

Lynn High School

SCIENCE

ENGLISH

MATHS

$$4x - 2 = 30$$

$$(y + 7)(y - 2)$$

$$5a^2 - 3a - 8 = 6$$

BONJOUR

HISTORY

FRENCH

GEOGRAPHY

KS3 Revision Guide

June 2024

GUTEN TAG

GERMAN

RELIGION,
PHILOSOPHY & ETHICS

¡HOLA!

SPANISH

REVISION LIST

KS3 Exams

10 JUNE

21 JUNE

2024

Why is being skilled at revision so important and how can you make it effective?

We acquire a great deal of knowledge and understanding at school, and throughout our lives more generally, but some of the most interesting and useful information we don't always remember. Being able to retain this knowledge builds confidence, gains understanding, can develop a passion for a subject, helps us do well in assessments and exams, and gives us opportunities beyond school as a result of a wider range of choices. Gaining knowledge and understanding of the world helps us develop opinions, empathise with other people and become rounded, interesting and socially responsible citizens.

We want you to do as well as you possibly can in your KS3 exams (and later on in your GCSEs, A' levels and Vocational qualifications). Revising properly is a crucial part of this because it means you experience a real sense of achievement in your own learning, and it also means your exam score is more likely to reflect your true knowledge and understanding in a subject. This helps your teacher to help you, by telling them which subject content you understand well already and which needs a bit more consolidation.

Creating the right revision environment

- Find a quiet place to study – this should be away from younger siblings, pets and other distractions at home.
- Turn off the TV and your music, put your phone in another room so you are not tempted to pick it up every time you get a message or social media alert!
- Find a flat surface you can work on (this could be a desk or the kitchen table), find a chair to sit in that supports your back.
- Have the following items to hand: this KS3 revision guide, Knowledge Organisers, subject revision guides linked in the subject pages here (or other subject-specific materials), exercise books for the subject, pencil case, lined paper and a drink.
- Go to the toilet before you start.
- Create a timetable for your revision weeks, deciding at which time you are going to do your blocks of revision, and stick to it. Take a photo of your timetable and send to your parent/carer so they can help you stay on track.
- Plan 30 minutes of revision at a time and make sure you have at least a 10-minute break before doing another one. Aim for 90 minutes per day in the week before the exams, with perhaps a little more at the weekends.
- Be disciplined with yourself – it can be hard not to get distracted sometimes but just remember how great it will feel when you prove what you are capable of.



Revision strategies

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

Look cover write check



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

The bare necessities
– Organising and summarising information for better recall

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



Look

Waves are created by wind blowing over the sea.

(How far wind has travelled)



Cover

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



Write

Steps:

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



Check



Repeat

The bare necessities - mind map to summarise the most important information



Read and highlight
important info

Summarise on a brief mind-map

Cover and test
(brain dump/quiz)

Quizmaster - design quizzes to test yourself and your friends



Look at the information – read it a few times.

You could highlight/underline the essential points as you read



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



Design a short quiz with 5-10 questions



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

Revision cards

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

Key words and definitions



- Put key words on one side of the card and then put the definitions on the other side.
- Create a list of key words for a topic.
- Write a list of key words with the definitions.

Identifying key words and using them in a paragraph



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

Summarising topics



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

Answering essay questions



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

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

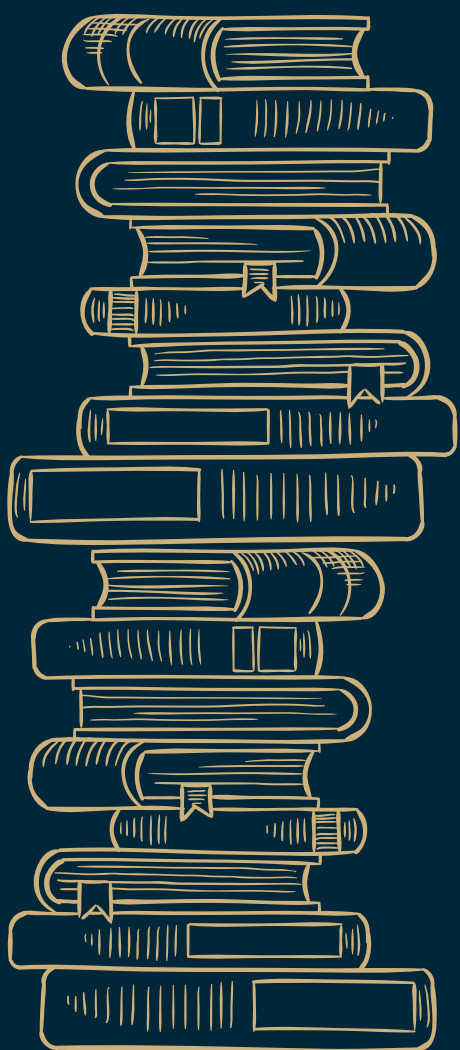
Knowledge Organisers



WHAT IS A KNOWLEDGE ORGANISER?

Knowledge Organisers are documents that contain the key information, or 'threshold concepts' that you need to know for a particular subject.

They are usually about one side of A4 for each topic, and you should aim to memorise as much of the detail on the Knowledge Organiser as possible.



Maximising Memory

There is currently a lot of academic interest in the role of memory, and how we can maximise its capacity and performance. One particularly effective method of helping facts to 'stick' is something called 'spaced practice', where a subject is returned to again and again.

Recall information from memory

If not used effectively, the Knowledge Organisers will not yield the best results. The method that we endorse is a simple one: Read, Cover, Write, Check, Correct. This method is called self-quizzing.

Self Quizzing



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

Practice makes perfect



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



WHICH KNOWLEDGE ORGANISER?

The following pages include links to the relevant Knowledge Organisers for the Year 7, 8 and 9 June exams. Full Knowledge Organisers can also be found on the main school website.



Key Stage 3 English Revision



Year 7

TIPS FOR REVISING ENGLISH

Your exam will be a speech writing task, similar to that which you completed when you studied Female Pioneers. You will be given a statement to respond to in your speech.

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

The first 5 minutes must be spent planning. Then you will spend 35 minutes writing your speech. You will then have 5 minutes to read back over your work.

You will need to write a **minimum of 3 paragraphs**, including as much detail as you can.

Revision Techniques

If we look back to the origins of the word, revision means to see again and, if done well, it can help us feel more confident and well prepared. Below are some suggestions to help you:

- **Quizzes** from the knowledge organisers of key language features and rhetorical devices that we would expect to see in a speech. Get parents/carers to quiz you!
- **Post-it notes** with key points from your Female Pioneers knowledge organiser.
- Read again your extract booklet from Female Pioneers, looking at the examples of speeches.
- Topics that may be on the exam are: women's rights, women's education, patriarchy. Mind-map your opinions on these key issues and why they are important to discuss.
- Use the practise questions below to create mini plans or answers.

Vocabulary and Techniques to revise:

Inspirational	Motivating others to act/think/do
Unconventiona	Going against what is expected
Intellectual	Someone who is highly intelligent
Flourish	To grow and succeed in an area
Pursue	To go after something
Resourceful	Making the most out of resources
Opportunistic	Taking chances when they appear

Stoic	Brave in the face of difficulty
Meticulous	Paying attention to each detail
Passionate	Strong feelings about a topic/subject
Articulate	Able to express ideas clearly
Repetition	When a word or phrase is repeated for emphasis or for effect on the audience.
Anaphora	Repetition of a word or expression at the beginning of successive phrases, clauses or sentences for rhetorical effect.
Emotive language	Word choices that are intended to get an emotional reaction, e.g. anger, urgency, joy.
Anecdote	A short amusing or interesting story about a real incident or person.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Fact	Something that is known or proved to be true.
Rhetorical question	A question that doesn't require an answer, but instead the answer is implied.
Hypophora	When a speaker asks a question and then answers the question in the following part of their speech.
Asyndetic listing	A list of words where the conjunction (and) is omitted. And words are separated by a comma.
Tricolon	A list of three words used for emphasis or effect.

Practice Questions:

To help with your revision, please look at these practise questions and create plans for what you would say in response, and what your point of view would be.

- 'It is crucial that women have the right to vote in every country around the world'. Write a speech to a school assembly in which you express your point of view.
- 'Women and girls must have equal access to education, regardless of where they are in the world.' Write a speech to a school assembly in which you express your point of view.
- 'We need female pioneers more now today than ever before.'" Write a speech to a school assembly in which you express your point of view.

Year 8

TIPS FOR REVISING ENGLISH

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

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

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

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

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

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

Revision Techniques

If we look back to the origins of the word, revision means to see again and, if done well, it can help us feel more confident and well prepared. Below are some suggestions to help you:

- The exam will be on one of the following characters: **Atticus, Calpurnia, Scout**. Make sure to focus your revision on these three characters and their relationships.
- **Mind maps** of the key characters you have studied. Include: main ideas, relationships to other characters, themes, and context.
- **Quizzes** from the knowledge organisers- ask other students questions, get them to ask you and ask and parents/ carers to quiz you!
- **Post it notes** with key points from the Knowledge Organisation such as techniques and themes, characters and relationships, as well as context.
- **Use your exercise books** and teacher feedback.
- **Revise key techniques** to support your analysis of the extract.

Key Characters

Key Characters	
Scout	The narrator and the protagonist of the narrative. This is the tale of her bildungsroman – or coming of age story. Although she is a girl she has a competitive and combative streak that she has to master. Fundamentally she believes in the goodness of people
Jem	Jem is Scout's older brother, four years older than Scout, he gradually separates himself from her games, but he remains her close companion and protector throughout the novel. Jem moves into adolescence during the story, and his ideals are shaken badly by the evil and injustice that he perceives during the trial of Tom Robinson.
Atticus	Scout and Jem's father, a lawyer in Maycomb descended from an old local family. A widower with a dry sense of humour, Atticus has instilled in his children his strong sense of morality and justice. He is one of the few residents of Maycomb committed to racial equality. When he agrees to defend Tom Robinson, a black man charged with raping a white woman, he exposes himself and his family to the anger of the white community. With his strongly held convictions, wisdom, and empathy, Atticus functions as the novel's moral backbone.
Calpurnia	The Finches' black cook. Calpurnia is a stern disciplinarian and the children's bridge between the white world and her own black community.

Key Themes

Key Charactures	
Social Inequality	SOCIAL INEQUALITY: discrimination and racial prejudice run rife in Maycomb county, whilst only a couple of characters (such as Atticus) are committed to social equality. The social hierarchy perplexes the children who cannot fathom why everyone seems so keen to segment and despise each other. These social divisions are irrational and they can be particularly harmful and destructive to the community.
Moral Education	MORAL EDUCATION: as a bildungsgroman novel, the story tracks the moral development of Scout and Jem. Atticus is committed to ensuring that his children have a strong social conscience and acts as their moral compass throughout the novel. He teaches them to be kind to everyone and not to join in with the neighbourhood rumours and gossip mongering about Boo Radley. He also defends Tom Robinson, a black man, which many people in Maycomb found to be controversial, but Atticus just wants to do what is morally right and lead a good example for his children.
Good and Evil	GOOD AND EVIL: To begin with, Jem and Scout appear to assume that everyone around them is inherently good – they haven't really been exposed to evil – this is reflective of their young age and their sense of innocence in their attitudes to life. However, through events such as the rape case, the children develop a more adult perspective, understanding that evil has far reaching effects and can destroy good, innocent lives to great extents.
Prejudice	PREJUDICE: Prejudice permeates Maycomb society. Almost every character is either prejudiced against others, or the victim of prejudice. There is racial prejudice, class prejudice and prejudice against individuals who don't fit in.

Context to Revise

Historical and Social Context
Harper Lee was born in Monroeville, Alabama, in 1926. Like Jem and Scout, her father was a lawyer. She studied at the University of Alabama and worked in New York. There she began work on To Kill a Mockingbird, in the mid 1950s. It was completed in 1957 and published in 1960 - just before the black civil rights movement in America really took.
The Wall Street Crash and the Great Depression in America: When the Wall Street stock market crashed in October 1929, the world economy was plunged into the Great Depression. By the winter of 1932, America was in the depths of the greatest economic depression in its history. The number of unemployed people reached upwards of 13 million. Many people lived in deprived conditions close to famine and many had to move to shacks.
American Slavery: Black people were originally brought from Africa to America during the 17th, 18th and 19th centuries. They were forcibly transported across the Atlantic in slave ships (in which many died) and sold as slaves to work on sugar and cotton plantations in the Caribbean and the southern states of north America. They had no rights and were seen by their white owners as little more than animals or machines. Even after the abolition of slavery in 1865, the blacks were still almost powerless. The whites had too much to lose to allow black people any rights. Nothing was equal: black people had the worst of everything, while whites had the best.
Segregation in 1930s America: In the 1930s, although 50% of the population of Southern towns were black, they had no vote and could not marry whites. The policy of segregation meant that black people had to have their own schools, their own churches, their own football teams, even their own cemeteries.

Gold



Justice

Fair or just behaviour or treatment for all.

"A concern for justice, peace, and genuine respect for people"

Synonyms: fairness, justness, equality, impartiality, objectivity, neutrality, integrity, righteousness, ethics, morals, morality, virtue, principled.



Conflict

A serious disagreement or argument.

Synonyms: contradictory, incompatible, inconsistent, irreconcilable, incongruous, contrary, opposing, discordant, differing, different, divergent, discrepant, varying, disagreeing.



Prejudice

Preconceived opinion that is not based on reason or actual experience.

Examples of prejudice: Racism, sexism, ageism, classism, homophobia, religious prejudice, xenophobia.



Power

The capacity or ability to direct or influence the behaviour of others or the course of events.



Morality

Principles concerning the distinction between right and wrong or good and bad behaviour.

Synonyms: ethics, principles, scruples.

How does each of the key characters link to each of these important, conceptual ideas?

Year 9

TIPS FOR REVISING ENGLISH

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

Revision Techniques

If we look back to the origins of the word, revision means to see again and, if done well, it can help us feel more confident and well prepared. Below are some suggestions to help you:

- **Use flashcards** to remember your language and structural techniques and how to apply these for effect in creative and descriptive writing.
- **Revise varied sentence openers and sentence starters** to help add variety in your writing and make it seem interesting.
- **Practice your descriptive writing** by finding interesting images online and describing them in detail.
- **Revise and learn** some colour vocabulary – attached to this revision guide.

Structural Features	Definition
Cyclical	When end of the text repeats an idea/ character/ setting from the opening.
Widening or narrowing the perspective	Nouns are names, places and things; they also signify imagined things like 'a ghost'; and ideas or concepts, such as 'love', 'guilt' or 'fate'.
Repeated motif	When a word, phrase, is noticeably repeated throughout a sentence/ paragraph/ whole text.
Dialogue	Direct speech between characters.
Rising action	The build-up of action before the climax. Usually exemplified by an increase in tension
Climax	The most dramatic moment of a narrative.
Perspective	The point of view or voice telling the story: first or third. Character or omniscient narrator.

Sentence starters	
Simile opener	As cold as stone his eyes glanced over the scene.
Adjective opener	Hard and sharp as flint the pearlescent teeth flashed like a sinister smile.
Adverb opener	Deliberately, like a jeweller handling the a precious diamond, she set the child down.
Time connective	Finally, the clock erupted in a cacophony of chimes.
Verb opener	Stunned, the great fish retreated like a wounded soldier withdrawing from battle.

When to start a new paragraph using **TiP ToP**:













- New **t**ime
- New **p**lace
- New **t**opic

New **p**erson or speaker/dialogue

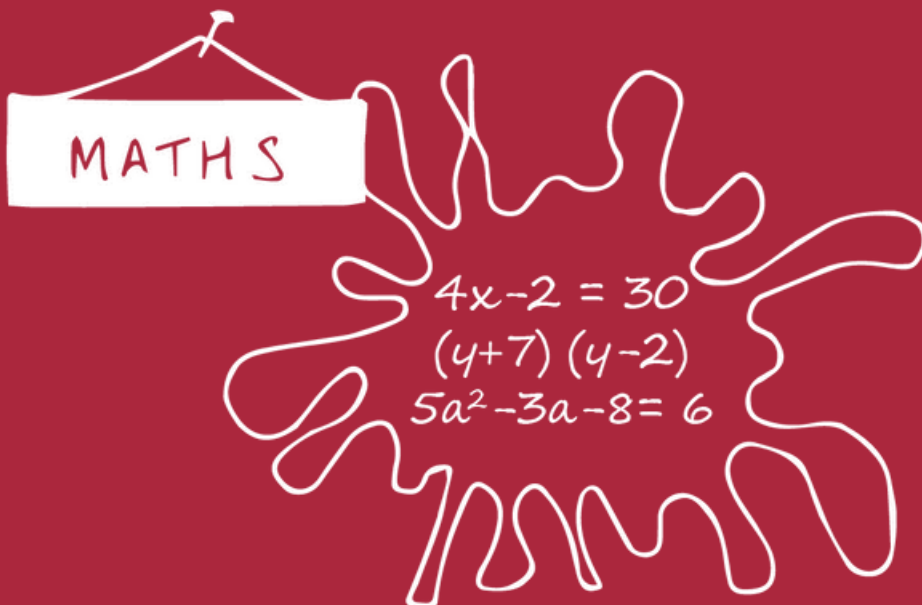
Colour Vocabulary

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

Punctuation Marks

Comma	Apostrophe	Hyphen	Ellipsis	Full Stop/Period	Exclamation Mark
					
Question Mark	Parentheses	Brackets	Colon	Semi Colon	Quotation Marks
					

Key Stage 3 Maths Revision



TIPS FOR REVISING MATHS

- **Use Knowledge Organisers** and the Read, Cover, Write, Check, Correct method to learn key definitions and formula.
- **Do the targeted Mathswatch** revision homeworks set by your teacher, these are the most similar questions to the tests.
- **Use websites** such as Mathswatch, Corbett Maths, Mr Barton's Maths and BBC Bitesize to target topics you have struggled with and practise questions on them.
- **Practice using your calculator efficiently.**
- **Copy down your examples** from class again and justify each step in your teacher's solution.
- **Ask your teacher** about any work that you have not understood and ensure you practise it again.
- **Use your January Assessment Feedback Sheet** to highlight your weaker topics and then use the websites above to practise questions on these areas.
- **Find past papers online from AQA and Edexcel** and attempt them in test conditions. Please bear in mind that these will be GCSE papers and will be most appropriate for Year 9. Practise, Practise, Practise!

Past Paper Questions & Mark Schemes

AQA GCSE Maths Past Papers

<https://www.aqa.org.uk/find-past-papers-and-mark-schemes>

Sample question papers also available on mathswatch

These will be issued by Miss Dunne and notification given on Class Charts.

Useful Websites

Mathswatch

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

Please see your maths teachers for log-in details

Maths Made Easy

www.mathsmadeeasy.co.uk

BBC Bitesize

KS3 Maths - BBC Bitesize

Maths Genie (Year 9 only)

www.mathsgenie.co.uk

(choose GCSE revision)

Revision Maths

www.revisionmaths.com

Mr Barton's Maths

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

Corbett Maths

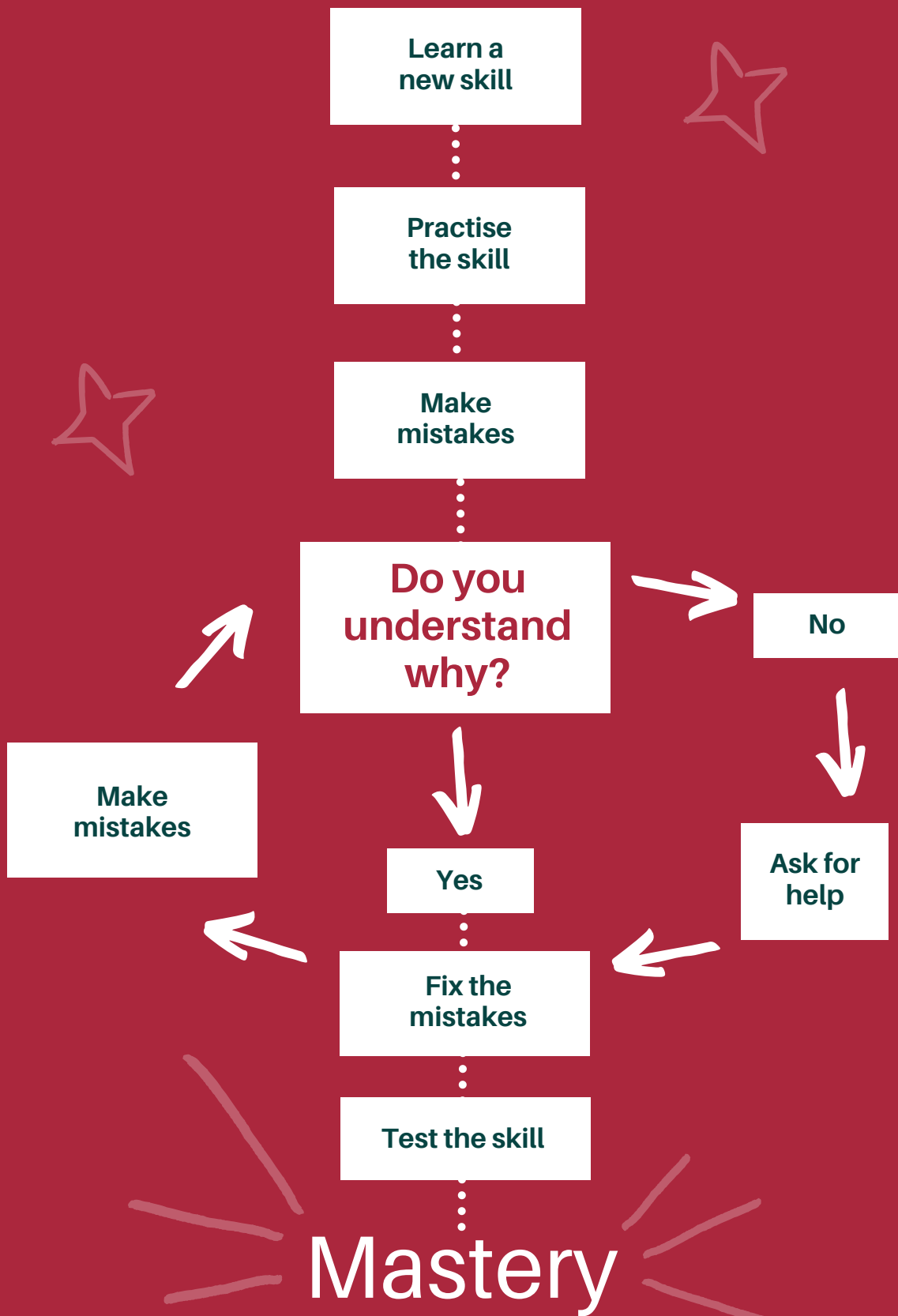
www.corbettmaths.com

Sparx

www.sparxmaths.uk

(topic codes for the videos can be found on the maths revision lists)

How to learn Mathematics



Maths Revision List

All Maths exams will last 45 minutes.

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

Year 7

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

- Equivalent fractions (M410)
- Expanding single brackets (M237)
- Angles rules on straight lines and in triangles (M818, M352)
- Coordinates and properties of 2D shapes (M230)
- Probability of a single event happening and not happening (M938)
- Substitution into algebraic expressions (M327)
- Volume of cuboids and other prisms (M765)
- Solving equations (up to two steps) (M707, M855)
- Percentages of amounts (M437)
- One number as a percentage of another (M235)
- Index laws (M150, M608)
- Constructing triangles with pencils, rulers, protractors and a pair of compasses (M565)
- Proportion (M478)
- Increasing and decreasing by a percentage using a multiplier (M533)
- Dividing into a ratio (M525)
- Plotting straight line graphs from their equations (M932)



[Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 1](#)



[Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 2](#)



[Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 3](#)



[Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 4](#)



[Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 5](#)



[Year 7 Maths \(Core/Extension\) Knowledge Organiser - Term 6](#)

Year 7

CORE AND SUPPORT (SETS 3A & 3B)

- Shading fractions and fractions of amounts (M695)
- Describing probabilities with words (M655)
- Equivalent fractions (M410)
- Finding the mode (M841)
- Measuring lines and angles (M780)
- Solving one step and two step equations (M855, M554)
- Expanding single brackets (M237)
- Writing a fraction as a percentage (M264)
- Choosing appropriate metric units (M487)
- Reading and plotting coordinates (M618)
- Probability of a single event happening and not happening (M938)
- Substitution into algebraic expressions (M327)
- Volume of cuboids and other prisms (M765)
- Index laws (M150)
- Plotting straight line graphs from their equations (M932)
- Increase/decrease a number by a percentage (M533)



[Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 1](#)



[Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 2](#)



[Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 3](#)



[Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 4](#)



[Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 5](#)




[Year 7 Maths \(Core/Support\) Knowledge Organiser - Term 6](#)


MATHS topics you need to revise for the exam


Year 8


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


- Solving multi step equations, including variable on both sides and brackets (M855 / M554)
- Volume and surface area of cuboids, cubes and cylinders (M765, M697, M534, M936)
- Probability as a fraction (M941)
- Index laws (M150 / M608)
- Equivalent ratios (M410)
- Share into a ratio (M525)
- Plotting straight line graphs (M932)
- Nth term of a linear sequence (M381)
- Rearranging formulae (M184)
- Scatter Graphs (M596, M769)
- Reverse percentages (M528)
- Inequalities regions on graphs (U747)
- Probability tree diagrams (U558)
- Pythagoras' Theorem (M677)
- Using given volume formulae (U617)
- Trigonometry in right angled triangles (U283, U545)


 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 1](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 2](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 3](#)

 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 4](#)


 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 5](#)


 [Year 8 Maths \(Core/Extension\) Knowledge Organiser - Term 6](#)


Year 8


CORE AND SUPPORT (SETS 3A & 3B)


- Equivalent ratios (M801)
- Units of volume (M482)
- Probability scale (M655)
- Formulae in words (M979)
- Solving one step and two step equations, including variable on both sides (M855, M554)
- Reading pictograms (M644)
- Reading and plotting coordinates (M618)
- Worded multiplication and division problems (M187, M354)
- Using a calculator for powers and roots (M757)
- Volume and surface area of cuboids and cubes (M765)
- Fractions of amounts (M695)
- Nth term of a linear sequence (M381)
- Share into a ratio (M525)
- Probability as a fraction (M941)
- Index laws (M150, M628)
- Plotting straight line graphs (M932)
- Using Pythagoras' theorem (M677)


 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 1](#)

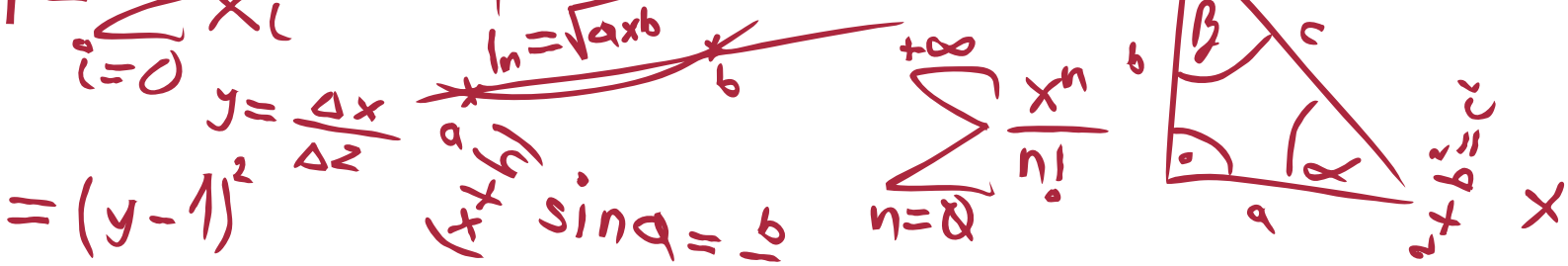
 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 2](#)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 3](#)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 4](#)

 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 5](#)


 [Year 8 Maths \(Core/Support\) Knowledge Organiser - Term 6](#)





Year 9


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


- Simultaneous Equations (M760)
- Reverse Percentages (M528)
- Linear Graphs (U315, U477, U848)
- Factorising and Solving Quadratic Equations (U228)
- Pythagoras and Trigonometry (M677, U283, U545)
- Estimated Mean from a Table (U569)
- Circle Theorems (U808)
- Pie Charts (M574, M165)
- Transformations
- Volume of a Cylinder (M697)
- Money Calculations (U196, U134)
- Percentages (U799, U696, U196, U134)
- Scatter Graphs (M596, M769)
- Inequalities (U759, U145, U738, U509, U747)


 [Year 9 Maths \(C and E\)
Knowledge Organiser - Term 1](#)

 [Year 9 Maths \(C and E\)
Knowledge Organiser - Term 2](#)

 [Year 9 Maths \(C and E\)
Knowledge Organiser - Term 3](#)

 [Year 9 Maths \(C and E\)
Knowledge Organiser - Term 4](#)


 [Year 9 Maths \(C and E\)
Knowledge Organiser - Term 5](#)


 [Year 9 Maths \(C and E\)
Knowledge Organiser - Term 6](#)


Year 9


CORE AND SUPPORT (SETS 3A & 3B)


- Area of a Triangle (M610)
- Scatter Graphs (M596, M769)
- Solving Linear Equations (M855, M554)
- Linear Graphs (M932, M544)
- Volume (M765, M722)
- Circumference of a Circle (M169)
- Parts of a Circle (M595)
- Sequences (M381, M991)
- Percentages (M437, M533)
- Perimeter (M635)
- Ratio (M885, M801, M525)
- Factorising and Simplifying Linear Expressions (M100, M531)
- Probability (M941)


 [Year 9 Maths \(C and S\)
Knowledge Organiser - Term 1](#)

 [Year 9 Maths \(C and S\)
Knowledge Organiser - Term 2](#)

 [Year 9 Maths \(C and S\)
Knowledge Organiser - Term 3](#)

 [Year 9 Maths \(C and S\)
Knowledge Organiser - Term 4](#)

 [Year 9 Maths \(C and S\)
Knowledge Organiser - Term 5](#)

 [Year 9 Maths \(C and S\)
Knowledge Organiser - Term 6](#)

Key Stage 3 Science Revision



KS3 SCIENCE REVISION

The science exam for all years will last 45 minutes.

Your science exam will be one paper and will cover all the content you've learned so far this year from all 3 sciences: Biology, Chemistry and Physics. You will need to make sure that you have revised all of this content in preparation for the exam. All questions will be exam-style. In the Year 9 paper there may be extended writing questions (maximum 6 marks). For the exam you will need to bring a calculator, ruler, pen and pencil. You will be provided with a periodic table.

TIPS FOR REVISING SCIENCE

Remember... Revision is all about **testing yourself**. Copying out notes is pointless no matter how wonderful they look. If you make flash cards or mind-maps you must then **test yourself** on these or you have wasted your time!

Use your Knowledge Organisers for each of the topics on pages 23-25 and use the **READ/COVER/WRITE/CHECK/CORRECT** technique to help memorise the knowledge. You could also get a friend or family member to quiz you on the content of the Knowledge Organiser.

Use the Seneca links to access quizzing resources for each of the topics, these will also be posted on Satchel. Once you have followed the link, click the 'start quizzing' button to begin your revision. You can work through the relevant subtopics using the guidance in the tables.

REVISE FROM THE KNOWLEDGE ORGANISERS OR SUMMARY MAPS

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

Y7 Biology 11- Living systems

Division of the human body

1. Assessment gives shape & support to the body.
2. Bone primed to mineral system.
3. Many molecules of the body are attached to the bone for assessment.
4. Blood cells are attached to network of capillaries.
5. Skeleton is a place where collagen and phosphorus compounds are stored.

Animal cell

Cell Part

- Nucleus** - Controls the cell
- Cytoplasm** - Where chemical reactions take place
- Cell membrane** - Controls the passage of substances into and out of the cell
- Mitochondria** - Where energy is released by respiration

Plant cell

Cell Part

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

Structure of the cell

Specialised Features

- Epithelial** - No blood vessels, only one layer of cells, covers all organs and is a barrier to prevent pathogens from entering.
- Transverse muscle** - Long with thin, striated fibres, contract when stimulated by nerves when substances pass through membranes of heart muscle.
- Cardiac muscle** - Contains many protein filaments, provides energy for contraction.
- Smooth muscle** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Connective tissue** - Contains many protein filaments, provides energy for contraction.
- Cartilage** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Bone** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Blood** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.

Specialised Features

- Epithelial** - No blood vessels, only one layer of cells, covers all organs and is a barrier to prevent pathogens from entering.
- Transverse muscle** - Long with thin, striated fibres, contract when stimulated by nerves when substances pass through membranes of heart muscle.
- Cardiac muscle** - Contains many protein filaments, provides energy for contraction.
- Smooth muscle** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Connective tissue** - Contains many protein filaments, provides energy for contraction.
- Cartilage** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Bone** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Blood** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.

Specialised Features

- Epithelial** - No blood vessels, only one layer of cells, covers all organs and is a barrier to prevent pathogens from entering.
- Transverse muscle** - Long with thin, striated fibres, contract when stimulated by nerves when substances pass through membranes of heart muscle.
- Cardiac muscle** - Contains many protein filaments, provides energy for contraction.
- Smooth muscle** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Connective tissue** - Contains many protein filaments, provides energy for contraction.
- Cartilage** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Bone** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Blood** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.

Cell biology- Cells & magnification

Microscope

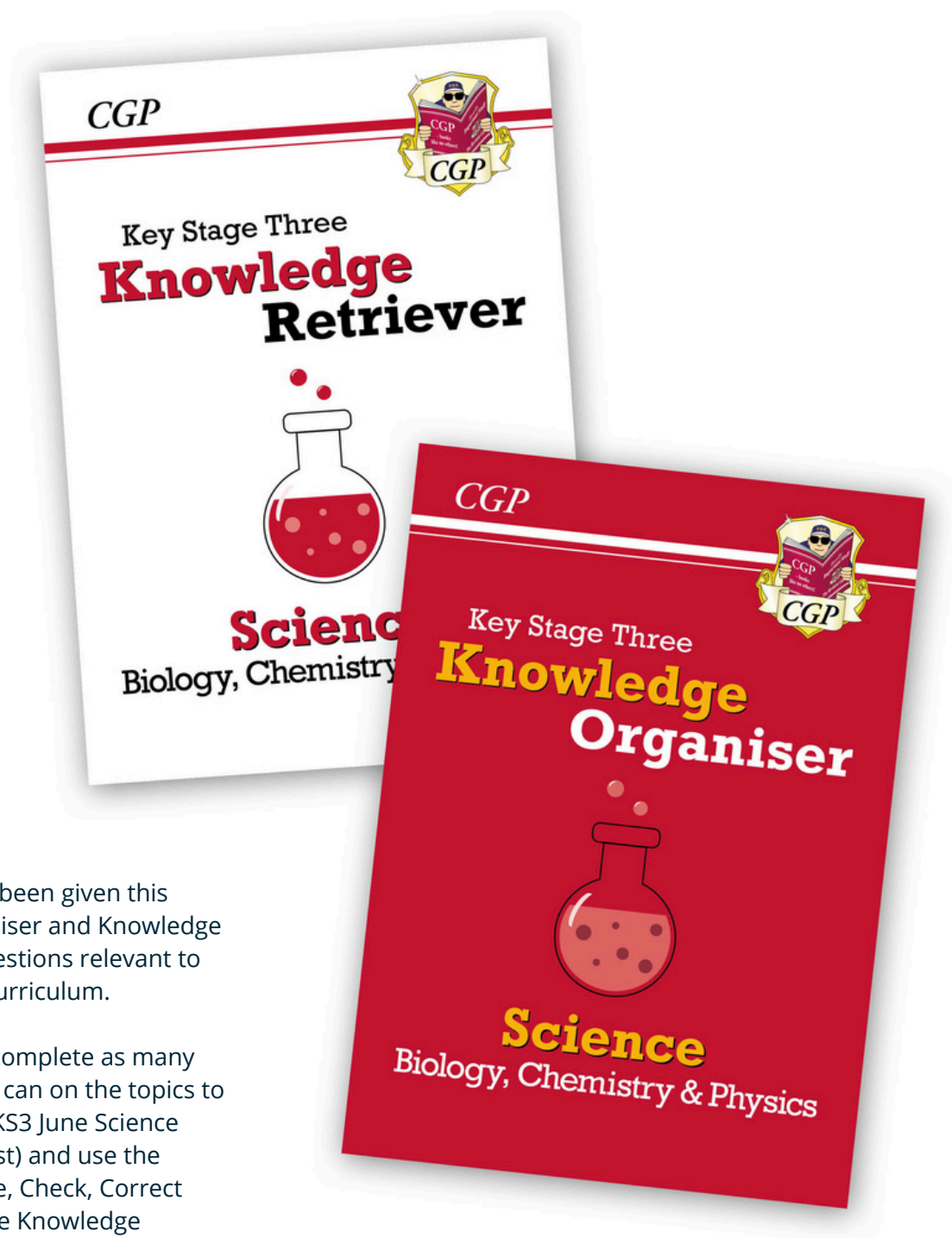
Microscope	Advantages	Disadvantages
Light microscope	Can see living cells	Low magnification
Electron microscope	High magnification	Cannot see living cells

Cell

Specialised Features

- Epithelial** - No blood vessels, only one layer of cells, covers all organs and is a barrier to prevent pathogens from entering.
- Transverse muscle** - Long with thin, striated fibres, contract when stimulated by nerves when substances pass through membranes of heart muscle.
- Cardiac muscle** - Contains many protein filaments, provides energy for contraction.
- Smooth muscle** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Connective tissue** - Contains many protein filaments, provides energy for contraction.
- Cartilage** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Bone** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.
- Blood** - Sliding with wavy lines, through the digestive system and blood vessels to control the diameter of some vessels.

KS3 Knowledge Organisers



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

Students should complete as many questions as they can on the topics to be tested on the KS3 June Science exam (see topic list) and use the Read, Cover, Write, Check, Correct technique with the Knowledge Organiser booklet.

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

SCIENCE topics you need to revise for the exam

Year 7

Topics to Revise



Reproduction



Atoms, elements and compounds



Electricity



Diet and digestion



Cells



Particles



Forces

Year 7

Seneca links



Seneca - Learn 2x Faster (senecalearning.com)
Reproduction (all subtopics)



Seneca - Learn 2x Faster (senecalearning.com)
Diet and Digestion (all subtopics)



Seneca - Learn 2x Faster (senecalearning.com)
Atoms, elements and compounds (all subtopics)



Seneca - Learn 2x Faster (senecalearning.com)
Electricity (all subtopics)



Seneca - Learn 2x Faster (senecalearning.com)
Cells (1.1.1 – 1.1.8)



Seneca - Learn 2x Faster (senecalearning.com)
Particles



Seneca - Learn 2x Faster (senecalearning.com)
Forces (3.2.1, 3.2.2, 3.2.3, 3.2.5, 3.2.6, 3.2.7)

You can also use BBC Bitesize quizzing and revision resources for all of the topics listed above.

BBC Bitesize



For Year 7 and 8: KS3 Science
<https://www.bbc.com/bitesize/subjects/zng4d2p>

For Year 7 and 8 you can also use your **red Knowledge Organiser books** in conjunction with your **white Knowledge Retrievers** to test yourself. **Make sure you are using pages which match up with the topic list above.**

Year 8

Topics to Revise



[Mechanics](#)



[DNA and Variation](#)



[Periodic table and metals](#)



[Light and sound](#)



[Bioenergetics](#)



[Acids and alkalis](#)

Year 8

Seneca links



Seneca - Learn 2x Faster (senecalearning.com)
Mechanics (3.2.4, 3.2.8, 3.2.10, 3.2.11)



Seneca - Learn 2x Faster (senecalearning.com)
DNA (1.6.11, 1.6.12, 1.6.13)



Seneca - Learn 2x Faster (senecalearning.com)
Periodic table (2.4.1, 2.4.2, 2.4.3)



Seneca - Learn 2x Faster (senecalearning.com)
Energy



Seneca - Learn 2x Faster (senecalearning.com)
Light and Sound



Seneca - Learn 2x Faster (senecalearning.com)
Bioenergetics (1.5.2, 1.6.5, 1.6.7)



Seneca - Learn 2x Faster (senecalearning.com)
Acids and alkalis

You can also use BBC Bitesize quizzing and revision resources for all of the topics listed above.

BBC Bitesize








For Year 7 and 8: KS3 Science
<https://www.bbc.com/bitesize/subjects/zng4d2p>

For Year 7 and 8 you can also use your **red Knowledge Organiser books** in conjunction with your **white Knowledge Retrievers** to test yourself. **Make sure you are using pages which match up with the topic list above.**








Year 9

Topics to Revise

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

Year 9

Seneca links

-  Seneca - Learn 2x Faster (senecalearning.com)
Human biology (2.1, 2.3, 5.2)
-  Seneca - Learn 2x Faster (senecalearning.com)
Atoms and periodic table (1.1.1 – 1.1.6)
-  Seneca - Learn 2x Faster (senecalearning.com)
Atmospheric science (all subtopics)
-  Seneca - Learn 2x Faster (senecalearning.com)
Magnetism (7.1 and 7.2)
-  Seneca - Learn 2x Faster (senecalearning.com)
Rates of Reaction (6.1.1, 6.1.2)
-  Seneca - Learn 2x Faster (senecalearning.com)
Cells and microscopes (1.1.1 – 1.1.9)
-  Seneca - Learn 2x Faster (senecalearning.com)
Energy

You can also use BBC Bitesize quizzing and revision resources for all of the topics listed above.

BBC Bitesize

-  For Year 9: GCSE Combined Science - AQA Trilogy
<https://www.bbc.com/bitesize/examspecs/z8r997h>

Key Stage 3 Languages



KS3 LANGUAGES REVISION

For all year groups and all 3 languages, students will sit one assessment testing two skills: Reading and Writing. All assessments will last 45 minutes.

For the Reading assessment, students will be expected to answer some comprehension questions to show that they understand short texts. For the Writing assessment, students will have to translate from English into the target language. They will also have to write a paragraph (of 60 words in Year 7, and 90 words in Years 8-9) in the target language. This paragraph will address 4 bullet points.

You should revise the sections of the Knowledge Organisers listed.

FRENCH topics you need to revise for the exam

Year 7

- Personal information - name, age, birthday (Half Term 1 Knowledge Organiser)
- Descriptions - physical and personality of yourself and others (HT1 KO)
- School subjects, and opinions with reasons (HT2 KO)
- Free time activities (HT3 KO)
- Opinion phrases (I like, I hate) (HT3 KO and HT6 KO)
- Saying where you live (HT4 KO, Unit 2)
- Saying what you are going to do (HT5 KO, Unit 4-5)

Students will be expected to understand and use present tense verbs accurately including the verbs aller, jouer, faire, avoir and être. These are listed in the Half Term 6 Knowledge Organiser.

You will be expected to give and justify opinions, to understand and give negatives, and to write in the near future tense.

 [Year 7 French Revision Activities](#)

 [Year 7 French Knowledge Organiser - Term 1](#)

 [Year 7 French Knowledge Organiser - Term 2](#)

 [Year 7 French Knowledge Organiser - Term 3](#)

 [Year 7 French Knowledge Organiser - Term 4](#)

 [Year 7 French Knowledge Organiser - Term 5](#)

 [Year 7 French Knowledge Organiser - Term 6](#)

FRENCH topics you need to revise for the exam

Year 8

- Holidays - plans and past, including activities (Half Terms 1 and 6 Knowledge Organiser)
- Free-time activities – sports, activities online, other hobbies (HT3 and HT5 KO)
- Activities and chores at home (HT4 KO)
- Giving opinions using a modal verb (HT6 KO)

Students will also be expected to use the present, past and near future tenses (HT6 KO) and say what they would like to do, as well as expressing and justifying opinions.

You will need to be able to identify whether a sentence is in the present (what I am doing now), the future (what I am going to do), or in the past (what I have done).

- J'habite à Lymm. – I live in Lymm. – present
- J'ai joué au foot. – I played football. – past
- Je suis allé au parc. – I went to the park. – past
- Je vais faire la dance. – I am going to do dancing. – future

 [Year 8 French Knowledge Organiser - Term 1](#)

 [Year 8 French Knowledge Organiser - Term 2](#)

 [Year 8 French Knowledge Organiser - Term 3](#)

 [Year 8 French Knowledge Organiser - Term 4](#)

 [Year 8 French Knowledge Organiser - Term 5](#)

Year 9

- Friends (HT1 Unit 2 KO)
- After-school activities (HT1 Unit 1 KO)
- Earning money and career plans (HT3 KO)
- Free-time activities in different tenses (HT3 'Tu as fait des achats')
- Giving your opinions (HT5 KO – Arguing!)

Students will need to show that they can understand and use multiple tenses (Present, past, and future), as well as expressing and justifying opinions, and use a range of vocabulary.

 [Year 9 French Knowledge Organiser - Term 1](#)

 [Year 9 French Knowledge Organiser - Term 2](#)

 [Year 9 French Knowledge Organiser - Term 3](#)

 [Year 9 French Knowledge Organiser - Term 4](#)

 [Year 9 French Knowledge Organiser - Term 5](#)

GERMAN topics you need to revise for the exam

Year 8

- Personal information - name, age, birthday, family members (HT1 KO)
- Favourite things (HT1 KO - Lieblingssachen)
- Descriptions (physical and personality of yourself and others)
- Pets and what they can do (HT2 KO)
- Hobbies and free time activities (HT3 KO)
- Time phrases (HT3 KO - Oft benutzte Wörter)
- School subjects, opinions and teachers (HT4 KO - Schule ist klasse!)
- TIF: Saying what you will do using Ich werde + an infinitive at the end.
- For example:
 - Ich werde Rugby spielen.
 - Ich werde morgen in die Stadt gehen.

Students will be expected to use present tense verbs accurately. They will also be expected to give and justify opinions, as well as use the word 'weil'.

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

The verb is usually the second idea in the clause.
The verb goes to the end of the clause after weil.

 [Year 8 German Knowledge Organiser - Term 1-2](#)

 [Year 8 German Knowledge Organiser - Term 3](#)

 [Year 8 German Knowledge Organiser - Term 4](#)

 [Year 8 German Knowledge Organiser - Term 5](#)

Year 9

- Holidays / travel (Half Term 1 Knowledge Organiser)
- Talking about pocket money and things you can buy/will buy/have bought (HT3 Pocket money and Shopping Sentence builder in the KO)
- Modal verbs - müssen and dürfen to say what you have to and are allowed to do (HT5 KO - In der Jugendherberge)
- Staying healthy (HT4 KO - Gesund bleiben)
- Daily routine (HT5 KO - Der Tagesablauf)
- Saying what you will do using Ich werde + an infinitive at the end.
- For example:
 - Ich werde Filme sehen.
 - Ich werde Bonbons kaufen.

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

 [Year 9 German Knowledge Organiser - Term 1-2](#)

 [Year 9 German Knowledge Organiser - Term 3](#)

 [Year 9 German Knowledge Organiser - Term 4](#)

 [Year 9 German Knowledge Organiser - Term 5-6](#)

SPANISH topics you need to revise for the exam

Year 8

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

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

Students should also be able to use the conditional tense to say what they would like.



[Year 8 Knowledge Organiser - Unit 3](#)



[Year 8 Knowledge Organiser - Unit 4](#)



[Year 8 Revision Booklet 2024](#)

Year 9

- Holidays
- Food and drink
- Free time activities
- School
- Shops and shopping for clothes
- Jobs
- Internet and social media

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

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



[Year 9 Knowledge Organiser - Unit 2](#)



[Year 9 Revision Booklet 2024](#)

Key Stage 3 History



KS3 HISTORY REVISION

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

- 45-minute paper.
- Comprehensive multiple-choice questions designed to test your knowledge of the content covered throughout the year.
- One section on sources.
- A choice of one out of three essay questions

HISTORY topics you need to revise for the exam

Year 7

THE NORMAN CONQUEST

- The contenders to the throne in 1066
- The Battle of Stamford Bridge
- Strengths and weaknesses of the armies during the Battle of Hastings
- The events of the Battle of Hastings
- The Harrying of the North
- Castles
- The Feudal System



[Year 7 History Knowledge Organiser - The Norman Conquest](#)



[Year 7 History Knowledge Organiser - Medieval Religion](#)



[Year 7 History Knowledge Organiser - The Black Death](#)

MEDIEVAL RELIGION

- Religion and ideas
- Murder of Thomas Becket

THE BLACK DEATH

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

HISTORY topics you need to revise for the exam

Year 8

THE ENGLISH CIVIL WAR

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

INDUSTRIAL REVOLUTION

- Population growth
- Factory workers
- Robert Owen
- Living conditions
- Coal mining
- Disease

THE SLAVE TRADE

- What were 16th century West African Kingdoms like?
- The trade triangle and the horrors of the Middle Passage
- Slave auctions
- Life on a plantation
- Abolition of Slavery

THE BRITISH EMPIRE

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

 [Year 8 History Knowledge
Organiser - The English Civil War](#)

 [Year 8 History Knowledge
Organiser - Industrial Revolution](#)

 [Year 8 History Knowledge
Organiser - The Slave trade](#)

 [Year 8 History Knowledge
Organiser - The British Empire](#)

Year 9

WORLD WAR ONE

- Causes of World War one
- Trench warfare
- Weapons
- Battle of the Somme
- War at sea
- End of the War

1920' AMERICA

- Economic boom
- Henry Ford
- Immigration
- KKK
- Wall Street Crash

WORLD WAR TWO

- Causes of World War Two
- Dunkirk
- Blitz
- Evacuation
- Pearl Harbour
- D Day
- Atomic bomb

 [Year 9 History Knowledge
Organiser - World War 1](#)

 [Year 9 History Knowledge
Organiser - 1920' America](#)

 [Year 9 History Knowledge
Organiser - World War 2](#)

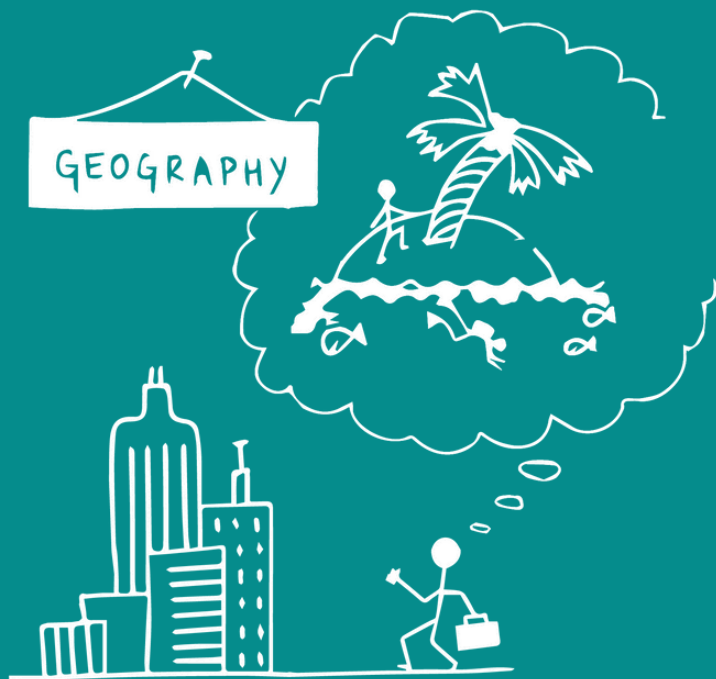
TIPS FOR REVISING HISTORY

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

USEFUL WEBSITES

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

Key Stage 3 Geography




KS3 GEOGRAPHY REVISION


For all year groups, the end-of-year exam will last 45 minutes. It will be a mixture of multiple choice, data response, skills, short answer questions and essay questions.

GEOGRAPHY topics you need to revise for the exam

Year 7

- Types of geography
- Countries of the UK
- Structure of the earth
- Plate boundaries
- Impacts of tourism
- Coastal erosion
- Landforms made by coastal erosion
- 4 and 6 figure grid references
- Map symbols
- Direction
- Earthquakes (including Haiti and Chile)


 [Year 7 Geography Knowledge Organiser - Restless Earth](#)


 [Year 7 Geography Knowledge Organiser - Map Symbols](#)


 [Year 7 Geography Knowledge Organiser - Coasts](#)

Year 8

- Tropical Rainforest distribution
- Characteristics of Tropical Rainforests – climate and structure
- Adaptations in Tropical Rainforests
- Rainforest management
- Renewable and non-renewable energy sources
- Causes and effects of global warming
- River processes – erosion
- Formation of features in the upper stage of rivers


 [Year 8 Geography Knowledge Organiser - Climate Change](#)


 [Year 8 Geography Knowledge Organiser - Rainforests](#)


 [Year 8 Geography Knowledge Organiser - Rivers and Flooding](#)

Year 9

- Development
- Development indicators
- Employment classification
- Processes of Glacial Erosion
- Process of weathering
- Glacial Deposition
- India – Mumbai Slums and Dharavi
- Fair Trade
- Formation of Corries
- India's Sundarbans
- TNC's in China

 [Year 9 Geography Knowledge Organiser - Development](#)

 [Year 9 Geography Knowledge Organiser - Ice on the land](#)

 [Year 9 Geography Knowledge Organiser - India](#)

Key Stage 3 Religion, Philosophy & Ethics Revision



KS3 RELIGION, PHILOSOPHY & ETHICS REVISION

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

- 35 minute paper (44 minutes for those with extra time)
- Questions will test one's knowledge of key terms, religious beliefs and supporting evidence for different beliefs.

RPE topics you need to revise for the exam

Year 7

Buddhist belief;


- Who the Buddha is
- How to live
- Eightfold Path
- Rebirth
- karma


Christian beliefs;


- Key terms
- Incarnation of God
- Jesus's resurrection
- Jesus as saviour

Arguments for and against the existence of God including;

- The design argument
- The causation argument
- Strengths and weaknesses of both arguments
- The atheist view.

 [Year 7 RPE Knowledge Organiser - Christianity](#)

 [Year 7 RPE Knowledge Organiser - Does God Exist](#)

 [Year 7 RPE Knowledge Organiser - Buddhism](#)

Year 8

Problem of evil;

- Types of evil
- What the problem is
- Christian explanations for why there is evil in the world including St Augustine's view


Life after death;


- Evidence for life after death
- Evidence against life after death

Stewardship and Justice;

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

 [Year 8 RPE Knowledge Organiser - Why does evil exist](#)

 [Year 8 RPE Knowledge Organiser - What does justice look like](#)

 [Year 8 RPE Knowledge Organiser - Life after Death](#)

Year 9

Ethical theories;


- Situation ethics
- Utilitarianism
- Arguments for and against each theory


Organ donation;


- What it is
- Arguments for and against including different religious views

Peace & Conflict;

- What Just War Theory is
- Different religious views on war
- Criticisms of Just War Theory
- Pacifism
- Arguments for and against pacifism

 [Year 9 RPE Knowledge Organiser - What is right and wrong](#)

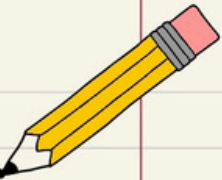
 [Year 9 RPE Knowledge Organiser - Medical Ethics](#)

 [Year 9 RPE Knowledge Organiser - War and Peace](#)

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

USEFUL

CONTACTS



SUBJECT STAFF

Miss L Melia, Y7/8 Lead for English
Miss L Penketh, Y9 Lead for English
Miss S Dunne, KS3 Lead for Maths
Mr J Blackburn, KS3 Lead for Science
Mrs C McGahey, Head of Humanities
- History/RPE
Mr S Iddon, Head of Geography
Ms R McQuillan, Head of Languages
- French/German
Miss R Izquierdo-Moreno, Assistant Head
of Languages - Spanish

OTHER STAFF

Miss S Rowley, Head of Y7
Mrs T Williams, Pastoral Manager Y7
Miss N Beck, Head of Y8
Miss N Carrington, Pastoral Manager Y8
Mrs J Wagstaff, Head of Y9
Miss H McMullen, Pastoral Manager Y9
Miss K Yates, SENCO

All staff emails have the same format: first initial
followed by surname and then @lynnhigh.org.uk

