top Exam Tips!

Get a good night's sleep

It's important to get enough sleep the night before your exam. It will be easier to focus if you are well rested.



Get organised

Make sure you have everything you need by organising your pencil case the night before.



Eat a meal beforehand

Remember to eat breakfast or lunch before the exam to prevent your stomach from rumbling and distracting you.



Arrive early

Give yourself plenty of time to get to the venue; you don't want to be in a rush before the exam.



Drink water

An easy way to improve your concentration is to stay hydrated, so remember to bring a bottle of water to the exam.



Stay calm

If you find yourself getting nervous, take some deep breaths and feel your body relaxing before you move on to the next question.



Read the question

Don't rush through the exam. Make sure you read each question at least twice before writing your answer.



Leave time at the end

Make sure you leave time at the end of the exam to check your answers.

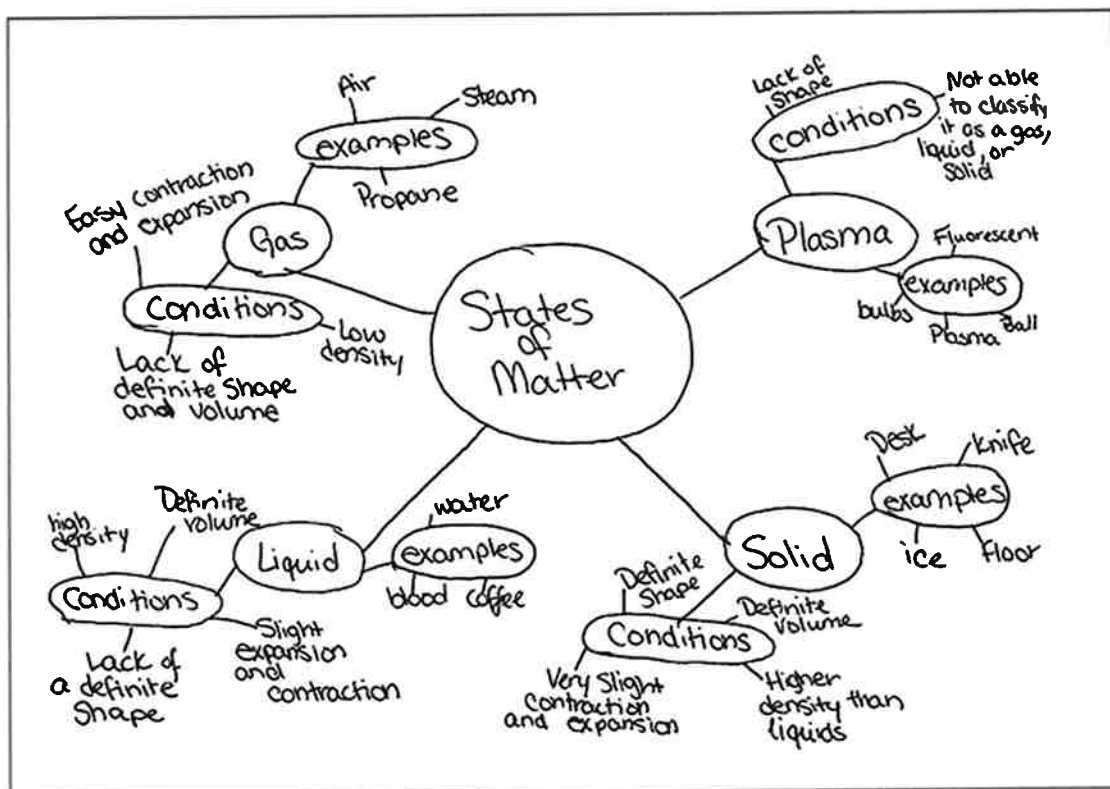


Revision Techniques

Not sure how to revise? Then use some of these techniques to break your revision into chunks

Mind Maps:

Mind Maps are excellent memory techniques because, by using a mixture of colour, pictures and imaginations with logical and sequential information, they use both sides of your brain. Condense your notes and organise them by theme, main ideas and details. An example is shown below:



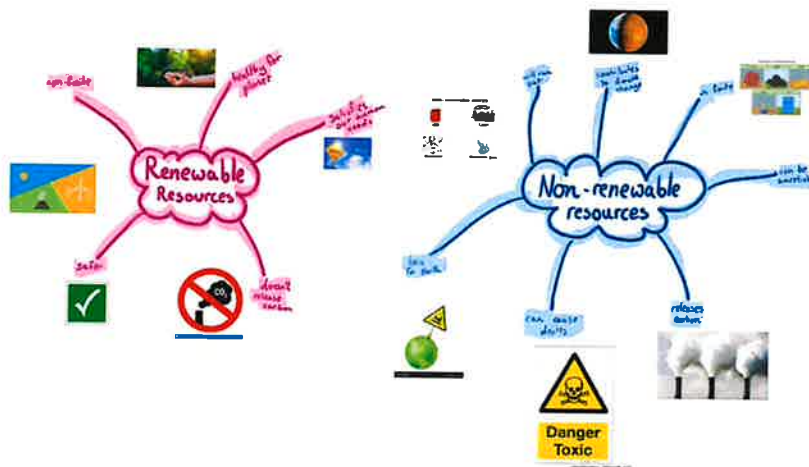
Spider Diagrams: Before you begin revising a topic, you might like to test yourself and see what you know first. This will help to show you how competent you are in a particular area; to see exactly what you need to revise and how much time you should be spending on it.

Write the title of the section in the middle of your paper and draw a ring around it. Divide the large section into smaller sub-sections by writing sub-headings around the main word. Use these words as the foundations from which to build your own thoughts around.

Recalling certain facts and arguments will lead you to other connected information and ideas. Once you have written all that you can, take a look at your revision guide, class notes or textbook and try to establish what has been left out.

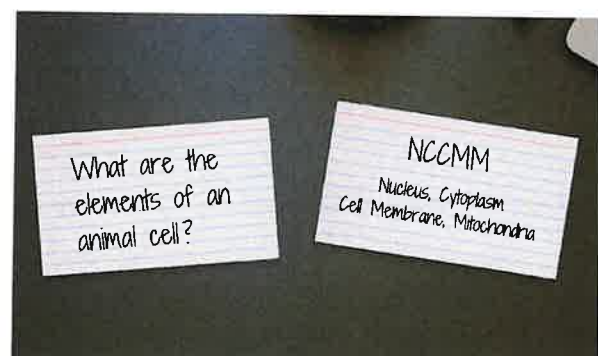
After refreshing your mind on the information, you were already familiar with, your revision session should be centred on filling gaps in your knowledge. Another time of mind map/spider diagram:







An example from Geography or Science for energy sources



Cue Cards: Note/cue cards are always handy for when you're out and about. List definitions and rules you need to know or write key words from which you can fill in the gaps to tell the whole story. These are also useful for learning language vocabulary. You do not have to buy them as you can make them yourself by cutting up paper or card. Once filled in, you can use these cards to glance over your revision quickly to see what you can recall. Don't forget to place key words on one side of the cue card and the definition of the word on the other side of the card or write a question on the front of the cue card and then put the answer on the back. You can then get friends or family to test you.

<i>Usage of Cue Cards</i>
▪ Easy to Carry
▪ Easy to takes Notes
▪ Vocabulary Words
▪ Study Plan
▪ Helps determine what you don't know
▪ Formulas
▪ Use them Anytime



<p>Online Apps</p>   	<p>Highlighting Notes</p> <ul style="list-style-type: none"> > Do not use one single-colour highlighter > Instead, try using several different colours > Assign each colour a specific purpose > This creates a colour coding system, making your material easier to understand. <p>Example of a System:</p> <ul style="list-style-type: none"> ❖ Pink: titles and headlines ❖ Blue - terminology and vocab ❖ Green - definitions and explanations of terminology. (Green explains blue) ❖ Orange: Examples of the term ❖ Yellow: Other things 	<p>Talk out Loud</p> <p>Read your revision notes out loud to a particular rhythm – this could be set by music playing in the background or tapping your foot or by walking calmly or steadily. This could be a sort of <i>walk and talk!</i></p>  <p>Reading Out Loud</p>	<p>Teach Some – Friend/Parents?</p> <p>Being able to teach a peers about a topic shows good understanding.</p> <p>Thinking it through is effective revision</p> <p>Fill in the gaps in your knowledge as you identify them!</p>
<p>Corbett Maths</p> 	<p>Bitesize</p> 		

Study plan for KS3 Examinations

Revision Plan



Day of the week: W/C	13 th April	20 th April	27 th April	4th May	11 th May	18 th May
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

Examination Timetable – (To be stuck in when you receive it)

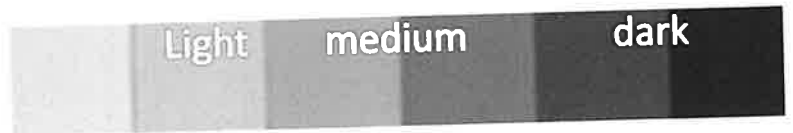
Art Revision

Pupils will sit their exam in their *normal class* over 4 periods during 20th April – 15th May 2026.

Equipment Pupils Must Bring:

- Pencil,
- Rubber
- Colouring pencils

Task 1.



Recreate a tonal scale below using a black colour. (Copy the scale above)

--	--	--	--	--	--

Task 2.

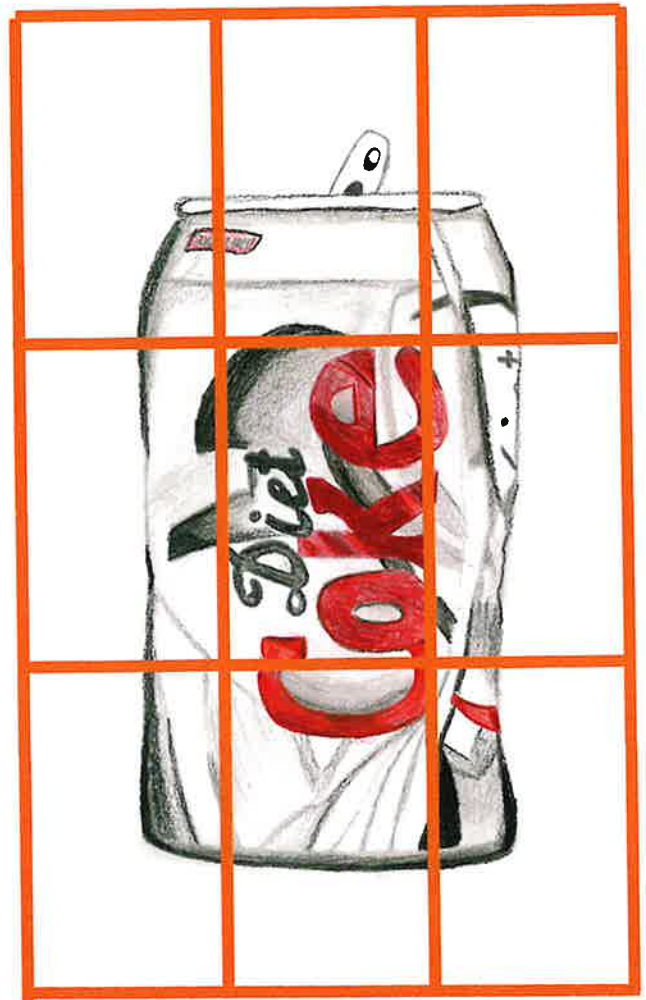
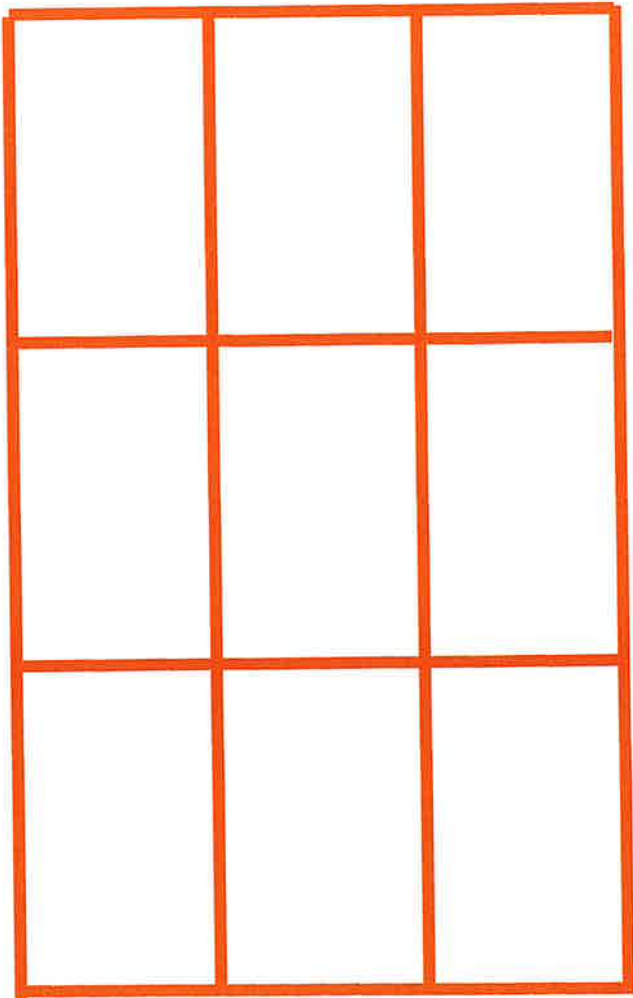
In the boxes below experiment using colour pencils colour mix and blend tones you would see in a Coke Can.

--

--

Task 3.

Using the grid create an observational drawing of a Coke Can.



Skills – Voice and Movement

There are a number of different vocal elements you should consider:

- **Pitch** – speaking in a high, low or natural voice.
- **Pace** – the speed at which someone speaks, eg the speed of response in an argument.
- **Pause** – a dramatic pause at a crucial moment could merit a comment.
- **Tone** – this suggests your mood and your intention towards the listener, eg happy or sad.
- **Volume** – you might be commenting on audibility but you're more likely to be discussing the effect of a loud, powerful voice or a quiet, nervous or sad voice.
- **Accent** – you may be talking about how someone has achieved a convincing accent or how the choice of accent enhanced their characterisation.
- **Emphasis** – the pressure on individual words that makes them stand out. Emphasis or stress for a particular effect is significant and can change the meaning of a sentence as well as the feeling behind it.
- **Intonation** – the rise and fall of the voice. There's a clear movement up at the end of a sentence when we ask questions for example. Intonation also helps us to say what we mean.

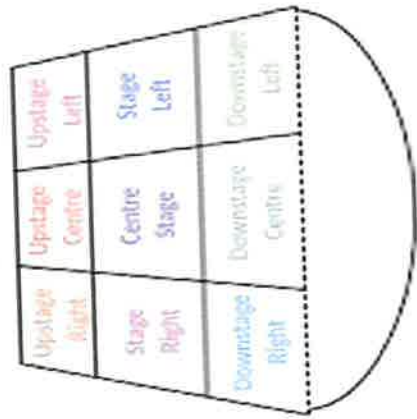
Naturalistic Movement: Movement which helps to portray character

Naturalistic Terms

TERM	WHAT IT MEANS
Body Language	Messages given by the position of the body.
Facial Expression	Look on the face to show emotion.
Eye Contact	Where the eyes are looking to portray emotion.
Gesture	A movement of the hand or arm which communicates a message.
Mannerisms	A common movement used by a character to show personality.
Posture	How the body is held upright.
Positioning	The placement of the actors on stage.
Proxemics	The positioning and distance of characters on stage to give dramatic impact.
Use of Space	The way the character moves around the space.

Stage Areas

Fill in the Stage Directions template!



AUDIENCE

CONVENTIONS

Conventions are theatrical techniques which can add effect and help to enhance a drama.

CONVENTION	WHAT IT IS
Flash-Back	The Drama jumps back in time during the performance.
Flash-Forward	The Drama jumps forward into the future.
Tableau	A still image which gives an overview of a whole situation.
Freeze Frame	A still image which represents a moment in the Drama.
Mime	Creates an illusion without speech or props.
Monologue	An character speaks thoughts and emotions out loud. This can be delivered directly to the audience.

Narration	A section of the story is spoken. There may be some action happening at the same time. This is usually spoken directly to the audience.
Voice Over	Pre recorded voice explaining the action, the thoughts of a character or giving the audience guidance.
Soliloquy	One long speech presented by one character alone on stage.
Split Stage	The stage is split into two sections, so two different pieces of action can be seen alongside each other.

Personal/Creative Writing - Year 10



Writing to

DESCRIBE

How do I write like this?

VERBS - Doing words that should be interesting, e.g. 'staggered', not 'walked'.

ADJECTIVES - Descriptive words. Vary them, e.g. 'huge' not 'big'.

METAPHORS - saying one thing is another thing, e.g. 'My heart was drum.'

PERSONIFICATION - Giving a non-living object human qualities. 'The wind battered angrily against my window.'

ONOMATOPOEIA - Words that sound like themselves! E.g. 'Splash!'

SIMILES - Comparing two things using 'as' or 'like'. E.g. 'I punched like Tyson.'

SIMPLE SENTENCES - Use simple, compound, and complex, and mix up the words.

ALLITERATION - the same sounds at the beginning of words, e.g. 'slimy snake.'

What am I trying to do?

To play with the imagination of the reader, using language effectively to create a clear image in the reader's mind.

Some examples of texts that do this are:

- Stories
- Travel Brochures
- Poems

Example

SCrash! The sound of plates crashing and pots clanging awoke me from my slumber. Peering nervously over my duvet, I could hear the rain battering angrily against the window. Footsteps grew louder from out in the hallway...



ING words	
Dreaming	seeing
Clutching	shaking
Taking	closing
shouting	hiding
Yelling	
Growing	
Cree ping	
Leaping	
worrying	
Yelling	
whispering	
Entering	
Bursting	
Escaping	
Moving	
Skipping	
Gasping	
Shivering	
Screaming	
Grabbing	
Running	
walking	



Similes
As timid as
As quiet as
As scared as
As bright as
As quick as
As noisy as
As slowly as
As angry as
As calmly as
Like a monster
Like a mouse
Like a tree
Like a villain
Like a predator
Think... ..
Experience
Animal
Nature



Prepositions
Between
Below
Through
On
By
Inside
To
During
In
Under
Above
About
After
At
Beside
On top of
Across
Underneath
Off
Beneath
Before



Adverbs	
Neatly	Neatly
Moodily	Amazingly
Honestly	Casualty
Crazily	
Simply	
Heavily	
Funnily	
Foolishly	
Ominously	
Finally	
Calmly	
Softly	
Intelligently	
Shyly	
Easily	
Loudly	
Spitefully	
Cautiously	
Busily	
Gently	
Slowly	
Angrily	



Connectives
Since
Whereas
As
Finally
Next
Whenever
Although
Eventually
After
Before
But
So
Where
Before
Despite
Until
Suddenly
Later on
Therefore
Anyway
First



ED words
Exhausted
Puzzled
Excited
Surprised
Delighted
Dazed
Pleased
Petrified
Frightened
Astonished
Worried
Amazed
Scared
Horrified

The Terrible Two

It was midnight and the Terrible Two were wondering up and down the street. One of the Terrible Two was big and had dark, brown facial hair. He hated the city they lived in and always walked around in an angry mood. The second member of the Terrible Two was small and round. He had little blue eyes and looked as though he hated the world.

As they moved along the street they spotted a ginger cat on the roof of an old shed. They shuffled closer and poked the cat in the ribs. The cat hissed but carried on sleeping. Unfortunately for the Terrible Two an elderly woman came out of her house chasing them with a broom. They ran so fast that they did not see the large red bus come whizzing past.

BANG! That was the end of the Terrible Two.

WHAT WORKS
WELL HERE?
(WWW)

Task: Descriptive Writing

Imagine that you spent the day at a theme park. Describe

what you would experience. Focus on describing the five senses:

*Sight

*Touch

*Sound

*Taste

*Sound



Adverbs, verbs and adjectives

Confidently standing amongst his peers, his short crop of hair marks him out from the rest, even though the uniform of jumper and trousers intends to do the opposite.

In class, his demeanour is one of quiet mutiny, reflecting his military ambitions, and he can often be found with his head gently resting on his red exercise book in peaceful slumber, dreaming about this, as the rest of the class get on with their work.

When animated, his enthusiasm trips into his voice, and the deep vibrato resounds around the room with constant refrains of "right" and "like" interspersed between every few words.

When concentrating, he hates being interrupted and at least once a week, when rebuked, the lined paper filled with neat scrawl is flung carelessly across the room signalling the need for some careful cajoling to subdue him back into submission.

CONSIDER
How language
is used here -
WWW?

The bell rang and pierced the buzz of chatter and laughter in the school yard. Hundreds of shoe clad feet walked quickly towards the building, splashing in the grey puddles and slapping on the hard concrete. Inside the cramped corridor there was a mixture of smells: damp masked by cheap lynx deodorant, the welcoming aroma of flapjacks from the canteen and floor polish. Pupils slowly tried to navigate their way through the corridor to class like a ship navigating a storm. The sea of bodies pushed and pulled. A few shouts and high pitched giggling could be heard. A teacher barked and order was temporarily restored with pupils walking sensibly in file, on the left hand side, like cars on a road.

Inside the classroom, rulers tapped on tables, chairs squeaked, and pupils whispered to each other. The fluorescent lights burned brightly. The teacher pointed to the board as instructions were given out and slowly repeated. The pupils began their work reluctantly, black pens barely touched paper. Suddenly there was a loud bang - a pupil leaning back on his chair, falling hard onto the floor. His face flushed bright red, as the others pointed and laughed, like a pack of hyenas.

What are
your three
favourite
sentences?
Why?

Beginning to Write



Example 1- The school Bully

Here are some questions your friend might ask you:

What does he look like? Does he look like a bully? Is he strong and tough looking? How does he/she dress? How do they speak?

The answers give you the first paragraph by describing the main character.

If you saw Brian Triggs you would never think that he was a bully. He is small for his age and has a pointed face like a rat. He walks with a swagger and always has his hands in his trouser pockets...

(Find an adjective, a simile and an interesting verb)



Example 2- Christmas Day at Home

Here are some questions your friend might ask you:

Who woke up first? When did you get up? Where were your presents? How many did you get? What was the best present? What was the best thing about the day and was anything boring? What did your family do?

The answers give you the first paragraph by describing the action.

My little sister Jill woke me up a 6.30 a.m. and squealed with excitement. When I realised what day it was, I hopped out of bed too. Christmas was here! The presents, all wrapped in fancy paper, were stacked at the foot of the Christmas tree.

(Find a short sentence, a sentence with two clauses and a sentence with three clauses. Why is it a good idea to vary the length of your sentences? Do you know where the commas should go? What other punctuation has been used for effect?)

TASK

Try this technique of asking questions and write the first paragraph for 'The Happiest Day of My Life' by describing the setting.

Using Dialogue

The wrong way

Over dinner my granddad talked about his favourite subject- the Good Old Days. "Christmas was much different when I was your age," **sold** granddad. "We know you keep telling us," **Muttered** my brother. **We had no such thing as computers in those days"** **continued** granddad". **What kind of presents did you get when you were my age** Granddad asked my younger sister **Oh an apple and an orange if we were lucky....**

Proof read the extract and identify the mistakes in layout and accuracy.

The right way

Over dinner my granddad talked about his favourite subject- the Good Old Days.

"Christmas was much different when I was your age," said granddad.

"We know you keep telling us," muttered my brother.

"We had no such thing as computers in those days," continued granddad.

"What kind of presents did you get when you were my age Granddad?" asked my younger sister.

"Oh an apple and an orange if we were lucky...."

What difference is there in the layout? Why is it better? Is this about the right amount to use at any one time?

Make up some rules for using dialogue in a story.



Here are some alternative verbs to use instead of said:

Shouted warned hissed
snapped cried yelled smiled snarled
Roared whispered bellowed

Also use adverbs as they can help the reader hear the tone of voice:

Angrily quietly jokingly softly nervously

Think of some others

Setting the Scene

Examples

1

Rain. Rain. Rain. Was it ever going to stop? The sky was a mass of grey clouds. It was raining in a slow, lazy sort of way as if it was going to go on forever. An old lady pushed and jabbed me in the leg with her shopping bag. People never look where they are going when it's raining.

2

The park was a bit creepy. The rain dripped through the tall trees. Shivering, I picked my way along the path. My eyes got used to the gloom, and I began to make out the swings and the roundabout.

3

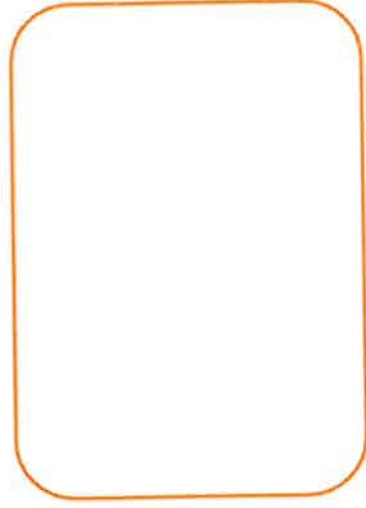
I picked my way over the rotten floor boards and stood in the hall, or at least what was left of it, and shone the torch upwards. There were holes in the ceiling. Big beams of wood were hanging down. Most of the stairs were missing. It wouldn't be safe to try upstairs.



4

The small back room was empty. No furniture. No cupboards. I bent down and looked at the floorboards. It was difficult to tell if anything could be hidden under them. And I didn't fancy looking. I didn't like rats.

Which one did you like the best? Why? Draw a picture of what you imagined the scene to be like.



Describing People

Examples

- 1 *Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very big moustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on her neighbours.*

(notice how the physical descriptions are blended with the characters' personalities)

- 2 *Lankers, our teacher, was a horrid man. He had carrot-coloured hair, a little clipped and corroty moustache and a fiery temper. Corroty-coloured hairs were also sprouting out of his nostrils and his earholes. We were terrified of him. He sat at the top of the class making snuffling grunts like a dog sniffing at food.*

(Now there's a character we'd like to know more about!)



3 My baby sister was perfect. She had the most adorable, chubby cheeks and tufts of wispy fair hair sticking up all over her head. Ten pink fingers and ten pink toes later and I knew I'd love her forever.

(aww! I wonder does the author change her mind as her sister grows up?)

TASK Match the following adjectives to the physical features and characteristics they could describe. Use a thesaurus to find more.

Lanky stout frail muscular voice
Wrinkled tanned pointed clothes
Neat tangled long balding character
Clear bright innocent twinkling body face
Shabby fashionable drab smart hair
Low gentle sharp hoarse deep eyes
Friendly lazy snobbish spiteful loyal



Describing Action



Example:

Dudley came waddling towards them as fast as he could.

"Out of the way, you," he said, punching Harry in the ribs.

Caught by surprise, Harry fell hard on the concrete floor. What came next happened so fast no one saw how it happened—one second Piers and Dudley were leaning right up close to the glass, the next, they had leapt back with howls of horror. Harry sat up and gasped; the glass front of the boa contractor's tank had vanished. The great snake was uncoiling itself rapidly, slithering out onto the floor—people throughout the reptile house screamed and started running for the exits.

(Dashes are a great piece of punctuation for creating drama.)

Task

Choose 1 of the following titles and practice writing a paragraph of action in just ten minutes. You are looking for length of sentences, description of movement and examples of tension.



Saturday- the best day of the week.

I was so terrified.....

It was an ordinary day until.....

Decide what has happened in the story so far and then begin your action paragraph.

Remember the rules for making it exciting.

Proof read and correct mistakes if you have time.

Year 10 Geography Revision



I will know and understand:-

	CONTENT	REVISED
Fashion and sport		
1	<ul style="list-style-type: none"> • What is globalisation? • Transnational companies (TNCs) • Role of the clothing industry • Sport as a worldwide industry • Olympics 	
Tourism		
2	<ul style="list-style-type: none"> • Definition of tourism/tourist • Problems created by tourism 	
Ecosystems		
3	<ul style="list-style-type: none"> • Definition • Elements of an ecosystem • World biomes 	
Volcanoes and earthquakes		
4	<ul style="list-style-type: none"> • Where do they happen? • How do volcanoes occur? • Be able to list characteristics of a volcano • Identify types of volcanoes • Effects of a volcanic eruption • State what happens in an earthquake 	
World Development		
5	<ul style="list-style-type: none"> • Effects of too many people • Identify the link between jobs and development • Describe the link between trade and development • Aid – Good/Bad idea? 	

Year 10 History Revision List



Holocaust

- Treatment of Jews before the war
- Ghettos
- The final solution
- Liberation of camps
- After the war

Union to Partition

Act of Union

Famine in Ireland

- Causes
- Famine relief measures
- Results



Three types of nationalism

- Aims
- Key figures
- Methods



Industry in Belfast

Reactions to Home Rule in 1912

Easter Rising

War of Independence

Government of Ireland Act 1920

Anglo-Irish Treaty 1921



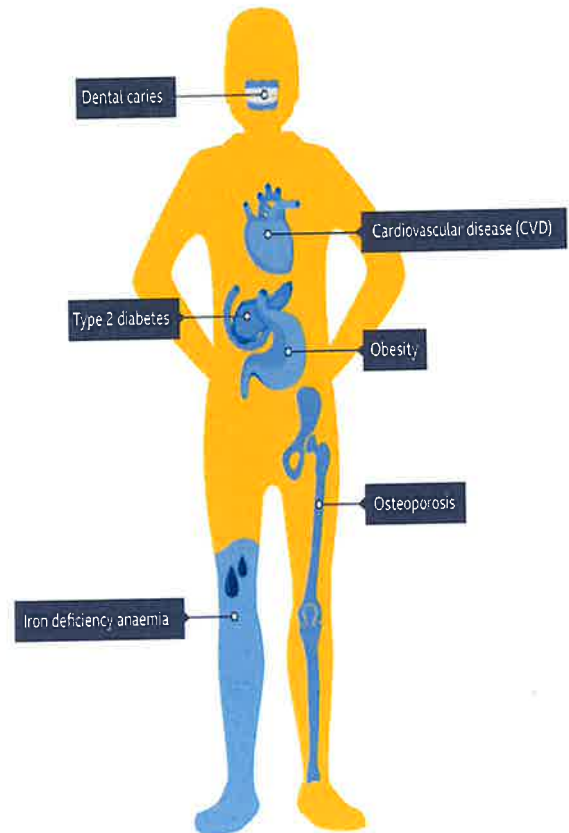
Year 10 - Home Economics Revision List

Vegetarians

- What is a vegetarian?
- Types of vegetarians
- Why people become a vegetarian?
- Vegetarian alternatives – Quorn / tofu / TVP
- Dietary problems – lack of iron, protein, vitamin B12

Priority Health Issues

- Obesity –
 - what is it?
 - Causes of obesity
 - How to manage obesity (lifestyle and diet).
- Cardiovascular disease –
 - what is it?
 - Causes of obesity
 - How to manage obesity (lifestyle and diet).
- Diabetes –
 - what is it?
 - Causes of obesity
 - How to manage obesity (lifestyle and diet).
- Osteoporosis –
 - what is it?
 - Causes of obesity
 - How to manage obesity (lifestyle and diet).
- Tooth Decay –
 - what is it?
 - Causes of obesity
 - How to manage obesity (lifestyle and diet).
- Anaemia –
 - what is it?
 - Causes of obesity
 - How to manage obesity (lifestyle and diet).



Year 10 ICT Revision list



Year 10 ICT Summer Assessment



Lisneal College are planning a History trip to Krakow in Poland from the 21-24th September 2026. The trip is being organised by Miss Bell and Miss Concannon. The trip will be open to pupils, in Year 10 and GCSE History students.

Question 1: Create a website to advertise the trip, the website should include the following information.



Pupils will be required to create a website either using Google Sites or using HTML.

Pupils must create at least 6 pages in their website that includes 5 links to other websites promoting Krakow.

They must also include images and videos.

Question 2: A Database to record the details of pupils going on the trip and the details of their payment.

Tables

- The database must have at **least 20 records** (You can make up the data yourself)
- Include fields**, First Name, Last name, DOB, Class, Pupil Contact Number, Emergency Contact Number, Medical condition (Y/N), Passport Number and Paid (Y/N)
- Select the correct **data types** for each field
- Add a **validation rule** the Paid filed (Y or N)
- Add **validation text** to Paid Field (Must be Yes or No)

Forms

- Create a **data entry form** to enter in all students details (Include all fields)
- Add an add record button and save record button to your form and insert the school logo

Queries

- h) Create a query to find out the names of all students in Year 10 who are going on the trip
- i) Create a query to find out the names of all students who have a medical condition
- j) Create a query to find out the names of all students who have paid for the trip
- k) Create a query to find out the names of all students in Y10 who have not paid for the trip

Reports

- l) Create a report to find out the names of all students going on the trip
- m) Create a report to display all the students who have paid for the trip

**Pupils will complete their ICT Summer Assessment in their ICT lessons
throughout Term 3**

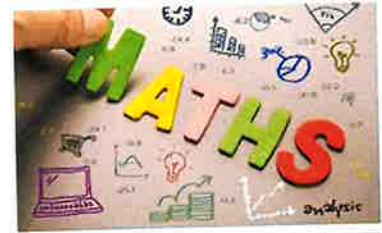
10A Maths Revision



1. Algebra	<ul style="list-style-type: none"> ● Revise Pythagoras Theorem ● Finding the length and midpoint of a line (between coordinates)
2. Shape, Space & Measure	<ul style="list-style-type: none"> ● Trigonometry – Right angled triangles <ul style="list-style-type: none"> ○ Find missing sides & missing angles ○ Angles of elevation & depression
3. Number	<ul style="list-style-type: none"> ● Indices and index rules
4. Data Handling	<ul style="list-style-type: none"> ● Calculate quartiles and interquartile range from a list ● Construct & interpret cumulative frequency tables and curves. ● Estimate the median & quartiles from a cumulative frequency curve ● Calculate the interquartile range ● Draw boxplots from a list & from a cumulative frequency curve ● Compare two boxplots
5. Number	<ul style="list-style-type: none"> ● Multiplication & division of decimals by <ul style="list-style-type: none"> ○ whole numbers ○ decimals ● Recurring Decimals
6. Algebra	<ul style="list-style-type: none"> ● Use trial and improvement to solve equations
7. Algebra	<ul style="list-style-type: none"> ● Revise simplifying and solving simple linear equations ● Know the difference between an equation and an identity ● Expand double brackets (FOIL) ● Factorise quadratic expressions $x^2 + bx + c$ ● Factorise the difference of two squares ● Formulate and solve linear equations ● Simple cases of linear equations involving fractions
8. Handling Data	<ul style="list-style-type: none"> ● Use three circle Venn diagrams to sort data
9. Number	<ul style="list-style-type: none"> ● Revise basic percentages ● Repeated proportional change ● Compound Interest and Depreciation ● Reverse Percentages
10. Algebra	<ul style="list-style-type: none"> ● Drawing vertical and horizontal lines ● Drawing a straight line using the table method ● Understand the use of m and c in equation of a line $Y = mx + c$ ● Solve simultaneous equations graphically

11.Shape, Space & Measure	<ul style="list-style-type: none"> ● Compound Measures <ul style="list-style-type: none"> ○ Speed = Distance ÷ Time ● Draw & Interpret travel graphs
12.Shape, Space & Measure	<ul style="list-style-type: none"> ● Revise: <ul style="list-style-type: none"> ○ Perimeter & area of rectangles, triangles, parallelograms, rhombus, kite, trapezium, circle & composite shapes ○ Volume & surface area of cubes, cuboids & prisms ● Arc length & area of a sector ● Volume & surface area of cylinder, cone & sphere
13.Shape, Space & Measure	<ul style="list-style-type: none"> ● 3-figure bearings
14.Number	<ul style="list-style-type: none"> ● Binary
15.Shape, Space & Measure	<ul style="list-style-type: none"> ● Describe and transform 2D shapes: <ul style="list-style-type: none"> ○ Translations ○ Enlargements ○ Reflections ○ Rotations
16.Shape, Space & Measure	<ul style="list-style-type: none"> ● Similar Shapes <ul style="list-style-type: none"> ○ Use the relationship between the ratios of length and areas of 2D shapes ○ Similar triangles
17.Data Handling	<p>Probability</p> <ul style="list-style-type: none"> ● Revise basic probability ● Product rule for counting ● Mutually exclusive & Independent events ● Tree diagrams for independent events

10B Maths Revision



1. Number	<ul style="list-style-type: none"> ● Indices and index rules
1. Number	<ul style="list-style-type: none"> ● Multiplication & division of decimals by <ul style="list-style-type: none"> ○ whole numbers ○ decimals ● Recurring Decimals
2. Algebra	<ul style="list-style-type: none"> ● Use trial and improvement to solve equations
3. Number	<ul style="list-style-type: none"> ● Revise basic percentages ● Repeated proportional change ● Compound Interest and Depreciation
4. Number	<ul style="list-style-type: none"> ● Binary
5. Data Handling	<ul style="list-style-type: none"> ● Revise basic probability ● Use relative Frequency as a measure of probability ● Understand that increasing sample size leads to better estimates of probability
6. Shape, Space & Measure	<ul style="list-style-type: none"> ● Revise: <ul style="list-style-type: none"> ○ Perimeter & area of rectangles, triangles, circle & composite shapes ○ Volume & surface area of cubes, cuboids & composite shapes ● Calculate the area of a parallelogram, kite, rhombus & trapezium ● Calculate the volume & surface area of prisms (including cylinders)
7. Algebra	<ul style="list-style-type: none"> ● Revise simplifying and solving simple linear equations ● Multiply out brackets and simplify algebraic fractions ● Factorise ● Formulate and solve linear equations involving <ul style="list-style-type: none"> ○ Unknowns on two sides ○ Brackets ○ Simple cases involving fractions ● Construct and use formula (substituting whole numbers, negative numbers, decimals & fractions)
8. Handling Data	<ul style="list-style-type: none"> ● Use three circle Venn diagrams to sort data

9. Shape, Space & Measure	<ul style="list-style-type: none"> • Compound Measures <ul style="list-style-type: none"> ○ Revise SDT & travel graphs ○ DMV
10. Shape, Space & Measure	<ul style="list-style-type: none"> • 3-figure bearings
11. Number & Algebra	<p>Inequalities</p> <ul style="list-style-type: none"> • Recognise and use inequalities • Represent inequalities on a number line • Solve linear inequalities in one variable and represent the solution set on a number line
12. Number & Algebra	<ul style="list-style-type: none"> • Change the subject of a simple formula
13. Number & Algebra	<ul style="list-style-type: none"> • Round numbers to 1 or 2 significant figures • Estimation • Use a calculator effectively to carry out calculations
14. Shape, Space & Measure	<ul style="list-style-type: none"> • Revise drawing linear graphs from equations • Draw quadratic graphs from equations • Use quadratic graphs to estimate approximate solutions for points of intersection with straight lines of the form $y = a$ and $y = -a$
15. Data Handling	<ul style="list-style-type: none"> • Revise averages from a list • Averages from: <ul style="list-style-type: none"> ○ Ungrouped frequency table ○ Grouped frequency table ○ Use statistical values to compare 2 distributions
16. Shape, Space and measure	<ul style="list-style-type: none"> • Polygons <ul style="list-style-type: none"> ○ Identify and explain irregular and regular polygons ○ Calculate Interior & Exterior angles
17. Algebra	<ul style="list-style-type: none"> • Pythagoras Theorem • Finding the length and midpoint of a line (between coordinates)
18. Shape, Space and measure	<ul style="list-style-type: none"> • Revise Constructing Triangles using a ruler and a <ul style="list-style-type: none"> ○ Protractor – given 1 side & 2 angles / 2 sides & 1 angle ○ Compass – given 3 sides • Loci



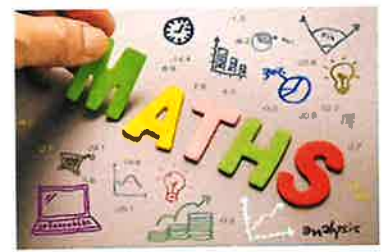
10C Maths Revision



Number	<ul style="list-style-type: none"> ● Indices and index rules
1. Number	<ul style="list-style-type: none"> ● Revise Multiplication & division of whole numbers ● Multiplication & division of decimals by <ul style="list-style-type: none"> ○ whole numbers ○ decimals ● Recurring Decimals
2. Number	<ul style="list-style-type: none"> ● Binary
3. Shape, Space & Measure	<ul style="list-style-type: none"> ● Revise: <ul style="list-style-type: none"> ○ Perimeter & area of rectangles, triangles & composite shapes ○ Area of a parallelogram, kite, rhombus & trapezium ○ Volume & surface area of cubes, cuboids & composite shapes ● Calculate the volume & surface area of prisms (excluding cylinders)
4. Number	<ul style="list-style-type: none"> ● Revise calculations with proper fractions ● Convert between mixed numbers and improper fractions ● Calculations with mixed numbers ● Express one number as a fraction of another ● Calculate a fraction of a quantity
5. Number	<ul style="list-style-type: none"> ● Revise basic percentages ● Repeated proportional change ● Calculate simple interest ● Compound Interest and Depreciation
6. Data Handling	<ul style="list-style-type: none"> ● Revise basic probability ● Use probabilities to calculate expectation ● Use relative Frequency as a measure of probability ● Understand that increasing sample size leads to better estimates of probability
7. Algebra	<ul style="list-style-type: none"> ● Revise simplifying, expanding brackets, factorising and solving simple linear equations ● Formulate and solve linear equations involving <ul style="list-style-type: none"> ○ Unknowns on two sides ○ Brackets

	<ul style="list-style-type: none"> ○ Simple cases involving fractions ● Construct and use formula (substituting whole numbers, negative numbers, decimals & fractions)
8. Shape, Space and measure	<ul style="list-style-type: none"> ● Label and explain the Circle and its parts (radius, diameter, circumference, arc, chord, sector, segment & tangent) ● Calculate the circumference and area of a circle / semicircle/ quarter of a circle ● Calculate the perimeter of composite shapes involving semi circles and quadrants ● Calculate the volume of a cylinder
9. Shape, Space and Measure	<ul style="list-style-type: none"> ● Revise properties of angles <ul style="list-style-type: none"> ○ On a straight line ○ At a point ○ Vertically opposite ● Revise angle properties of <ul style="list-style-type: none"> ○ Triangles ○ Quadrilaterals ● Angle properties of parallel lines <ul style="list-style-type: none"> ○ Corresponding ○ alternate ○ co-interior
10. Shape, Space and measure	<ul style="list-style-type: none"> ● Nets, Plans and Elevations
11. Shape, Space & Measure	<ul style="list-style-type: none"> ● Compound Measures <ul style="list-style-type: none"> ○ SDT ● Draw & Interpret travel graphs
12. Algebra	<ul style="list-style-type: none"> ● Draw vertical and horizontal lines from equations and recognise equations in a graphical format (e.g. $y=3$ or $x=-2$) ● Draw a straight line graph for a linear equation (e.g. $y= 2x + 1$) using the table method ● Solve simultaneous equations graphically

10D Maths Revision



1. Decimals	<ul style="list-style-type: none">• Multiplication & division of decimals by<ul style="list-style-type: none">○ whole numbers○ decimals• Recurring Decimals
2. Fractions	<ul style="list-style-type: none">• Calculations with proper fractions• Convert between mixed numbers and improper fractions• Calculations with mixed numbers• Express one number as a fraction of another• Calculate a fraction of a quantity
3. Scatter Graphs	<ul style="list-style-type: none">• Plot and Interpret Scatter graphs• Recognise correlation• Draw line of best and use to estimate• Interpolate & extrapolate from data and know the dangers of doing so• Identify outliers
4. Percentages	<ul style="list-style-type: none">• Revise basic percentages• Calculate simple interest
5. Probability	<ul style="list-style-type: none">• Revise basic probability• Use probabilities to calculate expectation• Understand that increasing sample size leads to better estimates of probability
6. Circles	<ul style="list-style-type: none">• Label and explain the Circle and its parts (radius, diameter, circumference, arc, chord, sector, segment & tangent)• Calculate the circumference and area of a circle
7. Angles	<ul style="list-style-type: none">• Properties of angles<ul style="list-style-type: none">○ On a straight line○ At a point○ Vertically opposite• Angle properties of<ul style="list-style-type: none">○ Triangles

	<ul style="list-style-type: none"> ○ Quadrilaterals
8. Data Handling	<p>Construct and interpret:</p> <ul style="list-style-type: none"> ● Pie Charts ● Stem and Leaf diagrams
9. Algebra	<p>Algebra</p> <ul style="list-style-type: none"> ○ Simplify expressions ○ Substitution ○ Solving simple linear equations ● Expand a single bracket ● Factorise a single bracket
10. Nets, Plans & Elevations	Nets, Plans and Elevations
11. Compound Measures	<ul style="list-style-type: none"> ● Compound Measures <ul style="list-style-type: none"> ○ SDT <p>Draw & Interpret travel graphs</p>



Year 10 Music Revision List

This information will be assessed through practical performance over the next 4 weeks during class time.

Cover Songs

- A cover song is a new performance or recording of **someone else's song**.
- It must be **commercially released** by someone other than the original singer / composer
- A performer will usually try to make the song sound a little **different** to the original version
- A cover song will use the same **lyrics** and **melody** as the original track. The **vocals, instruments, tempo, style** or **harmonies** might change.
- The artist releasing the cover song must get **permission** from the original artist / owner of the song, otherwise this will infringe **copyright**.

Song Structure

Introduction	Usually, a part of the song to give the feel of the song. No vocals usually.
Verse 1	Tells a story
Pre-chorus	Builds momentum, singer becomes louder
Chorus	A catchy part of the song
Verse 2	(Same music but different lyrics)
Bridge	A contrasting section with change in chords, connecting to the last chorus
Chorus	Same as chorus above

Performance Techniques

Posture	Stand or sit up straight to allow us to optimum position for performance
Projection	To sing loudly, without shouting
Open your mouth wide	Allows us to sing clearly without mumbling
Diction	How we pronounce words clearly
Dynamics	To use volume to get louder or quieter at different parts of the music
Expression	To portray the meaning of the song (sing with emotion)
Confidence	To look and sound comfortable while performing

Elements of Music

The elements of music are different ways we can describe music:

Instrumentation	What instruments are playing?
Tempo	Speed of the music (fast/slow)
Pitch	Are the sounds high or low?
Dynamics	Volume of the music (loud/soft)
Mood	What mood is the composer trying to create?
Texture	The layers of a piece of music and how they interact. How many instruments are playing?
Lyrics	The words to a song
Phrase	A musical sentence in a piece of music
Structure	How a piece of music is built, the different parts of a song
Melody	The tune
Accompaniment	The music that accompanies the melody

Pop Ballads

Musical features of a pop ballad:

- Pop Ballads have a **slow tempo**
- Pop Ballads tell a story and are often **sentimental**.
- Pop Ballads are **love songs** which can be based on love or heartbreak.
- Pop Ballads use a **verse/chorus structure** like most pop songs.
- The **melody and lyrics are the most important** parts of a pop ballad. The accompaniment music is often secondary.
- The main instruments used in Pop Ballads are usually **guitar or piano**.

Links for listening:

- Bruno Mars - When I Was Your Man:
<https://www.youtube.com/watch?v=kON9fn01rUQ>
- Whitney Houston – I Will Always Love You:
<https://www.youtube.com/watch?v=3JWTAaS7LdU>
- Lewis Capaldi – Someone You Loved:
<https://www.youtube.com/watch?v=FGGo8LFmbjs>

Careers in Music

Career	Job description
Music promoter	Someone who organises concerts, books artists and rents the venue. The promoter is responsible for advertising the concert and making sure everything runs smoothly. They also need to pick the right venue for the artist to perform in.
Music critic	Someone who writes reviews of live music events, songs or albums. These can be published in newspapers, magazines or online.
Music supervisor	The head of the music department on a TV show or film. They select music to suit the action on screen and ask for permission from artists to use their songs. They also work with the composer who creates original music for the film.
Instrument maker	Someone who makes instruments and repairs them.

Music for Special Occasions

Key words

Fanfare	A short piece of music played loudly by brass instruments to announce that someone of importance is coming.
Brass family	Trumpet, trombone, French horn, tuba
Valves	The keys a performer presses to change notes on a trumpet, tuba or French horn
Harmony	The playing of musical notes together in chords
Chord	Two or more notes played together
Pulse/Metre	The beat of the music, e.g. 2, 3 or 4
Major	Sounds joyful, bright, happy – fanfares are usually in a major key
Minor	Music in a minor key will sound mysterious, dark or gloomy

Links for listening:

- Fanfare for the Common Man: <https://www.youtube.com/watch?v=ZdqicMmjeaA>
- Fanfare: <https://www.youtube.com/watch?v=sKfGFz84eFI>
- King's Proclamation fanfare: <https://www.youtube.com/watch?v=qcFZ3KyZyUA>



GarageBand Controls

The screenshot shows the GarageBand interface with the following labeled controls:

- Sound library**: Located in the top-left corner, pointing to the library icon.
- Create new track**: Points to the '+' button in the track area.
- Play**: Points to the play button in the transport controls.
- Go to beginning**: Points to the double left arrow button.
- Record**: Points to the red record button.
- Track**: Points to the 'Track' button in the Library pane.
- Solo track**: Points to the solo button on the track control strip.
- Mute track**: Points to the mute button on the track control strip.
- Track volume**: Points to the volume slider on the track control strip.
- Loop a region**: Points to the loop button on the track control strip.
- MIDI region**: Points to the green MIDI region in the piano roll.
- Audio region**: Points to the blue audio waveform region in the piano roll.
- Master volume**: Points to the master volume slider at the top.
- Loop browser**: Points to the loop browser icon in the top-right corner.
- Play head**: Points to the white vertical line indicating the current playback position.
- LCD**: Points to the LCD display showing track count and tempo.

Shortcuts
Command + S = Save your project
Command + Q = Quit GarageBand

Year 10 RE Revision

7hzxczej
GOOGLE CLASSROOM
CODE

The topics we have covered since September were:

- ETHICS & JUST WAR
- ABORTION & EUTHANASIA
- REFORMATION
- PHILOSOPHY
- PARABLES OF JESUS

You will be given **1 point questions** – these require quick factual answers

You will be given **5 point questions** – these require longer sentences, quotations from relevant religious texts and reasoning.

Log onto your **GOOGLE CLASSROOM** to view power points your teacher has covered with you.
Refresh your memory on;

- What the bible says about murder
- What religion believes in KARMA
- The age of criminal responsibility and why this matters in the UK
- What the bible says about forgiveness
- The death penalty and where it is legal
- Causes of war and why countries go to war
- What the Old and New testaments (Bible) say about war
- The Just War theory and reasoning
- Weapons of mass destruction
- Victims of war – innocent civilians, refugees and child soldiers
- Pacifism
- Abortion laws in NI and the UK
- What the churches say about abortion
- Euthanasia and the law in NI and the UK
- Different types of euthanasia – voluntary, involuntary etc
- What the churches say about euthanasia
- The Hospice movement.
- Reformation and the separation from Catholicism to Protestantism
- Philosophy / Evil / Suffering
- Parables of Jesus.



Year 10 – Science Revision

Google classroom code - **wgd7fdu**

Students should be able to;

- state laboratory safety rules
- identify laboratory hazards
- identify hazard symbols & explain their meaning
- identify laboratory apparatus and explain their uses
- identify the apparatus used to measure length, volume, time, mass & temperature
- state the units of length, volume, time, mass & temperature
- measure length, volume, time, mass & temperature
- read measuring scales for length, volume, time, mass & temperature
- explain that oxygen, fuel & heat are required for fire
- explain how fire extinguishers work
- recall that substances are solids liquids or gases & explain their composition
- explain how electricity is produced
- identify risks associated with electricity and explain precautions
- identify electrical conductors & insulators
- explain applications of conductors & insulators
- identify & draw symbols of electrical components
- draw circuit diagrams
- identify series & parallel circuits
- define current & explain how it can be measured
- define a mixture
- list the different separating techniques & identify appropriate techniques for separating different mixtures
- identify the different states of matter
- explain the processes of melting, freezing, evaporation & condensation
- describe the water cycle
- state the characteristics of living organisms
- state the majors groups of living organisms



- define invertebrates and list examples
- define vertebrates and list examples
- state the characteristics of the vertebrate groups
- identify and explain how different organisms are adapted to their environment
- state the substances found in food
- state the functions of the substances in food
- list foods containing large amounts of each substance
- safely test food to investigate their composition
- describe the food tests
- explain that food is a source of energy for the body
- safely investigate the energy content of food
- state that energy is measured in joules
- identify the organs of the digestive system
- describe the passage of food through the digestive system
- explain the process of digestion
- explain the functions of the organs of the digestive system
- explain the process of absorption in the small intestine
- state the role of enzymes
- explain that carbohydrates are broken into sugars
- explain that proteins are broken into amino acids
- explain why substances are broken down
- state the function of teeth
- identify different types of teeth
- explain the roles of different teeth
- state the causes of tooth decay
- describe the process of tooth decay
- explain ways to prevent tooth decay
- explain the process of photosynthesis
- construct the photosynthesis word equation
- state the function of leaves
- describe the structure of leaves
- calculate the surface area of a leaf & plant



- explain how leaves are adapted to their function
- state the function of flowers
- describe the structure of flowers
- explain the process of pollination
- explain the process of fertilisation
- recall that substances are solids liquids or gases & explain their composition
- state that substances are made up of atoms
- explain that substances consisting of one type of atom are known as elements
- explain that elements are listed in the periodic table
- state that elements are represented by symbols
- use the periodic table to find the symbol for each element
- recall the symbols for the first twenty elements
- explain that elements react to form compounds
- list common compounds
- state that compounds consist of different atoms chemically joined
- explain the composition of water
- determine the elements present in compounds
- determine the number & type of atoms in a compound from formula
- draw atomic diagrams of common compounds from formula
- explain that compounds have different properties from the elements from which they consist
- describe the reactions of group 1 metals with water
- determine the order of reactivity of group 1 metals
- identify the groups of the periodic table
- state that Earth is one of eight planets in our solar system
- name & state the order of the planets from the sun
- state that the planets orbit the sun (a star) in the centre of our solar system
- explain that our solar system is one of many in our galaxy (milky way)
- explain that our galaxy is one of many in the universe
- explain the importance of the sun
- describe the composition of the planets in our solar system
- describe the atmospheres of the planets in our solar system

- describe the day length of the planets in our solar system
- identify the equator and the hemispheres
- state that the Earth orbits the sun once every 365¼ days
- explain that a leap year consists of 366 days
- state that the Earth's axis is tilted
- explain that seasons are due to the tilt of the Earth
- explain that the Earth is tilted towards the sun in summer
- explain that the Earth is tilted away from the sun in winter
- state that satellites are objects which orbit planets or stars
- explain the uses of satellites
- explain how satellites remain in orbit
- state the properties of light
- explain how light travels
- explain how sound is produced
- explain how sound travels
- explain how we see objects and colour
- explain how we hear
- state the pH of a strong and weak acid and list examples
- state the pH of a strong and weak alkali and list examples
- state the pH of a neutral solution and list examples
- define neutralisation and list examples
- safely use a microscope
- name the different parts of the microscope
- describe the functions of each of the different parts of the microscope
- explain that living organisms are made up of cells
- identify an animal cell
- safely prepare a slide of cheek cells
- use a microscope to observe cheek cells
- draw and label an animal cell
- identify a plant cell
- safely prepare a slide of onion skin & elodea leaf
- use a microscope to observe onion & leaf cells

- draw and label an onion & elodea leaf cell
- identify the structures within cells
- explain the functions of the structures within cells
- describe & explain the differences between plant & animal cells
- identify specialised cells
- describe the functions of specialised cells
- explain how specialised cells are adapted to their function
- explain how cells form organisms
- describe the uses of stem cells
- explain the benefits & risks of using stem cells
- evaluate the ethical issues surrounding the use of stem cells
- identify chemical reactions
- explain the difference between physical & chemical changes
- sort changes into chemical or physical groups
- define chemical changes
- define physical changes
- state the characteristics of a chemical change
- write word equations to represent chemical reactions
- identify reactants & products in chemical reactions
- explain that rusting is caused by oxygen reacting with iron
- state that rust is iron oxide
- explain the conditions which cause rusting
- identify & explain methods to prevent rusting
- explain that more reactive metals will displace less reactive metals from their compounds
- determine the outcomes of chemical reactions between metals & metal compounds
- identify the organs of the human body
- locate the organs of the human body
- explain the functions of the organ systems
- explain the function of the circulatory system
- identify organs of the circulatory system
- label the chambers of the heart



- describe circulation through the heart
- list the components of blood
- state the functions of blood
- identify the organs of the respiratory system
- explain the risks associated with smoking
- explain that fertilisation creates offspring
- identify the structures in the reproductive organs
- state that sperm are produced in testes
- state that eggs are made in ovaries
- explain that fertilisation fuses a sperm and an egg
- explain that puberty prepares the body for reproduction
- list the physical changes that occur during puberty
- list the emotional changes that occur during puberty
- list different sexually transmitted diseases
- explain the symptoms of sexually transmitted infections
- state the measures to prevent the contraction of an STI
- list the different forms of energy & state that it is measured in joules
- describe the energy transfers taking place in various situations
- list different forces
- state that force is measured in Newton's using a Newton meter
- calculate speed
- explain the effect of friction



Year 10 – Technology Revision List



- Health and safety in the workshop
- Graphics – isometric drawing techniques
- Soldering safety rules
- Electronic symbols
- Electronic components
- Soldering equipment
- Workshop machines
- Hand tools
- Marking out tools
- Design task



Year 10 French Revision

- | <u>Les Numéros</u> | <u>Numbers</u> |
|--------------------|----------------|
| Un | 1 |
| Deux | 2 |
| Trois | 3 |
| Quatre | 4 |
| Cinq | 5 |
| Six | 6 |
| Sept | 7 |
| Huit | 8 |
| Neuf | 9 |
| Dix | 10 |
| Onze | 11 |
| Douze | 12 |
| Treize | 13 |
| Quatorze | 14 |
| Quinze | 15 |
| Seize | 16 |
| Dix-sept | 17 |
| Dix-huit | 18 |
| Dix-neuf | 19 |
| Vingt | 20 |
| Vingt-et-un | 21 |
| Vingt-neuf | 29 |
| Trente | 30 |
| Trente-et-un | 31 |
| Quarante | 40 |
| Cinquante | 50 |
| Soixante | 60 |

• **Les jours** **Days**

Lundi	Monday
Mardi	Tuesday
Mercredi	Wednesday
Jeudi	Thursday
Vendredi	Friday
Samedi	Saturday
Dimanche	Sunday

• **Ma famille** **Family**

J'ai un frère	I have a brother
J'ai une sœur	I have a sister
J'ai deux sœurs	I have 2 sisters
J'ai trois frères	I have 3 brothers
J'ai un demi-frère	I have a step brother
J'ai une demi-sœur	I have a step sister
Je n'ai pas de frères et sœurs	I have no brothers and sisters
Je suis enfant unique	I am an only child

• **Les animaux** **Pets**

Un chien	a dog
Un chat	a cat
Un lapin	a rabbit
Un hamster	a hamster
Une souris	a mouse
Un oiseau	a bird
Un poisson	a fish
Une araignée	a spider
Un cochon	a pig

Un cochon d'Inde a Guinea pig

Un serpent a snake

• **La Description** **Description**

J'ai les yeux bleus *I have blue eyes*

J'ai les yeux bruns *I have dark brown eyes*

J'ai les yeux noisette *I have hazel eyes*

J'ai les yeux verts *I have green eyes*

J'ai les yeux gris *I have grey eyes*

J'ai les cheveux blonds *I have blond hair*

J'ai les cheveux châains *I have light brown hair*

J'ai les cheveux bruns *I have dark brown hair*

J'ai les cheveux roux *I have red hair*

J'ai les cheveux noirs *I have black hair*

J'ai les cheveux gris *I have grey hair*

J'ai les cheveux longs *I have long hair*

J'ai les cheveux mi-longs *I have mid-length*

J'ai les cheveux courts *I have short hair*

J'ai les cheveux raides *I have straight hair*

J'ai les cheveux frisés *I have curly hair*

La personnalité **Personality**

Bavard/bavarde chatty

Ennuyeux/ ennuyeuse boring

Marrant/marrante funny

Sportif/sportive sporty

Paresseux/paresseuse lazy

Sportif /sportive	sporty
Sympa	nice
Bête	silly
Méchant	nasty
Travailleur/ travailleuse	hard-working
Timide	shy

- **Hobbies and Interests**

L'athlétisme	athletics
le cyclisme	cycling
la danse / danser	dancing
la natation / nager	swimming
la pêche	fishing
le roller	rollerblading
le VTT	mountain biking
la voile	sailing
la lecture	reading
la musique	music
la télévision / la télé	television
les jeux électroniques	electronic games
les jeux vidéo	video games
utiliser mon portable	to use my mobile
discuter avec mes amis	to chat to my friends
faire les magasins	to go shopping
faire du patinage	to do skating
jouer à l'ordinateur	to play on the computer
jouer aux cartes	to play cards
aller à une fête	to go to a party
aller au club de jeunes	to go to the youth club

Tu aimes ...?

Do you like ...?

J'adore...

I love...

Oui j'aime...

I like

Non je n'aime pas...

I don't like...

Je déteste...

I hate...

- **Holidays**

Où as-tu logé ?

Where did you stay ?

J'ai logé dans ...

I stayed in ...

un hôtel

a hotel

un camping

a campsite

une auberge de jeunesse

a youth hostel

un gîte

a rented house

chez de la famille

with relatives

chez des amis

with friends

un hôtel quatre étoiles

a 4 star hotel

un hôtel cinq étoiles

a 5 star hotel

C'était comment?

What was it like?

C'était génial

It was great

It was really good

It was not too bad

It was not bad

It was rubbish

C'était vraiment bien

How did you travel?

C'était pas trop mal

C'était pas mal

C'était nul

Comment as-tu voyagé?

En avion

By plane

En bateau

By boat

En car

By coach

En voiture

By car

A moto

By motorbike

A vélo

By bike

A pied

By foot

Quel temps faisait-il?

What was the weather like?

Il faisait beau

The weather was nice

Il faisait mauvais

The weather was bad

Il faisait chaud

It was hot

Il faisait froid

It was cold

Il y avait du soleil

It was sunny

Il y avait des nuages

It was cloudy

Il y avait du vent

It was windy

Il y avait du brouillard

It was foggy

Il y avait du tonnerre

There was thunder

Il gelait

It was frosty

Il pleuvait

It was raining

Il neigeait

It was snowing

Le ciel était...

The sky was...

bleu

blue

gris

grey

couvert

cloudy

dégagé

clear

Year 10 - Spanish revision list



Topics

- Los pasatiempos – Hobbies
- Las vacaciones – Holidays
- El pretérito - The past / preterite tense
- Los instrumentos – Musical instruments
- Las descripciones – Physical descriptions
- Los trabajos – Jobs

Spanish-English Vocabulary

Musical instruments:

Guitar	La guitarra
Piano	El piano
Violin	El violín
Drums	La batería
Saxophone	El saxofón
Trumpet	La trompeta
Flute	La flauta
Clarinet	El clarinete
Bass guitar	El bajo
Ukulele	El ukelele
<u>Hobbies:</u>	
To read	Leer
To listen to music	Escuchar música
To dance	Bailar
To sing	Cantar
To do sport	Hacer deporte

To play video games	Jugar a videojuegos
To exercise / work out	Hacer ejercicio
To go shopping	Ir de compras
To draw	Dibujar
To cook	Cocinar
Holidays: To travel	Viajar
Christmas	Navidad
New Year	Año Nuevo
Easter	Semana Santa
Day of the Dead	El Día de los Muertos
Summer holidays	Las vacaciones de verano
Birthday	El cumpleaños
Valentine's Day	El Día de San Valentín
Stadium	El estadio
Park	El parque
Cinema	El cine
Museum	El museo
Beach	La playa
Swimming pool	La piscina
Shopping centre	El centro comercial
Restaurant	El restaurante
Library	La biblioteca

Jobs:	
Teacher	El/la profesor(a)
Doctor	El/la médico(a)
Nurse	El/la enfermero(a)
Police officer	El/la policía
Firefighter	El/la bombero(a)
Waiter / waitress	El/la camarero(a)
Shop assistant	El/la dependiente/a
Engineer	El/la ingeniero(a)
Lawyer	El/la abogado(a)
Musician	El/la músico

Countries:

España	Spain
Alemania	Germany
Inglaterra	England
Bélgica	Belgium
Escocia	Scotland
Francia	France
Gran Bretaña	Great Britain
Italia	Italy
Irlanda	Ireland
Irlanda del Norte	Northern Ireland
Gales	Wales
Suiza	Switzerland

Family:

mi hermano	my brother
mi hermana	my sister
Tengo dos hermanas	I have two sisters
Tengo tres hermanos	I have three brothers
mi hermanastro	my step brother
mi hermanastra	my step sister
mi tío	my uncle
mi tía	my aunt
mi prima	my female cousin
mi abuelo	my grandfather
mi abuela	my grandmother
No tengo hermanos	I have no brothers and sisters
Soy hijo único	I am an only child (male)
Soy hija única	I am an only child (female)

Description:

Tengo los ojos azules	I have blue eyes
Tengo los ojos marrones	I have dark brown eyes
Tengo los ojos color avellana	I have hazel eyes
Tengo los ojos verdes	I have green eyes
Tengo los ojos grises	I have grey eyes
Tengo el pelo rubio	I have blonde hair
Tengo el pelo castaño	I have light brown hair
Tengo el pelo moreno	I have dark brown hair
Tengo el pelo pelirrojo	I have red hair
Tengo el pelo negro	I have black hair
Tengo el pelo gris	I have grey hair
Tengo el pelo largo	I have long hair

Tengo el pelo medio largo	I have mid-length hair
Tengo el pelo corto	I have short hair
Tengo el pelo liso	I have straight hair
Tengo el pelo rizado	I have curly hair
alto	tall
bajo	small
de altura media	of medium height
delgado	slim
muy	very
bastante	quite

Personality:

divertido	funny
aburrido	boring
deportivo	sporty
perezoso	lazy
hablador	chatty
tímido	shy
simpático	nice
inteligente	smart
tonto	silly
goloso	greedy
malo	nasty
torpe	clumsy
enfadado	angry
moderno	trendy
trabajador	hard-working

Verbs:

ir	to go
hacer	to do
ser	to be
ver	to watch
escuchar	to listen
jugar	to play
nadar	to swim
vivir	to live
comer	to eat
leer	to read
tener	to have
tengo	I have
tienes	you have
tiene	he/she has
tenemos	we have
tenéis	you have (pl)
tienen	they have

Questions:

¿Cómo estás?	How are you?
Estoy bien, gracias.	I'm fine, thank you.
¿Cómo te llamas?	What's your name?
Me llamo ...	My name is ...
¿Cuántos años tienes?	How old are you?
Tengo ... años	I am ... years old
¿Cuál es la fecha de tu cumpleaños?	What is the date of your birthday?
Mi cumpleaños es el ...	My birthday is on ...
¿Tienes hermanos o hermanas?	Do you have brothers and sisters?

Sí, tengo ... un hermano y una hermana	Yes, I have ... a brother and a sister
No, no tengo hermanos ni hermanas.	No, I don't have brothers or sisters.
¿De qué color son tus ojos?	What colour are your eyes?
Tengo los ojos ...	I have ... eyes
¿De qué color es tu pelo?	What colour is your hair?
Tengo el pelo ...	I have ... hair
¿Cuál es tu personalidad?	What is your personality like?
Soy ... y ...	I am ... and ...

Present Tense Formations in Spanish

Step-by-Step Instructions for Forming Present Tense in Spanish-

1. Identify the verb type: Regular verbs end in -ar, -er, or -ir.
2. Remove the ending: Drop -ar, -er, or -ir to find the stem. Example: jugar → stem = jug-
3. Add the correct ending based on the subject:
 - ar verbs: o, as, a, amos, áis, an
 - er verbs: o, es, e, emos, éis, en
 - ir verbs: o, es, e, imos, ís, en
4. Check for irregularities: jugar → stem change (u → ue): juego, juegas, juega...
5. Combine with subject pronoun: Yo juego (I play), Tú practicas (You practice)
6. Add objects and extra details for full sentences: Yo juego al fútbol en el parque. Tú practicas la guitarra todos los días.

Jugar & Practicar Verb Conjugations (Present Tense)

Pronoun	Jugar (to play)	Practicar (to practice)
Yo	juego	practico
Tú	juegas	practicas
Él/Ella	juega	practica
Nosotros	jugamos	practicamos
Vosotros	jugáis	practicáis

Ellos/Ellas	juegan	practican
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Sentence Builder Grid (Present Tense)

Subject	Verb	Object	Extra
Yo	juego	al fútbol	en el parque
Tú	practicás	la guitarra	todos los días
Él/Ella	juega	al baloncesto	con sus amigos
Nosotros	practicamos	deportes	por la mañana

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