

Lynn High School

SCIENCE

ENGLISH

MATHS

$$4x - 2 = 30$$

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

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

BONJOUR

HISTORY

FRENCH

# KS3 Revision Guide

June 2026

GUTEN  
TAG

GERMAN

GEOGRAPHY

RELIGION,  
PHILOSOPHY & ETHICS

SPANISH

REVISION  
LIST

KS3 Exams

8  
JUNE

19  
JUNE

2026

# 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. Circle your exam dates (which can be found in the back of this booklet) and send a photo of your exam timetable to your parents or carers so they know when your exams are.
- 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 60-90 minutes per day in the 2-3 weeks 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 REVISION STRATEGIES YOU CAN USE TO REVISE.

## 3 essential revision strategies



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

**Brain dump**  
– organising and summarising information for better recall

**Quizmaster**  
– to test yourself and others and strengthen your memory

## Look, cover, write, check



**Look**

- Look at, and read, a section of your Knowledge Organiser a few times.



**Cover**

- Cover up the information (the definition of words for example).



**Write**

- Write down what you can remember on a piece of paper



**Check**

- Check to see what you missed

## Brain dump

**Look at, and read, a section of your KO a few times** (or if you feel confident about the topic already, you can miss this step!)



**Put your KO away** and mind map everything you can remember about this topic – keep going until you run out of ideas!



**Check to see what you missed**, and add this in another colour.

**Repeat!**

## Quizmaster



**Look at, and read, a section of your KO a few times**



**Write 5-10 quiz questions based on the most important information** – start with openers like What is...? How does...? Where is...? What does...?



**Test yourself using your quiz** (or get someone else to test you!)



**Mark your answers** and fill in any mistakes



**Repeat the next day** or a few days later to make sure it has stuck!

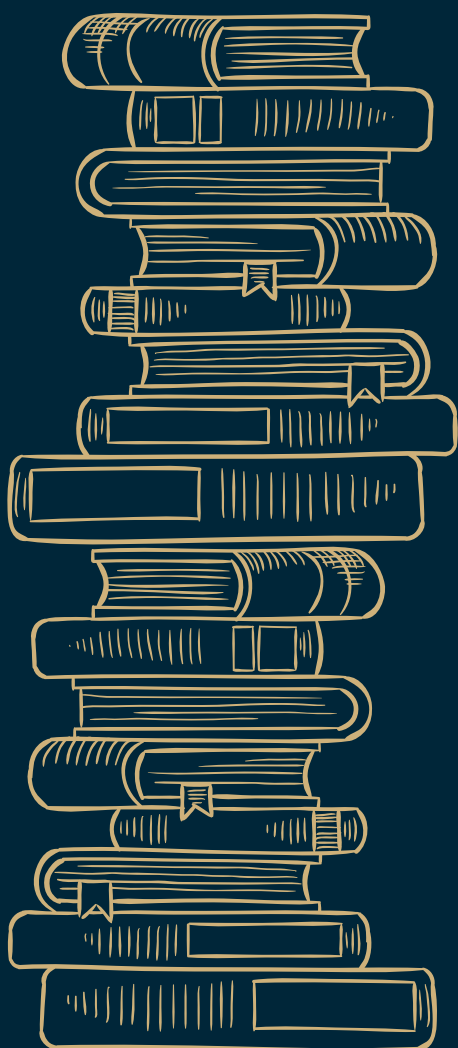
# Knowledge Organisers



## 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: Look, Cover, Write, Check. This method is called self-quizzing.

## Still aren't sure how to revise?

Click [here](#) for a help video which explains how to use the 3 revision techniques we recommend in KS3:

**self quizzing** use this for all subjects.

**brain dump** use for all subjects except Maths.

**mind mapping** only use this for planning of answers to practice questions in English. We'd prefer you **not** to spend hours creating your own mind maps - it's more important to use the printed content you already have in KOs and use your time to use the **self-quiz** or **brain dump techniques** or complete **practice questions**. You may also find mind maps useful for History, Geography and RPE.



## WHICH KNOWLEDGE ORGANISER?

The following pages include links to the relevant Knowledge Organisers for the Year 7, 8 and 9 June exams.



# Key Stage 3 English Revision



# Year 7

## THE EXAM

Your exam will be a speech writing task, similar to the one 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, followed by 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

Below are some suggestions to help your revision:

- 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 Practice Questions below to create mini plans or answers.
- Use the Practice Plans section to create a series of mini plans for the Practice Questions.
- Complete the partially completed Practice Plan, to support your understanding of how to plan effectively.
- Read through the Model Answer, annotating how and why it is an effective speech paragraph.
- Continue the Model Answer to practise your timed writing.

## Vocabulary and techniques to revise

Inspirational	Motivating others to act / think / do.
Unconventional	Going against what is expected.
Intellectual	Someone who is highly intelligent.
Flourish	To grow and succeed in an area.

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

## Practice questions

To help with your revision, please use these practice questions to create plans for your response, including your point of view.

- *It is crucial that women have the right to vote in every country around the world.*  
Write a speech for 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 for a school assembly in which you express your point of view.

# Practice plans

During your exam, you will have 5 minutes planning time. For your plan, you will be given a grid that is similar to the one below to write down your initial ideas.

For one of the practice questions above, please find below a partially completed plan. As part of your revision, please complete this plan. Then use this template to plan the other questions on your own.

Question chosen: *It is crucial that women have the right to vote in every country around the world.* Write a speech for a school assembly in which you express your point of view.

	Why should women be given the right to vote? (POINT)	Evidence	Vocabulary	Rhetorical Devices
1	Women's voices are equally important and deserve to be heard. Voting allows women to feel represented and respected.	Only ___ % of the world's politicians are women, which makes women and girls feel...	Inequality Prejudice	Rhetorical Question  Statistic
2	We need women to be able to vote in all countries across the world to ensure equality between countries. We can't say we have equality until we all have equal rights.	There are _____ countries around the world who don't allow women to vote, this is...  Malala quote?	Pioneer	Anecdote  Emotive language

## Model answer

In your exam you will be required to turn your 3-paragraph plan into a convincing speech. Your paragraphs should follow the structure of:

- **P**oint
- **E**vidence (statistic, fact, research, anecdote)
- **E**xplanation (how does your evidence prove your point is true?)
- **L**ink back to the focus of the paragraph

Please read the model paragraph below. Highlight/annotate any ideas you think you could use in your own work. Also annotate how the paragraph follows the **PEEL** structure.

The model paragraph is based on the plan from earlier:

*The right to vote is a fundamental necessity for any citizen to feel represented in their government. If we, as a society, believe that everyone's voice matters, how can we exclude half of the population from the very process that shapes our future? In countries where women were denied suffrage, the absence of their perspectives left significant gaps in policy, particularly on issues like healthcare and education, which disproportionately affect women. For instance, research shows that in the United Kingdom, 25% of women reported feeling their voices were rarely or never heard in the political sphere, compared to just 15% of men. This is in a country where women are allowed to vote, so one can only imagine how much higher this percentage is amongst women who are denied the right to vote at all. However, this is not only a problem for women - it is a problem for democracy itself! When women cannot vote, they are effectively silenced in discussions that directly impact their lives, their families, and their communities. Representation is not a privilege; it is a right that ensures every voice is counted. If we are to build a truly inclusive society, we must guarantee that women's votes are just as powerful, valued and respected as men's.*

# Year 8

## THE EXAM

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

You will be given a small extract from the novel *To Kill a Mockingbird*. You will then be asked one analytical question about how Harper Lee presents a character within this extract.

You should spend 5 minutes reading and annotating the extract from the novel.

You will then need to spend 35 minutes writing 3 analytical paragraphs to respond to the question.

You will need to analyse 3 quotations from the extract in as much detail as you can. Your teacher will also be looking for some contextual information in your response.

You are then advised to spend 5 minutes reading back through your answer.

**You do not need to be revising quotations from the novel.**

## Revision techniques

Below are some suggestions to help your revision:

- 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 parents/carers to quiz you!
- Post-it notes with key points from the Knowledge Organiser 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.
- Practice Questions – please use the two exam-style questions provided in this booklet to see what your exam will look like. Keep in mind that your question will be about a character, not a place.
- Complete the plans that have been printed with the Practice Questions.
- Read through the Writing Frame section of this guide, revising the sentence starters in particular.
- Use the sentence starters and your plan to write a response to one of the Practice Questions in timed conditions.

## 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.

<b>Atticus</b>	<b>Scout and Jem's father, a lawyer in Maycomb descended from an old local family.</b> 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.
<b>Calpurnia</b>	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

<b>Social Inequality</b>	<b>SOCIAL INEQUALITY:</b> 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.
<b>Moral Education</b>	<b>MORAL EDUCATION:</b> as a bildungsroman novel, the story tracks the moral development of Scout and Jem. Atticus is committed to ensuring that his children have a strong social conscience and acts as their moral compass throughout the novel. He teaches them to be kind to everyone and not to join in with the neighbourhood rumours and gossip mongering about Boo Radley. He also defends Tom Robinson, a black man, which many people in Maycomb found to be controversial, but Atticus just wants to do what is morally right and lead a good example for his children.
<b>Good and Evil</b>	<b>GOOD AND EVIL:</b> 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.
<b>Prejudice</b>	<b>PREJUDICE:</b> 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

<b>Historical and Social Context</b>	<p>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 <i>To Kill a Mockingbird</i>, in the mid 1950s. It was completed in 1957 and published in 1960 - just before the black civil rights movement in America really took.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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## '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 do the key characters each link to these important, conceptual ideas?

## Practice questions and plans

Please find below two exam-style questions for you to use as part of your revision. Both questions have blank planning grids alongside them, that are very similar to the grids you will be given to plan your answer in your exam. Please complete these as part of your revision.

### Question 1:

**How does Harper Lee present the town of Maycomb in the extract?**

Maycomb was an old town, but it was a tired old town when I first knew it. In rainy weather the streets turned to red slop; grass grew on the sidewalks, the courthouse sagged in the square. Somehow, it was hotter then: a black dog suffered on a summer's day; bony mules hitched to Hoover carts flicked flies in the sweltering shade of the live oaks on the square. Men's stiff collars wilted by nine in the morning. Ladies bathed before noon, after their three-o'clock naps, and by nightfall were like soft teacakes with frostings of sweat and sweet talcum.

People moved slowly then. They ambled across the square, shuffled in and out of the stores around it, took their time about everything. A day was twenty-four hours long but seemed longer. There was no hurry, for there was nowhere to go, nothing to buy and no money to buy it with, nothing to see outside the boundaries of Maycomb County. But it was a time of vague optimism for some of the people: Maycomb County had recently been told that it had nothing to fear but fear itself.

<b>Point</b> Maycomb is presented as...	<b>Quote</b> Evidence from the extract	

## Question 2:

**How does Harper Lee present the character of Boo Radley through the eyes of the children?**

"Wonder what he looks like?" said Dill.

Jem gave a reasonable description of Boo: Boo was about six-and-a-half feet tall, judging from his tracks; he dined on raw squirrels and any cats he could catch, that's why his hands were bloodstained - if you ate an animal raw, you could never wash the blood off. There was a long jagged scar that ran across his face; what teeth he had were yellow and rotten; his eyes popped, and he drooled most of the time.

"Let's try to make him come out," said Dill. "I'd like to see what he looks like."

Jem said if Dill wanted to get himself killed, all he had to do was go up and knock on the front door.

<b>Point</b> Lee suggests that Boo is...	<b>Quote</b> Evidence from the extract	

## Writing frame

In your exam, your teacher will be looking for you to: make clear points, include quotes from the text, analyse the key words of them and link them to context. If you revise the following sentence stems, this will allow you to write a detailed paragraph.

1. Harper Lee presents the character of... as...
2. She writes, "..."
3. Overall, the METHOD suggests...
4. The word "... demonstrates... However, this could also show...
5. Furthermore, the word "... conveys a sense of... because...
6. Contextually, this reflects...

Now use this paragraph structure to write up one of your planned paragraphs.

# Year 9

## THE EXAM

**You will have 50 minutes to complete your tasks.**

- The first 15 minutes will be a short analysis task and this will be worth 5 marks.
- You will read, highlight and annotate two quotations from the short extract and write two paragraphs of quotation explosion

**You should then move on to question 2.**

- Spend 5 minutes annotating the image.
- You will write your response in 25 minutes, aiming for at least 2-3 paragraphs of detailed description.
- You will be assessed on the quality of your writing and the accuracy of your grammar and punctuation and should use a range of techniques.
- You will have 5 minutes to check your response.

## Tips for revising English

- Use flashcards to remember your language techniques. Practice finding these in the extracts provided and applying 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 annotating the images in this revision guide and writing a timed, 20-minute description.
- Use the short descriptive paragraphs to practice analysis skills.

# Analysis practice

## Extract 1

**How has the writer used language here to describe the setting?**

Beneath the golden sun, the valley stretched out like a richly woven tapestry, its colours bursting with life. The orchard trees stood heavy with fruit, their branches drooping under the weight of abundance. The air was thick with the scent of sweetness — honeyed pears, blushing apples, and sun-warmed plums — as if nature itself had reached its peak, swelling with promise. The land was a feast, ripe and generous, a gentle reminder that even the earth knows how to bloom.

## Extract 2

**How has the writer used language here to describe the atmosphere?**

The storm prowled across the landscape like a restless beast, its howls echoing through the trees and its claws raking the sky with lightning. Wind tore through the streets, snarling and snapping at anything in its path, while rain lashed the ground in a frenzied rhythm. Chaos reigned — not as a fleeting moment, but as a tyrant crowned in thunder. The sky was its battlefield, the clouds its soldiers, and the world below trembled under its rule. Nature itself seemed to unravel, each gust a growl, each bolt a brutal command in a kingdom of disorder.

## Extract 3

**How has the writer used language here to describe the landscape?**

The landscape writhed beneath a bruised sky, where jagged cliffs loomed like sentinels and waves slammed against the rocks with relentless fury. Trees twisted in the wind, their branches clawing at the air, as if trying to escape. Thunder cracked overhead, tearing the silence apart, while the ground trembled with each distant rumble. Shadows crept along the ridges, and the air pulsed with a warning — thick, sharp, and electric. Every corner of the land seemed to hiss with menace, daring anyone to step closer.

# Structuring your analysis response

**S:** Find a technique that the writer has used for effect (e.g., metaphor, simile, personification, etc.)

**Q:** Include a supportive quotation.

**AAA:** Zoom into different key words and techniques from the quote.

### Sentence stems:

The writer has used a [embed technique] to make the setting seem .....

This is shown in the quotation “\_\_\_\_\_”

### This suggests:

Furthermore the [technique] reveals...

The [technique] also shows...

# Understanding structure

Structural features	Definition
Cyclical	When end of the text repeats an idea / character / setting from the opening.
Widening or narrowing the perspective	When the writer switches from a broader overview, <b>panoramic overview</b> , to a more specific point of view, <b>zoom in</b> .
Repeated motif	When a word, phrase, is noticeably repeated throughout a sentence / paragraph / whole text.
Dialogue	Direct speech between characters.
Enigma	The mystery created within a text - the questions the audience ask.
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

# Image annotation practice



Write a description of a haunted place, as suggested by the picture:



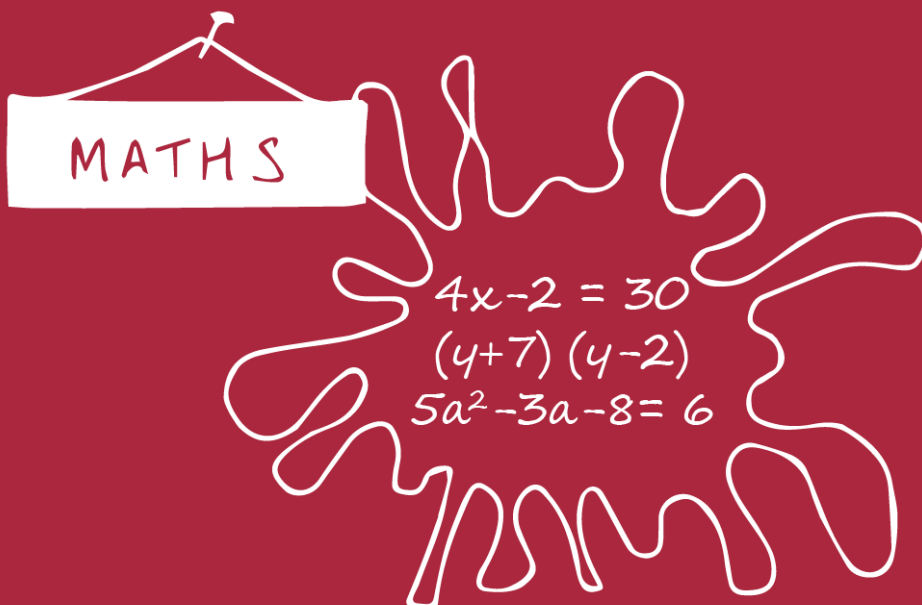
Write a description of an undiscovered place, as suggested by the picture:



Write a description of a desolate place, as suggested by the picture:



# Key Stage 3 Maths Revision



## TIPS FOR REVISING MATHS

- **Use Knowledge Organisers** and the Look, Cover, Write, Check 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 from the topic lists on pages 23-26 and practise questions on them.
- **Practise 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. But only choose those topics on the June exam topic list for your set and year group.
- **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.

## Past Paper Questions & Mark Schemes

### AQA GCSE Maths Past Papers (for Year 9 mainly)

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

### Sample question papers also available on Mathswatch

These will be issued by Mrs Doncaster (previously Miss Dunne) and notification given on Class Charts.

## Useful websites

### Mathswatch

[www.vle.mathswatch.co.uk/vle/](http://www.vle.mathswatch.co.uk/vle/)

Please see your maths teachers for log-in details

### Maths Made Easy

[www.mathsmadeeasy.co.uk](http://www.mathsmadeeasy.co.uk)

### BBC Bitesize

KS3 Maths - BBC Bitesize

### Maths Genie (Year 9 only)

[www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

(choose GCSE revision)

### Revision Maths

[www.revisionmaths.com](http://www.revisionmaths.com)

### Mr Barton's Maths

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

### Corbett Maths

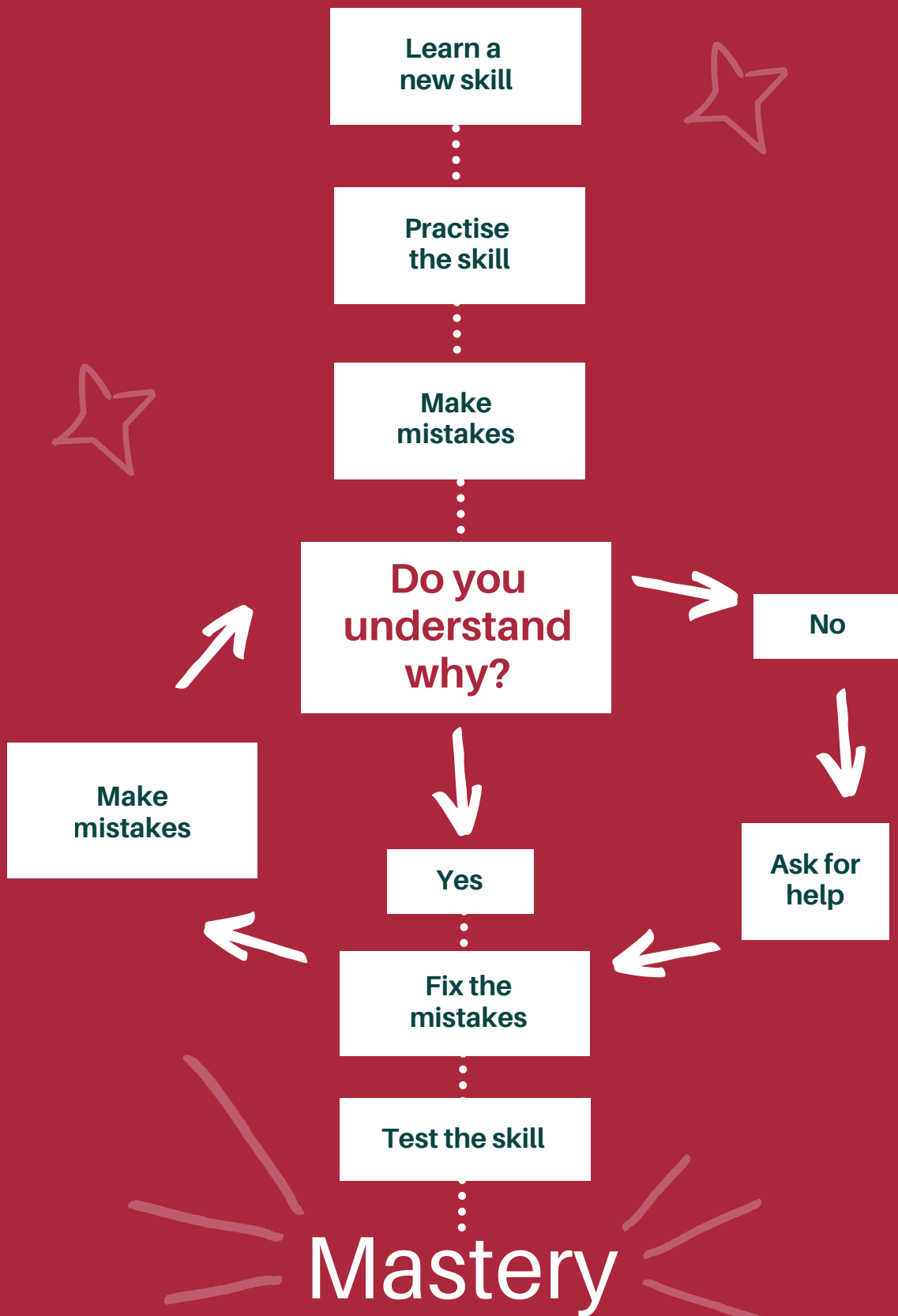
[www.corbettmaths.com](http://www.corbettmaths.com)

### Sparx

[www.sparxmaths.uk](http://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, M351)
- 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)
- Equations of parallel lines (M544, E238)



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## Year 7

### CORE AND SUPPORT (SETS 3A & 3B)

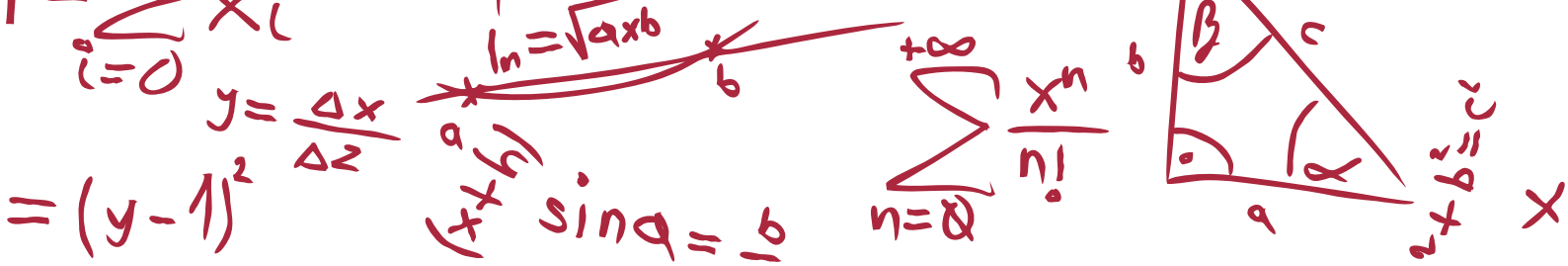
#### **Note for students in Maths set 3B**

*The majority of you will need to revise from the Core and Support topic list in this booklet. A small number of students will be sitting the Core and Support Plus exam paper so will need to revise from this list instead. You will be informed via Class Charts by Wednesday 20<sup>th</sup> May if you are sitting Core and Support Plus.*

- 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)



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## Year 7

### CORE AND SUPPORT PLUS (SET 3B)

**Note for students in Maths set 3B**

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- Averages from a list (M940, M934, M328, M841)
- Adding & Subtracting Decimals (M429, M152)
- Multiplying & Dividing by powers of 10 (M113)
- Percentages of amounts (M437)
- Fractions of amounts (M695)
- Calculating with negatives (M106, M288)
- Area of Rectangles and Triangles (M390, M900, M610)
- Angles in Triangles and Quadrilaterals (M351, M679)
- Substitution (M208, M417)
- Reading Scales (Q566)



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# 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)



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## Year 8

### CORE AND SUPPORT (SETS 3A & 3B)

**Note for students in Maths set 3B**  
The majority of you will need to revise from the Core and Support topic list in this booklet. A small number of students will be sitting the Core and Support Plus exam paper so will need to revise from this list instead. You will be informed via Class Charts by Wednesday 20<sup>th</sup> May if you are sitting Core and Support Plus.

- 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 & roots (M757)
- Volume & surface area of cuboids & 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, M678)
- Plotting straight line graphs (M932)
- Using Pythagoras' theorem (M677)
- Ordering fractions (M335)



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## Year 8

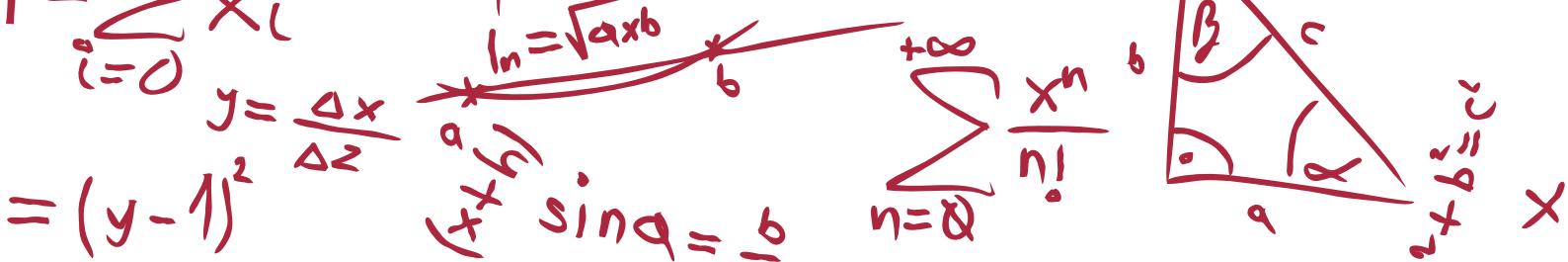
### CORE AND SUPPORT PLUS (SET 3B)

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- Equivalent ratios (M801)
- Units of volume (M482)
- Probability scale (M655)
- Formulae in words (M979)
- Solving one and two step equations (M855)
- Reading pictograms (M644)
- Reading and plotting coordinates (M618)
- Worded multiplication problems (M187)
- Using a calculator for powers and roots (M757)
- Volume of cuboids (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, M678)
- Plotting straight line graphs (M932)



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## Year 9

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

- Simultaneous Equations (U760)
- 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)

- Volume of a Cylinder (M697)
- Money Calculations
- Percentages (U733, U554, U278, M528)
- Scatter Graphs (M596, M769)
- Inequalities (U759, U145, U738, U509, U747)
- Share into a ratio (M525)



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## Year 9

### CORE AND SUPPORT (SETS 3A & 3B)

#### **Note for students in Maths set 3B**

The majority of you will need to revise from the Core and Support topic list in this booklet. A small number of students will be sitting the Core and Support Plus exam paper so will need to revise from this list instead. You will be informed via Class Charts by Wednesday 20<sup>th</sup> May if you are sitting Core and Support Plus.

- 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)
- Finding area using grids (M900)
- Fraction of amounts (M695)
- Simple interest (U533)



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## Year 9

### CORE AND SUPPORT PLUS (SET 3B)

#### **Note for students in Maths set 3B**

The majority of you will need to revise from the Core and Support topic list in this booklet. A small number of students will be sitting the Core and Support Plus exam paper so will need to revise from this list instead. You will be informed via Class Charts by Wednesday 20<sup>th</sup> May if you are sitting Core and Support Plus.

- Sequences (M381, M991)
- Percentages (M437, M533)
- Perimeter (M635)
- Finding area using grids (M900)
- Volume (M765, M722)
- Probability (M941)
- Factorising and Simplifying Linear Expressions (M100, M531)
- Fraction of amounts (M695)
- Solving Linear Equations (M855, M554)
- Ratio (M885, M801, M525)
- Area of a Triangle (M610)
- Scatter Graphs (M596, M769)



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# Key Stage 3 Science Revision



## THE EXAM

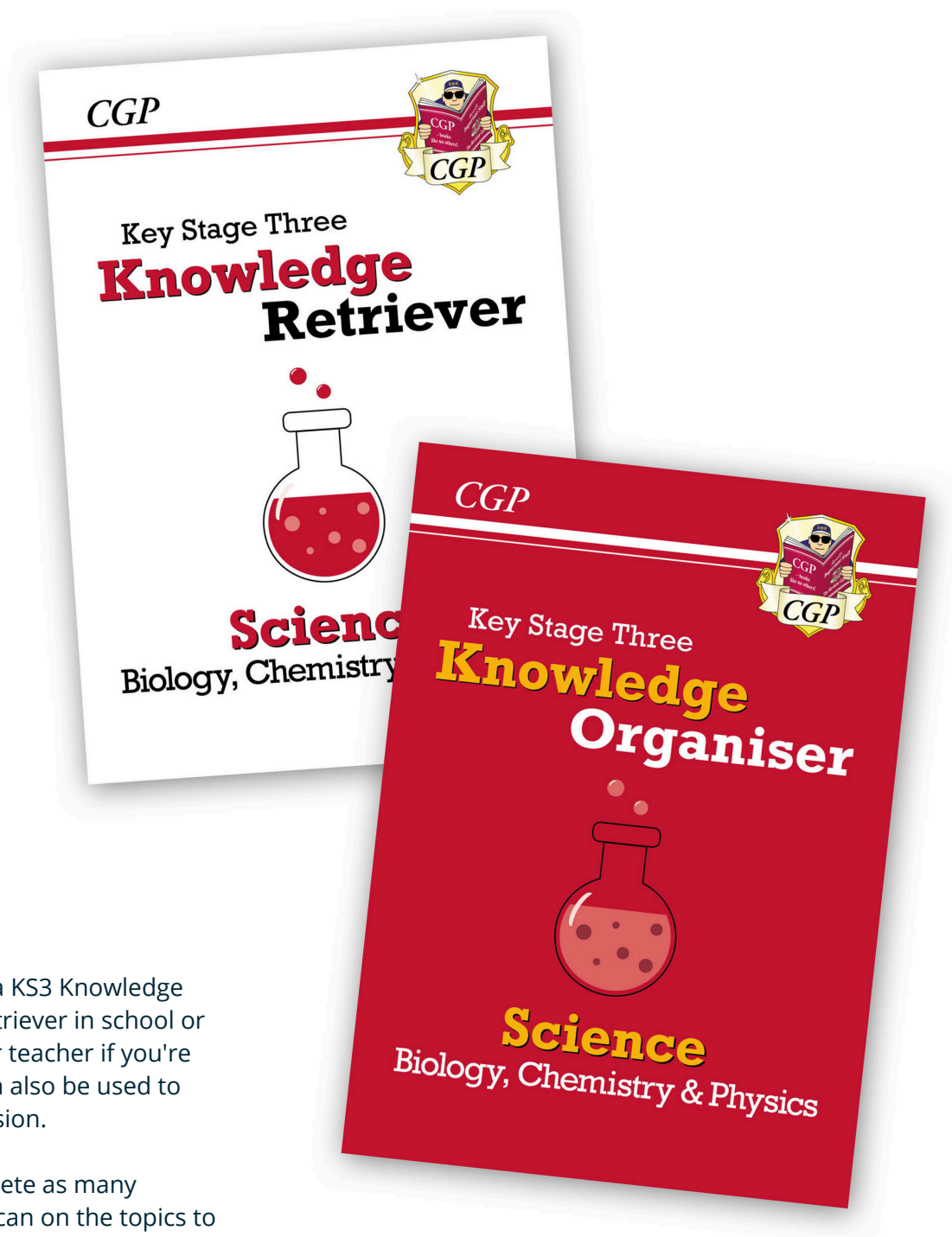
The Science exam for all years will last 45 minutes.

Your Science exam will be one paper and will cover all the content you've learned so far this year from all three 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 ineffective no matter how wonderful they look. If you make flash cards or mind maps you must then **test yourself** on these in order to actually learn the content.
- Use your Knowledge Organisers for each of the topics on pages 30-32 and use the **Look, Cover, Write, Check** 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.
- You will have been set a Seneca assignment which will test your knowledge on all the relevant topics for the June exam. Log in to Seneca and check your upcoming assignments. **There is no expectation that you finish the entire assignment.** You should identify the sections that you need to revise the most. You should have another go at any sections that you struggled with.
- You should also follow the links to the on-screen exam questions. Read and answer the questions carefully and check your response using the mark scheme box. Make a note of any questions you get wrong and re-attempt these.
- Do not complete all the revision activities in one or two evenings. Space out your revision, doing small chunks more often. This is proven to be more effective at committing knowledge to your long term memory.

# KS3 Knowledge Organisers



You should have a KS3 Knowledge Organiser and Retriever in school or at home. Ask your teacher if you're unsure. These can also be used to support your revision.

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

# 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](#)



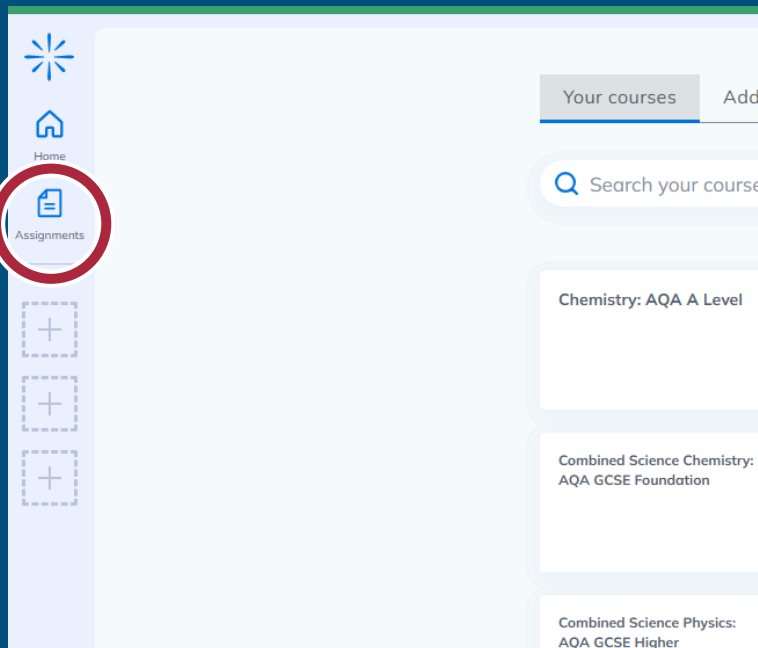
[Forces](#)



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## Year 7

Senca links for revision can be found on your Senca Homepage.



### Additional revision resources

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 7



[Online Exam Questions](#)

## Year 8

### Topics to Revise



[Mechanics](#)



[DNA and Variation](#)



[Periodic table and metals](#)



[Light and sound](#)



[Bioenergetics](#)



[Acids and alkalis](#)



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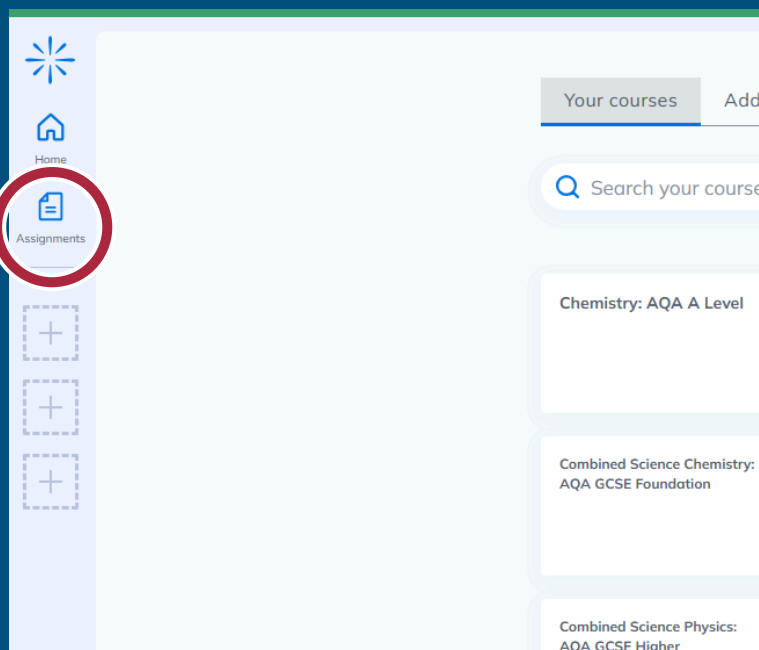
## Year 8



[Online Exam Questions](#)

## Year 8

Seneca links for revision can be found on your Seneca Homepage.



### Additional revision resources

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

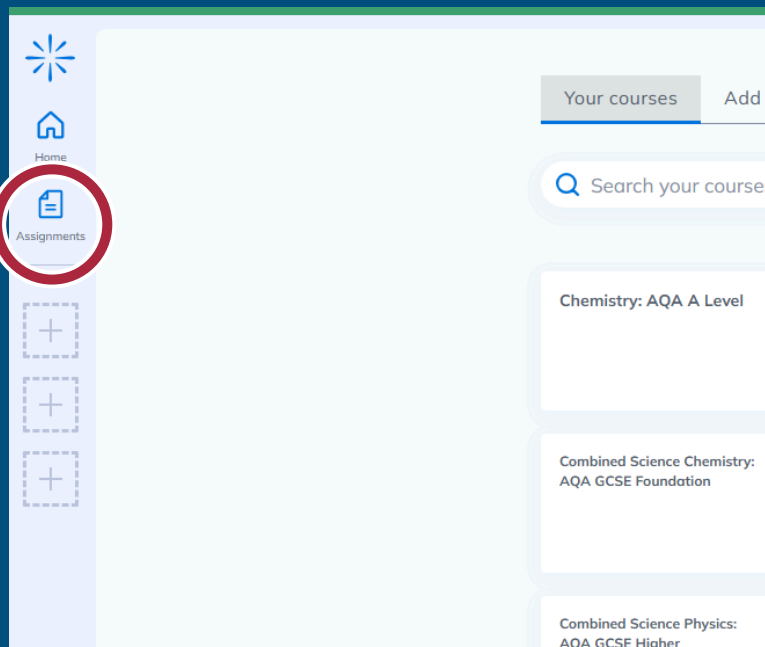
- [Atoms and periodic table](#)
- [Magnets and Electromagnets](#)
- [Human biology.](#)
- [Cells and microscopes](#)
- [Rates of reaction](#)
- [Energy.](#)



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## Year 9

Seneca links for revision can be found on your Seneca Homepage.



## Year 9

- [Biology Online Exam Questions](#)
- [Chemistry Online Exam Questions](#)
- [Physics Online Exam Questions](#)

### Additional revision resources

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



## THE EXAM

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

For the Reading assessment, you will be expected to answer some comprehension questions to show that they understand short texts. For the Writing assessment, you will have to translate from English into the target language. You 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)

You 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.



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# FRENCH topics you need to revise for the exam

## Year 8

- Holidays - plans and past, including activities (Half Terms 1 and 6 KO)
- 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)

You will also be expected to use the present, past and near future tenses (HT6 KO) and say what you 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



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## 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!)

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



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# 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.

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

You 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.



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## 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.

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



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# 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

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

You should also be able to use the conditional tense to say what you would like.



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## Year 9

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

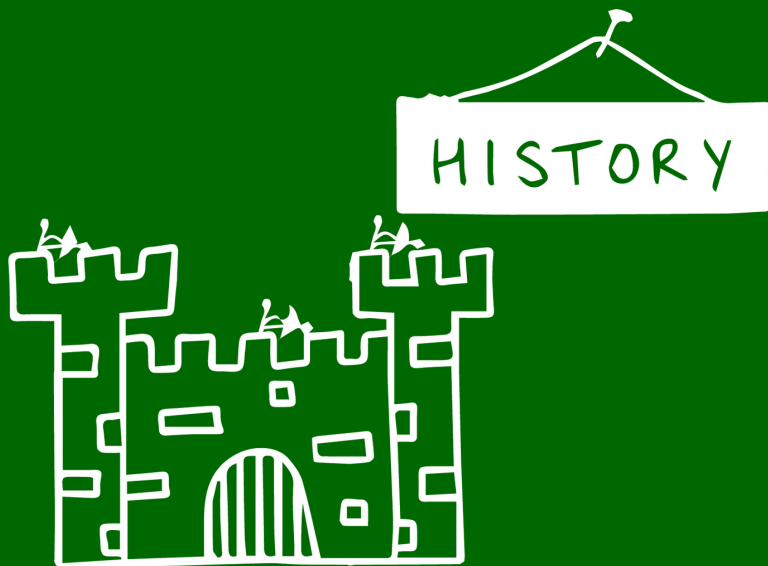
You will need to show that you can use multiple tenses (Present, past and future).

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



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# Key Stage 3 History



## KS3 HISTORY EXAM

For all year groups, the end-of-year exam will be a 45-minute paper. This will include:

- Multiple choice questions to test your knowledge
- Key words and definitions for key vocabulary and concepts
- Timeline to test chronological understanding
- Short answer questions to assess explanation of knowledge
- Extended answer questions based on historical skills

## HISTORY topics you need to revise for the exam

### Year 7

- How can we find out about Cheshire's story before 1066? (Evidential Thinking)
- Did the Normans actually bring a "truckload of trouble" to England in 1066? (Interpretations / Change & Continuity)
- How different was life across the medieval world? (Similarity & Difference)
- How important was religion to people in the Middle Ages? (Significance)
- Did the Black Death bring destruction or opportunity? (Consequence)

### Year 7 retrieval questions

1. How do historians find out about the past? What do they use?
2. Who were the three contenders to the throne in 1066?
3. What type of castle did the Normans build?
4. What system did the Normans introduce in which landholders provided land to tenants in exchange for their loyalty and service?
5. State three changes the Normans brought to England.
6. What percentage of people lived in and farmed the countryside in medieval England?
7. Which city was founded by Abbasid caliph al-Mansur as the new centre of his Islamic empire?
8. Where did Mansa Musa's go on Hajj?
9. What famous trade route was Baghdad positioned at the centre of?
10. What were the main items that Medieval Mali traded?
11. What was the name of the three places the Medieval Church taught you would go to when you died?
12. Give two other roles that monasteries played on top of their religious duties.
13. Why did people go on pilgrimage?
14. Which key city did the Christians and Muslims fight over in the Crusades?
15. Give two positive impacts of the Crusades.
16. When did the Black Death arrive in England?
17. Give three Medieval beliefs about the causes of the Black Death.
18. Give three methods used in the medieval period to treat or prevent the Black Death.
19. What fraction of the population of England died from the Black Death?
20. How did the peasants benefit from the Black Death?



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# HISTORY topics you need to revise for the exam

## Year 8

- How did the Tudors change the religion of England forever? (Change & Continuity)
- Why was the monarchy challenged during the Renaissance? (Causation)
- How can sources help us to investigate what it was like to be involved in the Transatlantic Slave Trade? (Evidential Thinking)
- Why do historians disagree about the impact of the British Empire? (Interpretations)

## Year 8 retrieval questions

1. When did Henry make himself Supreme Head of the Church of England?
2. What did Henry VIII do to the monasteries of England?
3. What religion was Edward VI?
4. When did Mary I become queen and attempt to make England Catholic again?
5. What did Elizabeth I attempt to reach through her Religious Settlement?
6. Give 2 issues King James I inherited when he became King of England.
7. What were the 3 main causes of the English Civil War?
8. Why was Charles I executed?
9. Give two negative aspects of Cromwell's rule in England.
10. Name one feature of the Declaration of Breda that King Charles II had to agree to.
11. Which two monarchs were crowned as "joint rulers" following the Glorious Revolution?
12. What did the Bill of Rights do to the power of the monarchy?
13. Name two examples of 16th century West African Kingdoms.
14. What was the journey between West Africa and the Americas called?
15. Where were enslaved Africans forced to work in the Americas?
16. Give two ways that enslaved Africans could resist their enslavement.
17. Name two colonies that were once part of the British Empire.
18. Which British trading company initially took power in India?
19. What did the European colonisation of Africa come to be known as?
20. What were the indigenous people of Australia called?



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# HISTORY topics you need to revise for the exam

## Year 9

- Why did the First World War start in 1914? (Causation)
- How can sources help us discover the varied experiences of WWI soldiers? (Evidential Thinking)
- What was the most significant event of the Second World War? (Significance)
- How and why did the Holocaust happen? (Interpretations)

## Year 9 retrieval questions

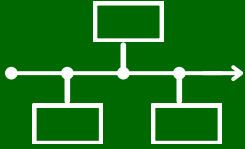
1. Who was in the Triple Alliance?
2. Who was in the Triple Entente?
3. What are the five causes of World War I (MEANS)?
4. Give three countries in the British Empire that sent soldiers to fight in WWI
5. What medical conditions did the trench conditions lead to?
6. What additional difficulties did colonial soldiers face when fighting in WWI?
7. Why did the plan for the Battle of the Somme fail?
8. What roles did women in Britain have in the First World War?
9. What were the 6 main terms of the Treaty of Versailles (BLAMED)?
10. How many troops were rescued from the beaches of Dunkirk in 1940?
11. Give three ways that British civilians were affected on the 'Home front' during the Blitz.
12. What was the codename for Germany's invasion of the Soviet Union in 1941?
13. What was the name of the US naval base attacked by the Japanese?
14. What happened on D-Day?
15. What were the names of the two cities hit by American atomic bombs?
16. Through their belief in Social Darwinism, the Nazis believed that the superior race was which race?
17. What three methods of persecution did the Nazis use against the Jews in the early 1930s?
18. Where was the largest ghetto in Poland?
19. Which group were responsible for the murder of 2.2 million Jews in the 'Holocaust by bullets' in the USSR?
20. What was the 'Final Solution'?



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# TIPS FOR REVISING HISTORY

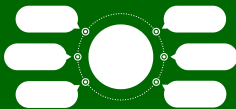
Use the Knowledge Organisers to help you complete the following revision tasks for each topic:



1. **Create a timeline of key events** – make sure you know when each key event happened and the chronological order.



2. Use '**Look, Cover, Write, Check**' to revise the key words and definitions for each topic.

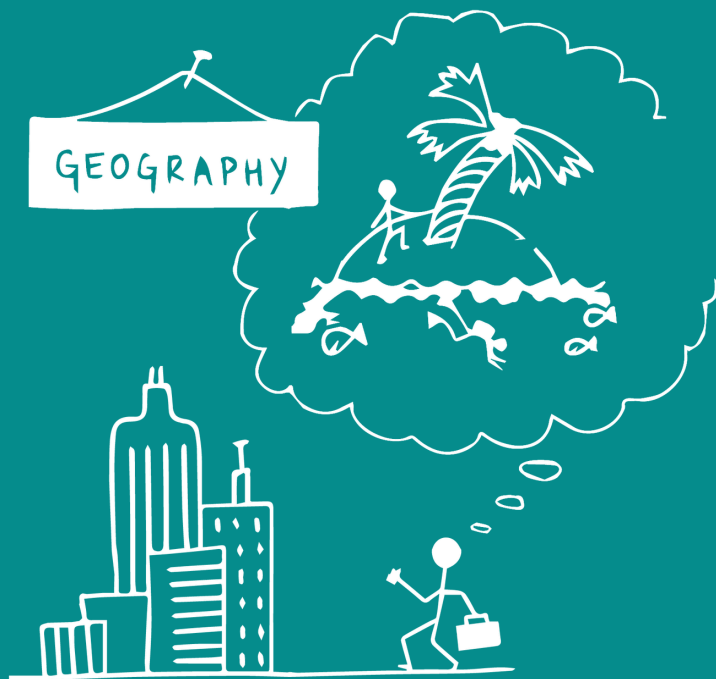


3. Create a **spider diagram** for each key topic. Use each lesson title as a branch and add key information around each branch. The key knowledge is in **bold** on your Knowledge Organisers.



4. **Take it Further** – Use the QR codes and recommended Scholarship to research each topic further to extend your knowledge and understanding.

# Key Stage 3 Geography



## THE EXAM

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
- The importance of our oceans
- The threats that our oceans face
- Solutions to manage and protect our oceans
- Impacts of mass tourism
- Tourism in Antarctica



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### 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
- Globalisation
- The conditions inside a sweatshop
- The danger of stereotyping Africa



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### 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



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# GEOGRAPHY revision recap questions

## Year 7

Which type of Geography are these 1-5? (Physical, human, environmental. One is a mixture of all 3)

1. Rivers
2. Global warming
3. India
4. Population
5. Weather
6. Name the countries in the UK
7. Name the capital city of England
8. Name the largest city in Northwest England
9. Name the longest river in UK
10. Name the capital city of Wales
11. What is meant by 'swash'?
12. What are the two types of waves?
13. Why do bays form on a coastline?
14. What is hard engineering? Give an example of a hard engineering technique.
15. What is soft engineering? Give an example of a soft engineering technique.
16. Give 3 reasons why tourism has increased.
17. What is mass tourism?
18. Give two advantages and disadvantages of tourism in Barcelona and Antarctica.
19. What is eco-tourism?
20. Why are coral reefs important?

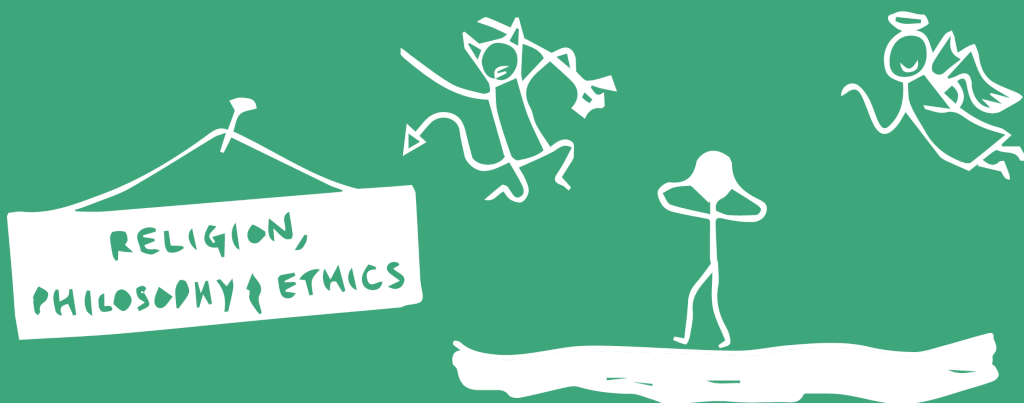
## Year 8

1. What is a Biome?
2. What is an ecosystem?
3. What is climate?
4. Describe where rainforests are found.
5. Why are temperatures high at the equator?
6. What is biodiversity?
7. State one way that plants have adapted in rainforest climates.
8. What is deforestation?
9. State 2 positives and 2 negatives of deforestation.
10. How can rainforests be managed sustainably?
11. What is a TNC?
12. What is globalisation?
13. Give 2 reasons why globalisation has increased.
14. What are the negative impacts of TNCs in Asia?
15. In which stage of a river do you find waterfalls?
16. Why should Sierra Leone be more developed than it is?
17. Why is Africa considered naturally resource rich?
18. How has football helped The Ivory Coast's economy?
19. What is colonialism?
20. How has colonialism impacted Africa?

## Year 9

1. Define Development.
2. What does HIC stand for?
3. What does NEE stand for?
4. Define GNI per capita.
5. Define literacy rates.
6. Define Infant mortality rate.
7. What are HICs, NEEs, LICs? Give an example of each.
8. How are life expectancy and GNI per capita linked?
9. What is fair trade? Where does it take place?
10. Give 2 positives of fair trade.
11. Give 2 negatives of fair trade.
12. Explain how tourism helps development.
13. What are the different types of glacial erosion?
14. What is moraine?
15. How can glaciated environments be used?
16. How does Mumbai's location help trade?
17. Name a slum settlement in Mumbai.
18. Describe living conditions in this slum.
19. How can slums be improved?
20. What are the links between Mumbai and the UK?

# Key Stage 3 Religion, Philosophy & Ethics Revision



## THE EXAM

Year 7, 8 and 9 will sit one exam in their Religion, Philosophy and Ethics lesson.

- A 45-minute paper
- Questions will test your 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.



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### 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.



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### Year 9

#### Epistemology

- Why people question their senses
- What empiricism and rationalism are
- Your opinion on the question "what is real?"

#### Medical Ethics

- What abortion, euthanasia and organ donation are
- Religious and secular views on the above
- Your opinion on these topics

#### Peace & Conflict

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



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

# Religion, Philosophy and Ethics recap questions

## Year 7

### Christianity Revision Questions

- What does the term **incarnation** mean in Christianity?
- Explain the meaning of the Holy Trinity.
- Why is Jesus important to Christians?
- What is the difference between the **Old Testament** and the **New Testament**?
- Describe two features found in a Christian church and explain their purpose.
- What lesson is taught in the **Parable of the Good Samaritan**?
- Give two differences between **Catholic Christians** and **Liberal Christians**.

### Does God Exist? Revision Questions

- What is the **Causation Argument** for the existence of God?
- What is the **Design Argument** and how did William Paley explain it?
- What is the **Big Bang Theory**?
- Why do some atheists believe there is no need for God?
- Explain one criticism of the Design Argument.
- Give two examples of a **religious experience**.

### Buddhism Revision Questions

- Who was **Siddhartha Gautama** and why is he important to Buddhists?
- What is the purpose of the **Noble Eightfold Path**?
- What do Buddhists believe about **karma** and **rebirth (samsara)**?
- Explain what **Nirvana** means.
- Why is **meditation** important in Buddhism?
- What happens during the festival of **Wesak**?
- What is meant by the **Middle Way** in Buddhism?

## Year 8

### Why Does Evil Exist?

- What is the difference between **moral evil** and **natural evil**?
- What is the **Problem of Evil**?
- Explain the meaning of the **Inconsistent Triad**.
- How did **David Hume** argue against the existence of God?
- What is the **Free Will Theodicy**?
- How did **St Augustine** explain evil and suffering?
- What is meant by **Soul Making Theodicy**?

### What Does Justice Look Like?

- What is meant by **justice**?
- Give three causes of poverty in less economically developed countries (LEDCs).
- What is **stewardship** and why is it important?
- What are the three main aims of punishment?
- Why is justice important to Christians or Muslims?
- Give one argument for and one argument against the **death penalty**.

### Life After Death

- Why do atheists reject belief in life after death?
- What is meant by **paranormal activity**?
- What do Christians believe about **heaven** and **hell**?
- What do Muslims believe happens after death?
- What is **samsara** in Buddhism?
- What is a **near death experience**?
- Why do Christians believe Jesus' resurrection is evidence for life after death?

# Religion, Philosophy and Ethics recap questions

## Year 9

### Medical Ethics

- What is meant by the **sanctity of life**?
- Why do some religious people oppose **euthanasia**?
- Give two arguments in favour of **euthanasia**.
- What is **IVF** and why do some Christians disagree with it?
- What is the difference between **pro-life** and **pro-choice** views on abortion?
- Why do many Christians support **organ donation**?
- Explain one Humanist view about abortion or euthanasia.

### Religion & Conflict

- What is **pacifism**?
- What is the purpose of the **United Nations**?
- Explain the main ideas of **Just War Theory**.
- What is meant by **lesser jihad** in Islam?
- Give two causes of conflict or war.
- Why are many religious people against **weapons of mass destruction**?

### Epistemology

- What is **epistemology**?
- What is meant by **empirical evidence**?
- Why did **Descartes** doubt his senses?
- What does the quote "I think therefore I am" mean?
- What is Plato's **Allegory of the Cave** trying to teach us?
- What is the difference between an **empiricist** and a **rationalist**?
- What did **Kant** mean by the **phenomenon** and the **noumenon**?

# Exam Timetables

## YEAR 7

	Period 1	Period 2	Period 3	Period 4	Period 5
<b>Monday 8<sup>th</sup> June</b>	7ML Geography	7AL Geography			
<b>Tuesday 9<sup>th</sup> June</b>		7DL Geography 7DH Geography 7WH Geography		7WL Geography	
<b>Wednesday 10<sup>th</sup> June</b>	7DH English 7MH English	7AL English 7ML English 7AH English	7TL English	7TH English	7WL English 7WH English 7DL English (RR lesson)
<b>Thursday 11<sup>th</sup> June</b>	7AL Science 7TL Science		7WL Science 7AH Science 7MH Science	7WH Science	7DH Science
<b>Friday 12<sup>th</sup> June</b>		7DL Science 7ML Science	7TL Geography		7TH Geography

	Period 1	Period 2	Period 3	Period 4	Period 5
<b>Monday 15<sup>th</sup> June</b>	7ML French 7WL RS	7MH RS	7MH Geography	7TL History	7TH Science
<b>Tuesday 16<sup>th</sup> June</b>	7DH RS		7WH History	7AL History 7WL History 7ML RS	7ML History 7MH History 7AH RS
<b>Wednesday 17<sup>th</sup> June</b>	7AL RS 7DL RS 7TL French 7AH Geography	7DH History		7AH French 7WH RS	
<b>Thursday 18<sup>th</sup> June</b>	7Y Maths	7X Maths			
<b>Friday 19<sup>th</sup> June</b>	7DH French 7MH French 7TH French 7WH French	7TL RS 7TH RS	7DL History 7AH History	7WL French 7TH History	7AL French 7DL French

## YEAR 8

	Period 1	Period 2	Period 3	Period 4	Period 5
<b>Monday 8<sup>th</sup> June</b>	8Y Maths 8ML RS 8WL RS	8X Maths 8AH History 8DH RS	8H1A Spanish 8H1B Spanish 8H2B Spanish 8H1C French 8H2C French		8TH History
<b>Tuesday 9<sup>th</sup> June</b>	8AL RS 8ML History 8WL History 8TL Geography	8MH History			8DH Geography 8WH Geography 8TH RS
<b>Wednesday 10<sup>th</sup> June</b>	8AL Geography	8L1A German 8L1B German 8L1C German 8L2A French 8L2B French 8L3A French 8AH Geography 8DH History	8DL Geography 8TH Geography		8TL History 8WL Geography
<b>Thursday 11<sup>th</sup> June</b>	8AL History 8DL RS	8H1A French 8H1B French 8H2B French 8H3B French		8DL History 8ML Geography 8TL RS	8L1A French 8L1B French 8L1C French 8L2A German 8L2B German
<b>Friday 12<sup>th</sup> June</b>	8AH RS 8WH RS		8MH RS 8WH History	8H1C Spanish 8H2A Spanish	8MH Geography

	Period 1	Period 2	Period 3	Period 4	Period 5
<b>Monday 15<sup>th</sup> June</b>	8DL Science		8DH Science 8TH Science 8WH Science	8WL Science	
<b>Tuesday 16<sup>th</sup> June</b>	8ML Science			8MH Science	
<b>Wednesday 17<sup>th</sup> June</b>			8Y English	8X English	
<b>Thursday 18<sup>th</sup> June</b>				8AL Science	
<b>Friday 19<sup>th</sup> June</b>	8TL Science 8AH Science				

## YEAR 9

	Period 1	Period 2	Period 3	Period 4	Period 5
<b>Monday 8<sup>th</sup> June</b>	9A History1		9C History3 9D History2		9A History3 9B History1 9D History1 9C RS2 9C RS3
<b>Tuesday 9<sup>th</sup> June</b>	9Y1C French 9Y2A French 9Y3A French	9X1C French 9X2A French 9X2B French 9C History1		9B RS2	9A RS2
<b>Wednesday 10<sup>th</sup> June</b>	9X1A French 9X1B French 9X2A German 9X2B German 9D RS1	9C History2 9C RS1	9A RS3 9B History2		9A History2
<b>Thursday 11<sup>th</sup> June</b>					9D RS2
<b>Friday 12<sup>th</sup> June</b>	9A RS1	9Y1A French 9Y1B French 9Y2B French	9X1A German 9X1B German 9X1C German 9X3A French	9B RS1	

	Period 1	Period 2	Period 3	Period 4	Period 5
<b>Monday 15<sup>th</sup> June</b>				9X Maths	9Y Maths
<b>Tuesday 16<sup>th</sup> June</b>		9C Geography2 9D Geography1	9A Geography2 9B Geography1	9Y1A Spanish 9Y1B Spanish 9Y2B Spanish	
<b>Wednesday 17<sup>th</sup> June</b>	9Y1C Spanish 9Y2A Spanish	9C Geography3		9A Geography1 9A Geography3	9B Geography2
<b>Thursday 18<sup>th</sup> June</b>	9Y English	9X English			9D Geography2
<b>Friday 19<sup>th</sup> June</b>	9C Geography1		9X Science		9Y Science

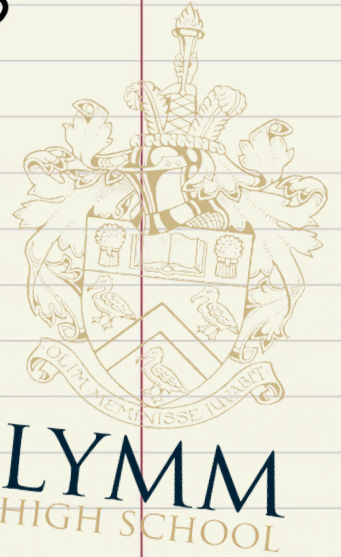


# USEFUL

# CONTACTS

## SUBJECT STAFF

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Miss L Penketh, Y9 Lead for English  
Mrs S Doncaster, KS3 Lead for Maths  
Mr J Blackburn, KS3 Lead for Science  
Miss V Howard, Head of History  
Mr C Elwood, Head of Geography  
Mrs F Bisset-Mahon, Head of Religion,  
Philosophy & Ethics  
Miss N Freebairn, Head of Languages  
Mr J Chinea, Head of Spanish



## OTHER STAFF

Miss T Taylor, Head of Y7  
Miss N Carrington, Pastoral Manager Y7  
Mr W Barnett, Head of Y8  
Mrs N Purslow, Pastoral Manager Y8  
Mrs S Levy, Head of Y9  
Mrs T Williams, Pastoral Manager Y9  
Miss K Yates, SENCO/Assistant Head  
Ms N Dixon, Assistant Head

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

