KS3 Revision Booklet

Lisneal COLLEGE

Year 9

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:

Contents Page

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

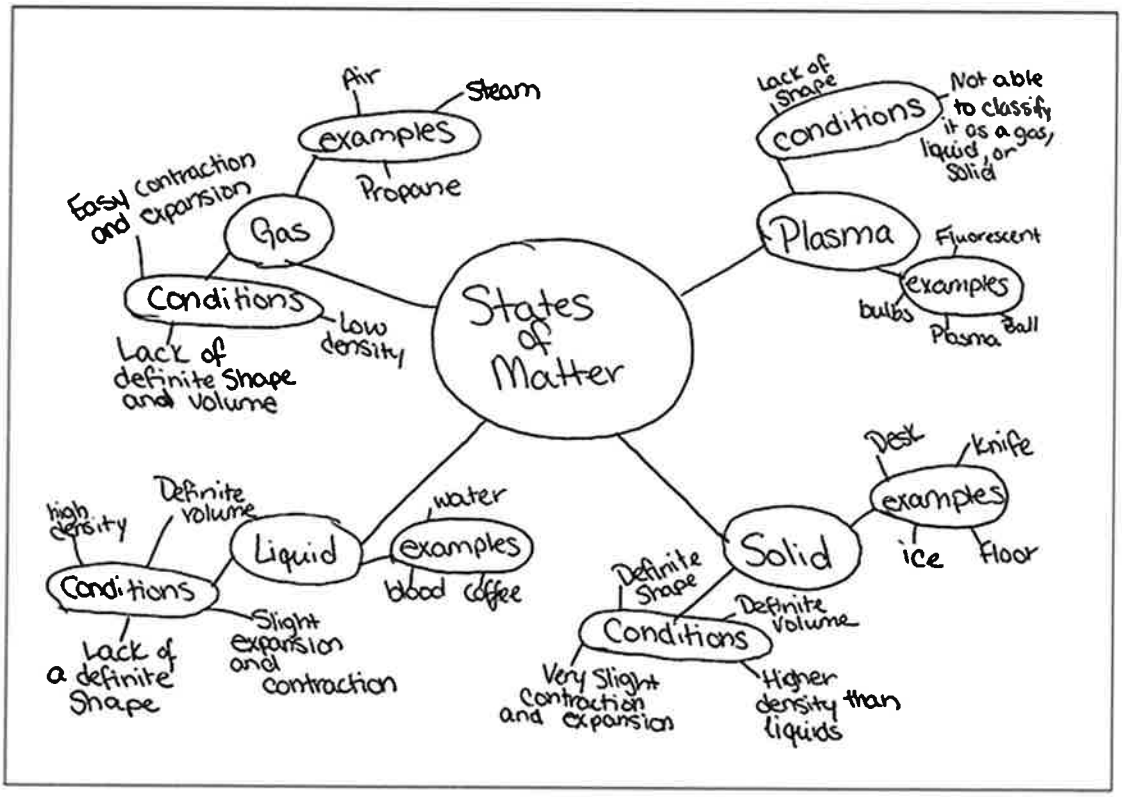
Make sure you leave time at the end of the exam to check your answers.

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:



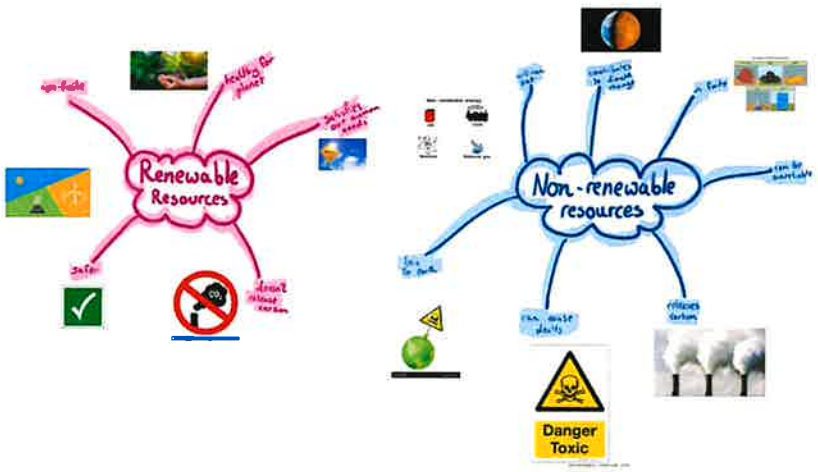
Spider Diagrams: Before you begin revising a topic, you might like to test yourself and see what you know first. This will help to show you how competent you are in a particular area; to see exactly what you need to revise and how much time you should be spending on it.

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.

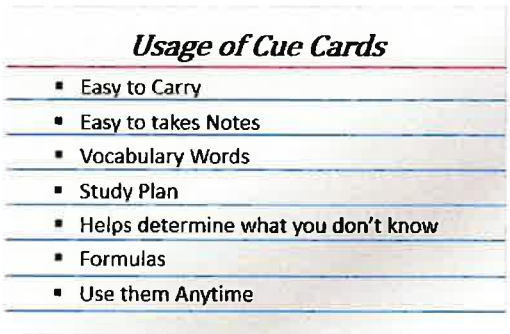
Recalling certain facts and arguments will lead you to other connected information and ideas. Once you have written all that you can, take a look at your revision guide, class notes or textbook and try to establish what has been left out.

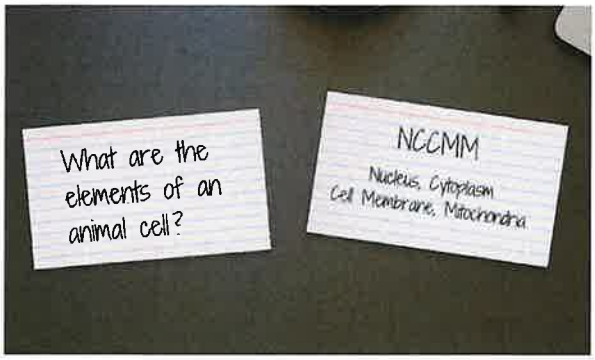
After refreshing your mind on the information, you were already familiar with, your revision session should be centred on filling gaps in your knowledge. Another time of mind map/spider diagram:

An example from Geography or Science for energy sources



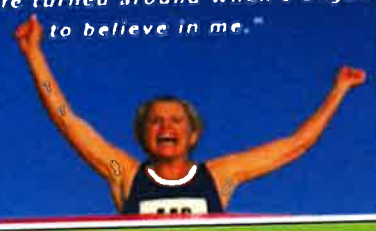
Cue Cards: Note/cue cards are always handy for when you're out and about. List definitions and rules you need to know or write key words from which you can fill in the gaps to tell the whole story. These are also useful for learning language vocabulary. You do not have to buy them as you can make them 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.





Step 1 – Success Believe it!

Every achiever I ever met says,
"My life turned around when I began to believe in me."



Step 3 – Energy – Optimise it!

You need 8 hours every night!!!

Step 5 – Avail of the support!

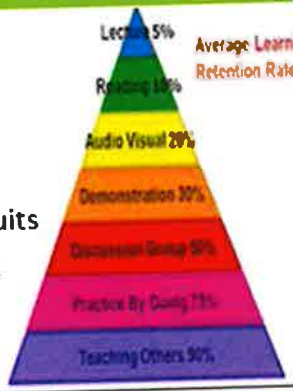
- Revision Lists for each subject ✓
- Retrieval Tasks ✓
- Parental Support ✓
- Teacher Support ✓
- Peer Support – Revise together ✓
- Use tick lists or check lists ✓

Mnemonics/Songs/Poems

My	Mercury
Very	Venus
Educated	Earth
Mother	Mars
Just	Jupiter
Served	Saturn
Us	Uranus
Nine	Neptune
Pizzas	Pluto

Step 2 – Technique –Personalise it!

Choose the learning style that suits you best.....



Step 3 – Energy - Optimise it

Important Time

Physical and Mental Health are crucial to examination success

Generate and harness the energy

Young Persons well being

Flash Cards/ Cue Cards

Guide for Cue Cards

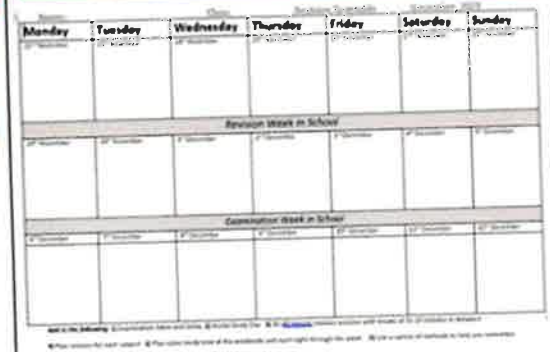
- Clearly numbered
- Only write on one side
- One theme / idea per card
- Show timings & pauses
- Have sufficient support & cues
- Use font, color, space to show levels

Models, Flow Charts and Graphs

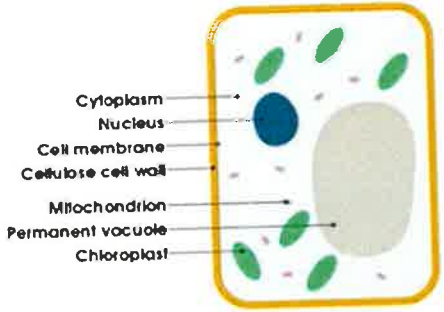
Step 3 – Energy – Optimise it!

Don't burn the midnight oil! Organise yourself, Get up early and get to bed early!!!

Step 4 – Plan – Stick to it!



Draw and Label Diagrams



Mind Maps:

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Online Apps

Corbett Maths

BBC Bitesize

Highlighting Notes

- 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.

Example of a System:

- 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

Talk out Loud

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 ***walk and talk***!

Teach Some – Friend/Parents?

Being able to teach a peers about a topic shows good understanding.

Thinking it through is effective revision

Fill in the gaps in your knowledge as you identify them!

Study plan for KS3 Examinations

Revision Plan

Day of the week: W/C	13th April	20th April	27th April	4th May	11th May	18th 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 Mars bar.

Task 3.

Using the grid create an observational drawing of a Mars bar.

Year 9 – Drama

Pantomime

List **THREE** stock characters from pantomime:

- ✓ Hero
- ✓ Damsel
- ✓ Villain
- ✓ Dame

List **FIVE** key conventions of pantomime:

- ✓ Colourful/vibrant costumes
- ✓ Direct address
- ✓ Audience interaction
- ✓ Singing and dancing
- ✓ Comedy

Skills - Presenting a character (Listing skills and scenario)

1. voice ;
2. body language;
3. facial expression;
4. characterisation.

Year 9 Drama Revision

Q 4. Costume and justifying your choices.

Costumes refer to what the actors wear, their make up and what props they have on stage.

1. The **costume should reflect the character** and what they are like.

2. Consider the **colours you choose and what they could represent.**

Example:
If your character is dark and mysterious you might choose blacks and greys to reflect it.

3. You must **label** your costume design, **explaining your choices clearly** and **what they represent about your character.**

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.

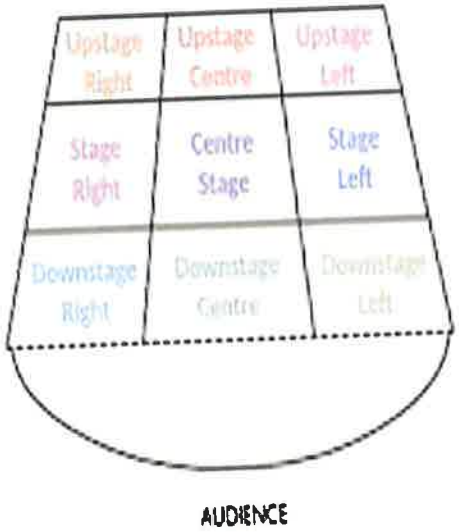
Naturalistic Movement: Movement which helps to portray character

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!



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 9

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:

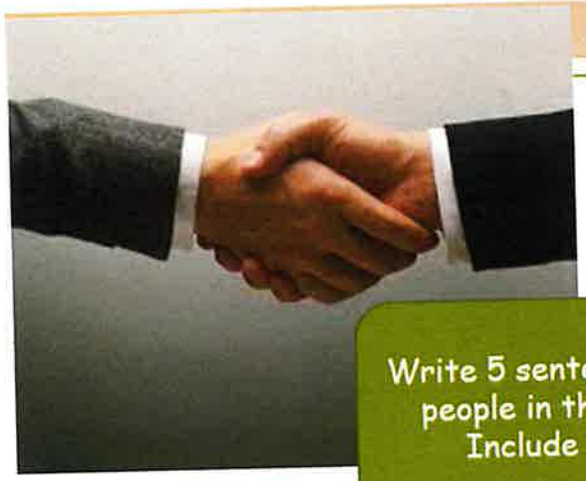
- Stories
- Travel Brochures
- Poems

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...

Descriptive Writing

Write a description about this scene. Pay close attention to what VERBS you are using.



Write 5 sentences about the people in these pictures. Include 'ing' verbs.

Pick one picture and write a paragraph about the person / animal in there. Use the verb + ing for the action they are doing.

Describe your ideal house

Who does this bear belong to? Where has it been? What has it seen? Write about the bear or the person who owns it.

6 minutes

Consider:

- The colour
- The condition
- The style
- The age

ING words	
Dreaming	Seizing
Clutching	Shaking
Taking	Closing
Shouting	Hiding
Yelling	
Growling	
Creeping	
Leaping	
Worrying	
Yelling	
Whispering	
Entering	
Bursting	
Escaping	
Moving	
Skipping	
Grasping	
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 as 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	
Readily	Neatly
Moodily	Amazingly
Honestly	Casually
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 Old Lady

- Who is this woman?
- How does this woman feel?
- Why does she feel like that?
- What has just happened?
- Where is she?
- When was this taken?

8 minutes

Consider:
- The colour
- The condition
- The style
- The age

Who does this book belong to? Where has it been? What has it seen? Write about the book or the person who owns it.

DESCRIPTIVE WRITING

The Tramp

What adjectives can you put in these empty boxes?

DESCRIPTIVE WRITING: Jot Thoughts

Look at the following extract

Task 1:

Write down everything that can be SEEN.

Task 2:

Write down everything that can be HEARD.

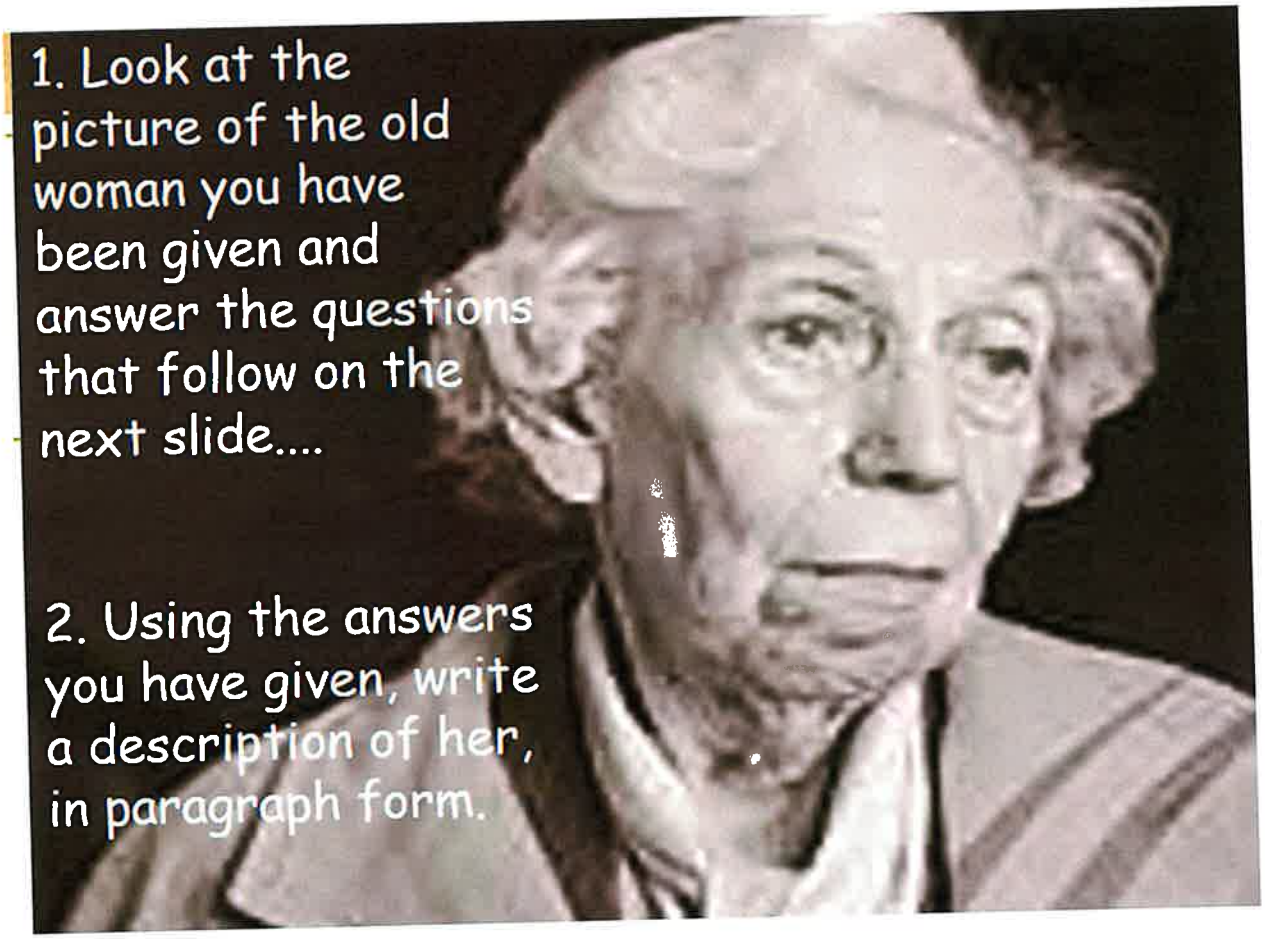
Task 3:

Write down everything that the person can FEEL.

'Stone Cold' by Robert Swindells

[extract taken from page 3 of 'Stone Cold']

We were a happy family, you know – as happy as most, till Dad ran off with a receptionist in 1991, when I was fourteen and at the local comp. This mucked up my school work for quite awhile, but that's not why I ended up like this. No. Vincent's to blame for that. Good old Vince. Mum's boyfriend. You should see him. I mean, Mum's no Kylie Minogue – but Vincent. He's about fifty for a start, and he's one of these old dudes that wear cool gear and try to act young and it doesn't work because they've got grey hair and fat bellies and they just make themselves pathetic. And as if that's not enough, Vince like his ale. I suppose Dad must've been a bit of a bastard in his way, but at least he wasn't a boozer. You should see the state Vincent's in when he and Mum come home from the club. He's got this very loud laugh – laughing at nothing, if you know what I mean – and he stands with his arm around Mum, slurring his words as he tells me to call him Dad.


1. Look at the picture of the old woman you have been given and answer the questions that follow on the next slide....
2. Using the answers you have given, write a description of her, in paragraph form.

Give this lady a character

Think about these questions:

1. Who is this lady?
2. Where does she live?
   In the countryside, in the city? Where?
3. What kind of house does she live in?
   Is it big, small, old, modern, warm, comfortable, cold?
4. How old is she?
   Is she fairly young, old, very old?
5. Has she got any family?
   Does she have a husband? Any children? Any grandchildren? Does anyone live with her?
6. Has she got any pets?
7. What does she do all day?
   Does she have a job, have any hobbies?
8. What is she thinking about?
   Is she happy, sad? Why?

The Lady

She was a feisty old girl, that Eve, who most describe as old in looks but definitely not in mind. She used to write children's novels, though that has stopped. Her house is large and muggy, and is prowled through by her cat, Gabriel. The only person who's allowed to stroke Gabriel's soft, fluffy fur is the old woman. They have a peculiar relationship, him and her.

Eve lived with her husband in her big mansion on the edge of the city of Durham. Her house looked over the fresh green hills and every morning she would hear the birds twittering in the trees in her large, tidy garden full of sweet smells from the hundreds of flowers she kept there.

Eve would often sit in her conservatory and gaze out of the window thinking of new stories, wishing she could start writing again....

Can you spot the adverbs I have used?

Creating A Setting

- **Sight**
  - What can you see? How would you describe it?
- **Sound**
  - What can you hear? What words could you use to describe the sound?
- **Smell**
  - What fragrances are in the air?
- **Touch**
  - What texture can you feel? What kind of temperature is it?
- **Taste**
  - Can you almost taste any of the aromas?

Individual task:

Use this picture and write a full description of the setting using the five senses

The opening paragraph of your descriptive writing piece is very important - you need to establish your setting.

Think about the weather and time of day...

Is it raining?

Torrents of rain formed rivers in the street.

Cold?

Crisp, clean snow crunched under his feet as he walked slowly on.

Dark?

The blanket of darkness fell from the sky and hugged the buildings.

Wind?

The gale swept violently through the doorway where he was trying to find shelter.

Notes:

Year 9 Geography Revision

I will know and understand:-

	CONTENT	REVISED
	Industry	
1	Main categories of industry with examples- Primary Secondary Tertiary Quaternary Quinary	
2	Inputs, processes and outputs in the Tayto factory	
3	Key terms such as employment structure, manufactured (full list at start of workbook)	
4	Positive and negative effects of the primary industry	
	Europe	
5	History and background to the European Union	
6	Countries and capitals of Europe	
7	History of United Kingdom with the EU	
8	Advantages and disadvantages of being an EU member. Be able to describe the possible reasons why the UK decided to leave the EU.	
	Population	
9	Understand why the world's population is unevenly distributed (Dense/sparse)	
10	How does population change (Birth rates, death rates and migration)	
11	Migration (push/pull factors)	
	World Issues	
12	Global warming	
13	Energy (renewable/non-renewable)	
14	Water problems	
15	Food issues	
16	What is the difference between weathering and erosion	
17	River features eg. Waterfall and meander	

Year 9 - History Revision List

WWI

Alliances

Events at Sarajevo

Life in the Trenches

Women and the War

Treaty of Versailles

Slavery

Groups who kept slaves

Triangle trade

Middle passage

Life on the Plantations

Underground Railroad

Abolition of slavery

Reformation

Criticisms of the church

Martin Luther

Results of the reformation

Differences between Catholic and Protestant churches

Henry VIII and the Reformation

Plantation of Ulster

Nine years war and Flight of the Earls

Who received land during the Plantation?

The Woodkerne

London Companies

Plantation towns

Results of the Plantation

Home Economics Revision

Eatwell Tip 5

- Salt – chemical name
- How much? – 6g per day
- Functions of sodium
- Risks of eating too much
- Food's high in salt
- Tip to reduce salt intake

Eatwell Tip 6

- Why do we need energy?
- How is it measured?
- Factors affecting energy needs
- Energy balance
- Benefits of physical activity

Eatwell Tip 7

- How much water?
- Role of water in the body
- Signs of dehydration
- Sources of water including food

Eatwell Tip 8

- What is breakfast?
- Tips to eat breakfast?
- Why people skip breakfast?
- Effects of not eating breakfast?

Financial Capability

- What is financial capability?
- What is a savings account?
- What is a budget?
- Payment Methods
- What is debt?
- Effects of debt

Energy Efficiency

- What is energy efficiency?
- Energy efficiency tips

PIES

- Examples of physical, intellectual, emotional, and social needs.
- Difference between needs and wants
- Different stages in the lifecycle

Year 9 ICT Revision list

Year 9 ICT Summer Assessment

Lisneal College are planning a school trip to Disneyland Paris, France from the 25-29th September 2026. The trip is being organised by Mr Young. The trip will be open to pupils, from Year 8 to 14 and is suitable for all students.

Task 1: A movie using MS Movie Maker or Adobe Express to advertise the trip, the movie should include the following information.

Features to use
• Title
• Clear images with captions
• Special effects
• Animations
Music

Task 2: A leaflet using Publisher or Adobe Express to provide information about the school trip. It should be aimed at parents/guardians of those pupils who are going on the trip.

Publisher features to use
• Title (Alignment)
• Font Styles
• Use of Colour
• Images
• Cool text generator

Task 3: A Spreadsheet to record the names and classes of pupils going on the trip and the details of their payments.

Pupils will complete their ICT assessment during their ICT lessons

9A Maths Revision

1. Number	• Revise basic number work: ○ Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)
2. Number	• Index notation • Express any number as a product of prime factors • Calculate HCF and LCM
3. Data Handling	• 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. Algebra	• Revise negative numbers (+, -, x, ÷)
	• Revise basic algebra
	  ○ Simplify expressions
	  ○ Substitution
	  ○ Expanding brackets
	  ○ Solving simple linear equations

5. Algebra	• Multiply out brackets and simplify algebraic expressions
	• Factorise
	• Formulate and solve linear equations involving
	  ○ unknowns on two sides
	  ○ brackets
	  ○ fractions
	• Construct and use formula
	(substituting whole numbers, negative numbers, decimals & fractions)

6. Algebra	• Patterns & Sequences
	  ○ Express the rule in words
	  ○ Find the next terms
	  ○ Generate a formula to find the n^{th} Term
	  ○ Explain how to find a particular term in a sequence

7. Data Handling	• Revise basic probability • Use relative frequency as a measure of probability • Understand that increasing sample size leads to better estimates of probability
8. Number	• Round numbers to 1 or 2 significant figures • Estimation • Use a calculator effectively to carry out calculations

9. Data Handling	• **Revise averages from a list**
	• **Averages from:**
	  ○ **Ungrouped frequency table**
	  ○ **Grouped frequency table**
	  ○ **Use statistical values to compare 2 distributions**

10. Data Handling	• **Construct and interpret**
	  ○ **Stem and Leaf diagrams**
	  ○ **Frequency Trees**
	  ○ **Flow charts**

11. Shape, Space and Measure	• **Revise angle properties of:**
	  ○ On a straight line
	  ○ At a point
	  ○ Vertically opposite
	  ○ Triangles
	  ○ Quadrilaterals
	• **Angle properties of parallel lines**
	  ○ Corresponding
	  ○ alternate
	  ○ co-interior

12. Shape, Space and measure	• **Revise perimeter & area – triangles, squares, rectangles and composite shapes** • **Area – parallelogram, kite, rhombus, trapezium** • **Revise volume & surface area – cubes, cuboids and composite shapes** • **Volume & Surface area of prisms (excluding cylinder)**
13. Shape, Space and measure	• **Nets, Plans and Elevations**
14. Number	• **Simplify ratio to simplest form** • **Solve problems that involve direct proportion** • **Divide a quantity in a given ratio**
15. Algebra	• **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)**
16. Shape, Space and measure	• **Label and explain the Circle and its parts (radius, diameter, circumference, arc, chord, sector)** • **Calculate the circumference of the circle** • **Calculate the perimeter of composite shapes involving semi circles and quadrants** • **Find the area of a circle / semicircle**
17. Data Handling	• **Understand and use the data handling cycle to solve problems** • **Understand what is meant by a sample and a population**

	• Understand simple random sampling and the effect of sample size on reliability • Design an experiment or survey to test hypotheses • Design data collection sheets, distinguishing between different types of data • Identify possible sources of bias
18. Number & Algebra	• Draw and Interpret conversion graphs and graphs from real life situations • Draw and interpret travel graphs (distance time graphs) ○ Speed = Distance ÷ Time

19. Shape, Space and measure	• Polygons
	  ○ Identify and explain irregular and regular polygons
	  ○ Calculate Interior & Exterior angles

9B Maths Revision

1. Number	• Revise basic number work: ○ Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)
2. Number	• Index notation • Express any number as a product of prime factors • Calculate HCF and LCM
3. Data Handling	• 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. Algebra	• Revise negative numbers (+, -, x, ÷) • Revise basic algebra ○ Simplify expressions ○ Substitution ○ Expanding brackets ○ Solving simple linear equations
5. Number & Algebra	• Draw and Interpret conversion graphs and graphs from real life situations
6. Algebra	• Patterns & Sequences ○ Express the rule in words ○ Find the next terms ○ Generate a formula to find the n^{th} Term ○ Explain how to find a particular term in a sequence
7. Number	• 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
8. Data Handling	• Revise basic probability • List possible outcomes for 2 events and calculate probabilities • Use probabilities to calculate expectation
9. Data Handling	• Construct and interpret ○ Stem and Leaf diagrams ○ Frequency Trees ○ Flow charts
10. Shape, Space and Measure	• Apply properties of angles ○ On a straight line

	○ At a point ○ Vertically opposite • **Angle properties of parallel lines** ○ Corresponding ○ alternate ○ co-interior • **Angle properties of** ○ **Triangles** **(equilateral, isosceles, scalene and right angled triangle)** ○ **Quadrilaterals** **(square, rectangle, rhombus, trapezium, kite, parallelogram)**
11. Shape, Space and measure	• **Nets, Plans and Elevations**
12. Number	• **Simplify ratio to simplest form** • **Solve problems that involve direct proportion** • **Divide a quantity in a given ratio**
13. Algebra	• **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**
14. Shape, Space and measure	• **Label and explain the Circle and its parts (radius, diameter, circumference, arc, chord, sector, segment & tangent)** • **Calculate the circumference of the circle** • **Calculate the perimeter of composite shapes involving semi circles and quadrants** • **Find the area of a circle / semicircle**
15. Data Handling	• **Understand and use the data handling cycle to solve problems** • **Understand what is meant by a sample and a population** • **Understand simple random sampling and the effect of sample size on reliability** • **Design an experiment or survey to test hypotheses** • **Design data collection sheets, distinguishing between different types of data** • **Identify possible sources of bias**
16. Shape, Space & Measure	• **Compound Measures** ○ **SDT** • **Draw & Interpret travel graphs**
17. Shape, Space and Measure	• **Describe and transform 2D shapes:** ○ **Translations** ○ **Enlargements – not including fractional scale factor** ○ **Reflections – not including in the line y = x or y = -x** ○ **Rotations**

9C Maths Revision

1. Number	• Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)
2. Scatter Graphs	• Plotting and interpreting scatter graphs • Recognizing correlation (positive, negative, none) • Drawing a line of best fit and using it for estimation • Interpolation and extrapolation • Identifying outliers
3. Negative Numbers	• Revise negative numbers (+, -, x, ÷)
4. Algebra	• Simplifying expressions • Substitution into algebraic expressions • Solving simple linear equations • Expanding a single bracket
5. Conversion Graphs	• Drawing and interpreting conversion graphs • Real-life applications of conversion graphs
6. Sequences	• Understanding term-to-term and position-to-term rules • Expressing rules in algebraic form • Generating a sequence from a given term • Explaining how to find a particular term in a sequence
7. Fractions	• Basic calculations with proper fractions • Adding and subtracting fractions with different denominators • Multiplying and dividing fractions • Understanding and applying order of fractions
8. Percentage	• Writing simple fractions as terminating decimals • Calculating simple percentages without a calculator • Calculating percentage increase and decrease • Expressing one number as a percentage of another • Converting between fractions, decimals, and percentages
9. Measurement & Scale	• Interpreting scales on measuring instruments • Using and interpreting maps and scale drawings • Understanding metric units of measurement • Converting between imperial and metric units
10. Probability	• Listing possible outcomes for two events • Calculating probabilities of different events • Understanding and applying expected value

11. Stem & Leaf Diagrams	• Constructing stem and leaf diagrams • Interpreting data from stem and leaf diagrams
12. Shape	• Finding perimeter and area of rectangles, triangles, and composite shapes • Calculating volume and surface area of cubes, cuboids, and other composite 3D shapes • Finding the area of parallelograms, rhombuses, and trapeziums
13. Graphs	• Plotting coordinates in all four quadrants • Recognizing and plotting straight-line graphs
14. Angles	• Applying angle properties (on a straight line, at a point, vertically opposite) • Understanding properties of triangles and quadrilaterals

9D Maths Revision

1. Number	• Revise basic number work: ○ Add, subtract, multiply and dived whole numbers (including long multiplication and long division by factors)
2. Number & Algebra	• Draw and Interpret conversion graphs and graphs from real life situations

3. Algebra	• Patterns & Sequences
	  ○ Express the rule in words
	  ○ Find the next terms
	• Explain how to find a particular term in a sequence

4. Number	• Revise negative numbers (+, -, x, ÷)

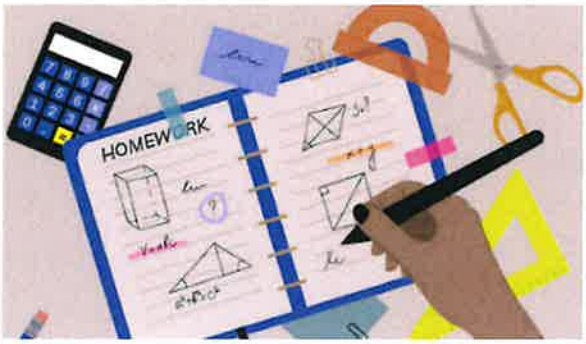
5. Algebra	• Revise basic algebra
	  ○ Simplify expressions
	  ○ Substitution
	  ○ Solving simple linear equations
	• Expand a single bracket (constant)
	• Factorise a single bracket (constant)

6. Data Handling	• Revise basic probability • List possible outcomes for 2 events and calculate probabilities • Use probabilities to calculate expectation
7. Data Handling	• Construct and interpret ○ Frequency Trees • Flow charts
8. Number	• Revise calculations with proper fractions • Add & subtract fractions with different denominators • Revise multiplying & dividing fractions • Order fractions • Write a simple fraction as a terminating decimal
9. Number	• Revise calculating simple percentages without a calculator • Calculate more complex percentages with a calculator • Calculate percentage increase/decrease • Express one number as a percentage of another • Convert between common fractions, decimals and percentages

10. Shape, Space & Measure	• Revise:
	  ○ Perimeter & area of rectangles, triangles & composite shapes
	  ○ Volume & surface area of cubes, cuboids & composite shapes

11. Shape, Space and measure	• Plot Coordinates in all four Quadrants • Recognise and plot equations that correspond to straight line graphs of the form y = a and x = a •

12. Shape, Space and Measure	• Apply properties of angles
	  ○ On a straight line
	  ○ At a point
	  ○ Vertically opposite
	• Angle properties of
	  ○ Triangles
	• Quadrilaterals



Year 9 Music Revision List

Unit 1: Pop Ballads

What are the features of a pop ballad?

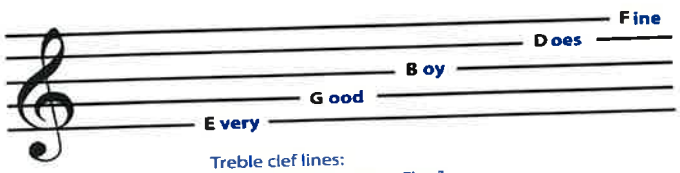
- Pop Ballads have a **slow tempo**
- Pop Ballads tell a story and are often **sentimental.**
- Pop Ballads are **love songs** which can be based on love or heartbreak.
- Pop Ballads use a **verse/chorus structure** like most pop songs.
- The **melody and lyrics are the most important** parts of a pop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

What is a warm up?

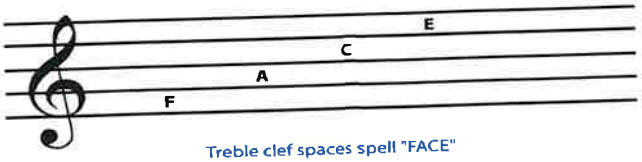
- A warm up is an exercise which prepares your voice for singing.
- Warm ups involve breathing exercises, face muscle exercises and vocal exercises.
- Each one of these exercises works in a different way to prepare your voice to sing.
- Much like sports, activities become easier when we have warmed up for them.
- Warming up helps to avoid common issues such as coughing, voice cracks and can help reduce nerves.

The Structure of a Pop Song

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

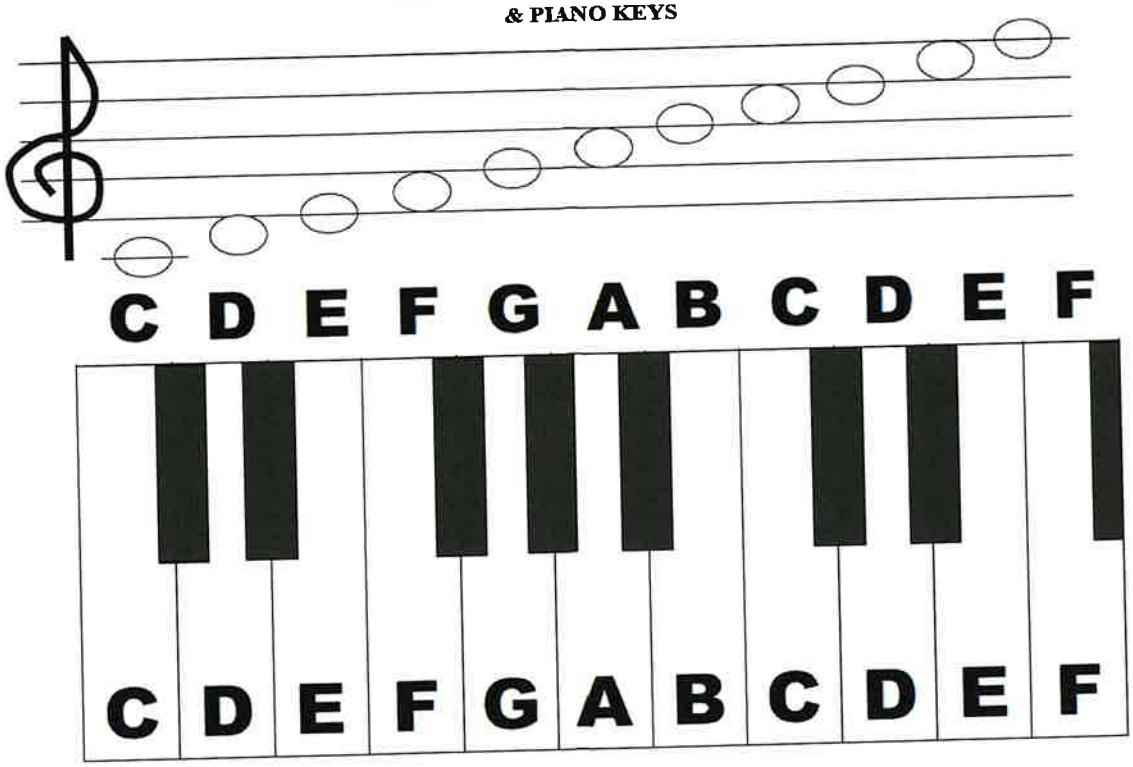


Treble clef lines:
"Every Good Boy Does Fine"
or
"Every Good Boy Deserves Fudge"



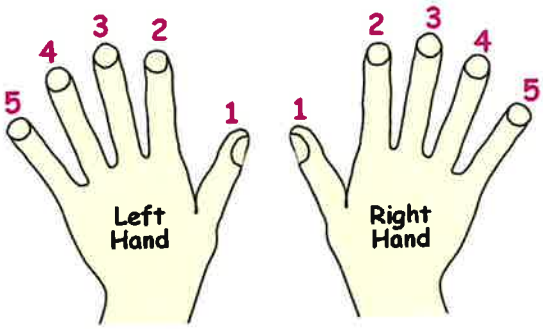
Treble clef spaces spell "FACE"

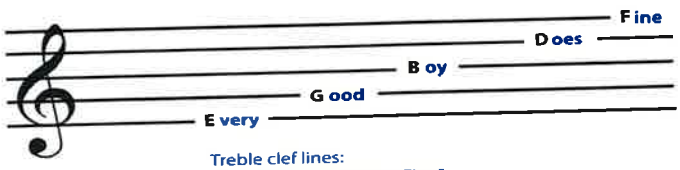
TREBLE CLEF LINES AND SPACES & PIANO KEYS



- Your piano or keyboard is made up of white and black keys.
- The black keys are grouped together in twos and threes.
- Each of these keys is named after the first seven letters of the alphabet (A-G). •

Remember: C is the white key to the left of the two black keys.





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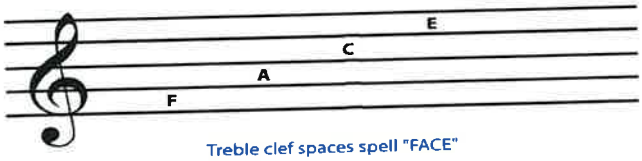


Treble clef spaces spell "FACE"

Notes of the Treble Clef: Lines and Spaces

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:

- **Tempo** is how fast or slow a piece of music is.
- **Pitch** is how high or low a note is.
- **Dynamics** are how loud or quiet a piece of music is.
- **Structure** is how different sections in a piece of music are organised.
- **Texture** describes how the different layers of music interact.

Unit 3: Reggae Music

- Genre of music from Jamaica
- Started 1960s, became internationally famous during the 1970s and 1980s
- Usually about religion, love, social problems
- Performed usually by Rastafarian groups
- Bob Marley is the most famous Reggae performer

Features of Reggae Music

- 4/4 – 4 beats in a bar
- Syncopation - emphasis on beats 2&4 - drums
- Tempo – slow and relaxed
- Hook/Riff – repeated pattern of notes
- Simple chords
- Accent – beat or note louder than the rest

- Structure – verse-chorus form
- Lyrics - Political themed

Instruments of Reggae Music

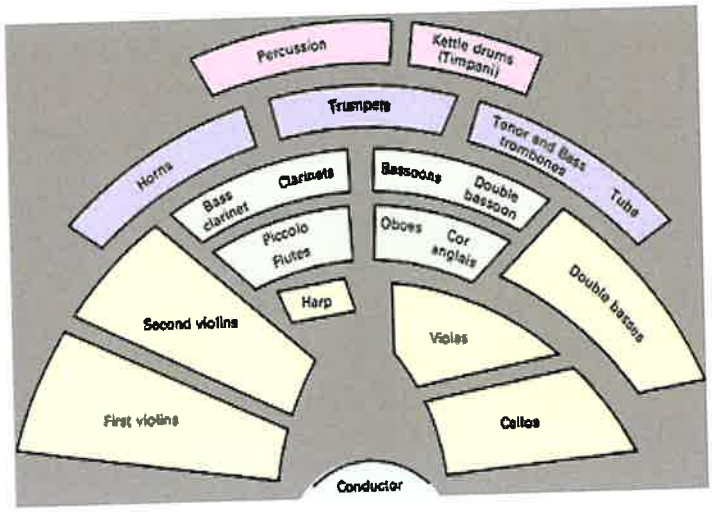
- Guitar – playing a riff
- Drums – playing a syncopated rhythm
- Bass guitar – played steady 4/4
- Keyboard or organ - playing chords
- Saxophone
- Trumpet
- Trombone
- Backing singers

Note Values

Symbol	Name of note	Value of note
𝅝	Semibreve	4 beats
𝅗𝅥	Minim	2 beats
𝅗𝅥.	Dotted minim	3 beats
♩	Crotchet	1 beat
♩.	Dotted Crotchet	1 ½ beats
♪	Quaver	½ beat

Instruments of the Orchestra

Layout of the Orchestra



An orchestra is a group of musicians who play together. The instruments are divided up into four main sections or families:

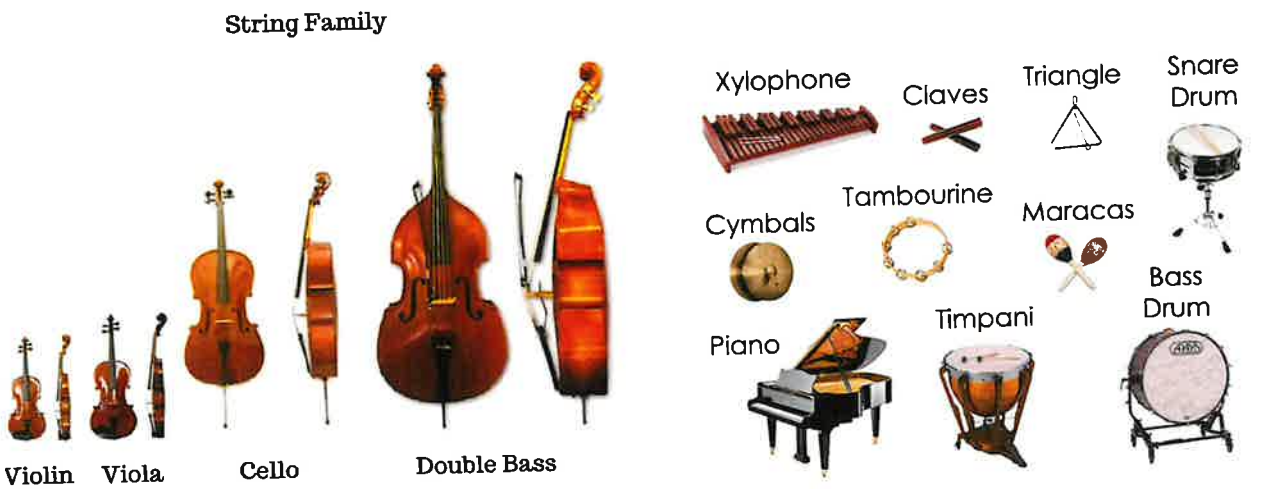
Strings • Woodwind • Brass • Percussion

The size of an orchestra can vary enormously from a small chamber orchestra which has between 15 and 40 players and a full symphony orchestra which can have as many as 100 people.

Instrument Families

THE PERCUSSION FAMILY

Listen to each instrument at this link: https://www.youtube.com/watch?v=YvJDEHlisGM

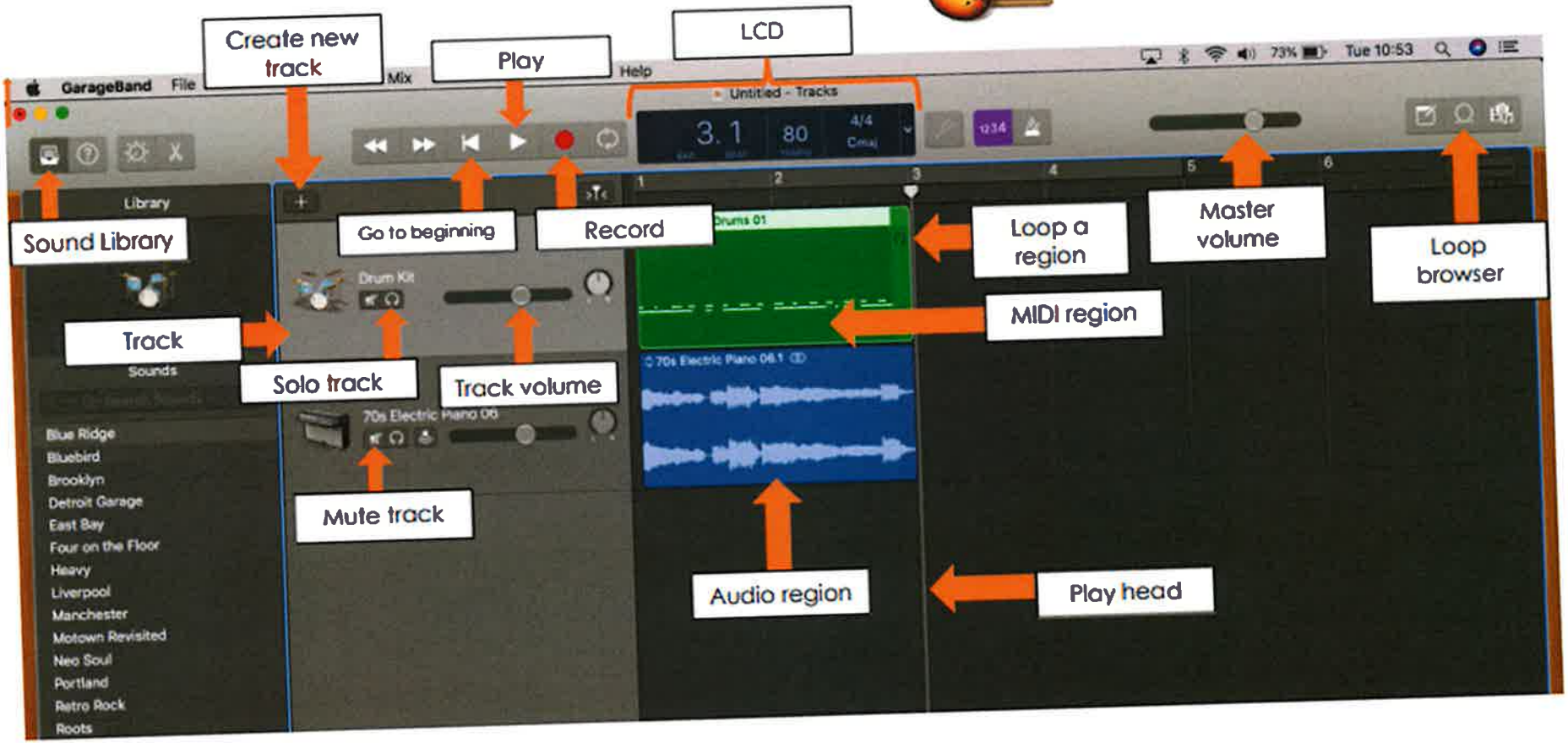


Year 9 Revision

Summer Exam

Grade Cycle 4

GarageBand Controls



Shortcuts

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

WHAT ARE PERFORMANCE TECHNIQUES?

Performance techniques are skills that we use that are essential to allow us to perform in front of an audience.

- Help us perform better
- Give us confidence
- Teach us how to perform properly
- Improves the sound in our performances

WHAT MAKES A GOOD PERFORMANCE ON VOCALS, KEYBOARD, UKULELE, BASS GUITAR/ DRUM KIT?

· Posture – How you hold your body in order to perform. This could be in singing, keyboards, ukulele:

o Consider how you should sit or stand when performing.

o Open up the lung capacity/ hold your instrument correctly/ adjust hand position

o Helps you project effectively and can make your performance look more confident and convincing

· Projection – Using various methods to allow your sound to carry clearly to the back of the room/hall/performance space. Again consider how to use projection through singing, ukulele and keyboard

o Open your mouth wide/ pressure on strings/ consistency of pressure on keys

o Sing clearly without mumbling and/or shouting

o Using correct posture – on relevant instrument/voice

o Clear diction/articulation/ strum

o Using appropriate dynamics

· Diction – to pronounce your words clearly

· Expression – to portray the meaning of the song (sing with emotion)

· Timing – to sing/ strum/ change chord/ finger position - in time with the music

· Dynamics – to get louder or quieter at different parts of the piece of music. To apply volume to a performance

· Confidence – to look and sound comfortable while performing

· Warm ups – What is a warm up and why is it important?

· Engaging with the audience – Why is this important?

Year 9 – RE - Revision List

You must look over the UNITS OF WORK you have covered with your RE teacher since September.

Google Classroom code is **zo2hphhx**

- An introduction to Ethics – dilemmas and decision making.
- Religious views on money
- Family – healthy and unhealthy units
- World Religions
- The Five Pillars of **Islam** – names in English and Arabic
- The importance and meaning of the Five Pillars
- Charity, Pilgrimage and Prayer in Islam, Hajj
- **Buddhism** origins and beginnings- How it began, The four noble truths and the eightfold path
- Jesus and others – attitudes and different types of discrimination
- Advent, Christmas, Easter

Timeline of the Passion

1. Jesus arrived in Jerusalem on a donkey (Palm Sunday).
2. Jesus shared the Last Supper with his disciples in the Upper Room.
3. Jesus was arrested in the Garden of Gethsemane after being betrayed by Judas.
4. Jesus stood trial before the High Priest and then Pontius Pilate.
5. Jesus was crucified on the cross at Calvary.

The Case for the Resurrection

Arguments FOR (It Happened)	Arguments AGAINST (Scepticism)
The Empty Tomb: The body was missing despite the tomb being guarded by Roman soldiers.	**The Stolen Body Theory:** Sceptics argue the disciples stole the body to make it look like a miracle.
Post-Resurrection Appearances: Over 500 people claimed to have seen Jesus alive after his death.	**Hallucinations:** Critics suggest the disciples were so grief-stricken that they only imagined seeing him.

Lessons on Money and Wealth

The Story of King Midas

Midas was a wealthy king who cared only for gold. He took care of **Silenus**, a servant of the god Dionysus. In return, Dionysus granted Midas a wish: the "Golden Touch." Midas soon regretted this when his food and even his children turned to gold. He eventually washed the curse away in the **River Pactolus**.

- **Lesson 1:** Greed is destructive; it can make you lose the things that truly matter, like family and health.
- **Lesson 2:** Material wealth cannot satisfy basic human needs like hunger or the need for love.
- **Healthy Attitude:** A healthy attitude is viewing money as a tool to help others rather than a goal to be hoarded.
- **Christian Motivation:** Christians give because they believe they are "stewards" of God's gifts and are called to follow Jesus' example of compassion for the poor.

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6. Jesus and others

The Sabbath (Luke 13:10-17)

Jesus healed a crippled woman on the Sabbath. The synagogue leader was angry because he viewed healing as "work," which broke the **Fourth Commandment** (Keep the Sabbath Holy). Jesus called them hypocrites, arguing that the Sabbath was made for man, not man for the Sabbath. He taught that **compassion** and helping those in need is the highest way to honour God's laws.

Prejudice and Discrimination

- **Prejudice:** Thinking or "pre-judging" someone based on a stereotype before knowing them.
- **Discrimination:** Acting on those prejudices by treating someone unfairly (e.g., refusing to hire someone because of their religion).
- **Prevention:** We can prevent this through **Education** (learning about other cultures) and **Legislation** (laws that make discrimination illegal).

Growing Old

Category	Challenge
Physical	Loss of mobility, failing eyesight, or chronic pain.
Social	Isolation or loneliness after retirement or the death of a spouse.

Spiritual	Facing mortality and questioning the meaning of their life's work.
Emotional	Loss of independence and the feeling of being a "burden."

Activities & Benefits:

1. **Intergenerational Projects:** (e.g., students teaching seniors IT skills). **Benefit:** Reduces social isolation for the elderly.
2. **Shared Gardening/Walking Groups: Benefit:** Maintains physical health and provides a sense of purpose.

There will be knowledge questions worth **1 mark** each and some longer comprehension questions **(worth 5 marks)** which will require full sentences and detail to gain top marks.

Year 9 - Science Revision List

Google classroom code - **snfmyzt**

Students should be able to;

- 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 in 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

Year 9 - Technology and Design Revision List

- Health and safety in the workshop
- Nets
- Wood groups
- Marking out tools for metal
- Ferrous and non-ferrous metals
- Recycling – reduce, re-use and recycle
- Extended writing question on the importance to reduce, reuse and recycle.
- Isometric drawing techniques
- Design task