



*Year 9*

# CUMULATIVE ASSESSMENT REVISION GUIDE



Dear Parents/Carers,

Our Year 7, 8 and 9 students will be sitting their cumulative assessments in term 3. The assessments will assess students' knowledge and understanding of the content they have covered in these subjects to date. Students will receive dates of these assessments from their class teachers. Assessments will take place in classrooms with class teachers for each subject during normal timetabled lessons. Students entitled to access arrangements will sit their assessments in their normal classroom and the class teacher will oversee the arrangement as their normal way of working. Students entitled to higher level arrangements will carry out their assessments in a separate venue to ensure they can access their support in an appropriate environment.

Whilst these assessments are internal, rather than the externally assessed ones that are taken at the end of Year 11 and Year 13, it is nevertheless important that students take them seriously and engage fully in revising at home and in all the revision activities their teachers will deliver in lessons. Revision really helps students consolidate learning, builds their confidence, and embeds the core knowledge they will need for future success in these subjects. There is no such thing as being 'bad at revision' - it is a skill that needs lots of practice for students to become efficient at it and it takes time – the main thing is to persevere and use the techniques recommended by their subject teachers and in this KS3 Revision Guide which are tried and tested, and often also supported by research into memory and retrieval.

These assessments are also an excellent opportunity for students to become more accustomed at completing assessments in formal conditions, something we want them to feel confident and relaxed about later on in their school careers. At the same time, we must stress that we do not want students to get unnecessarily worried about the assessments, and we ask for your support here. Above all else, the assessments are a valuable opportunity for teachers to assess the areas students have grasped well and those where further consolidation may still be required. In the current climate, these assessments will also be particularly useful to help teachers identify any gaps in learning that may have developed recently and help them to address these with students.

However, it really is not the end of the world if an assessment does not go as well as expected. Revision at home is important, but it is equally important not to over-do-it. We suggest that an average of 60 minutes of revision per night during the couple of weeks before these assessments will be plenty for students to be well-prepared, assuming that they have been working hard in lessons. These 60 minutes of revision should be broken down into 3 periods of 20 minutes, in 3 different subjects. We ask our subject staff that when homework is set, it relates directly to the assessments to support students' revision as much as possible. Please do take the time to help your child prepare for these assessments.

Some things you could do to support them are:

- Reassure them about the exams – we all want them to do their best but if they go wrong, it is not the end of the world;
- Read through this KS3 Revision Guide together to understand what is expected of them in each assessment and recommendations about revision. Encourage them to talk to you about different subjects and topics;
- Talk to your child about any subjects they are more worried about and consider creating a little more time for these subjects in their revision plan. Encourage them to speak to their teachers if they are worried or have questions;
- Create a revision timetable (see template included) – aim for 60 minutes per day – this 60 minutes of revision is best completed as 3 x 20 min blocks in 3 different subjects, with a break in between the blocks;
- Test your child on what they have learnt by asking them questions based on the content in their curriculum booklets or any other recommended techniques from the Revision Guide;
- Encourage your child to pin up key definitions and concepts on post-it notes around their room;
- Think about creating a separate folder for revision materials, revision notes, revision quizzes and exam questions.

For our Year 7s in particular, revising for assessments may still be a relatively unfamiliar process. To help you support your child with their revision in Year 7, 8 or 9, please use the information in this KS3 Revision Guide that students will also receive a copy of. This booklet contains the topics the assessments will cover, suggested revision activities and where to go for more help. If your child loses their booklet, this can be accessed electronically via Teams.

Once papers have been completed, marked, and moderated, we will report your child's percentage score on each exam. We will also report the average (mean) percentage – these will be sent in the next set of reports. For any subject-specific queries, please contact your child's teacher for that subject. For any other more overarching queries relating to the exams, please get in touch with your child's Head of Year. Finally, may I take this opportunity to wish your child the best of luck with their assessments and encourage them to speak with subject teachers, their Form Tutor, Pastoral Leader or Guidance Manager if they have any worries or questions.

Yours sincerely,

Karen Davey  
Deputy Headteacher



TIPS FOR

# SUCCESSFUL REVISION

## How should I organise my revision?

- Make your own revision timetable or a tick list of topics for each subject
- It is important to spend some time deciding what to revise and when, so that you are fully prepared for every subject. Use a diary or wall chart to organise the time you have available for revision
- Try to vary the subjects you are revising
- Try tackling the subject you least like / find most difficult first and working towards a preferred one, rather than leaving difficult topics to the end of the day
- Do not plan to revise too late into the evening as your revision will be much less effective if you are too tired.

## Action points for students

- Create the revision timetable (use the template in this booklet) and put it somewhere your family can see it; the fridge is a good place!
- Ask your teachers for help if there is something you do not understand
- Attendance is key; aim for 100% attendance and also attend revision and support sessions after school.

## What can families do to support students?

- Provide a quiet study environment
- Help students construct a revision timetable and keep a copy somewhere visible
- Consider places students can work; a parent's home office, an attic room, a relative's house
- Be positive, particularly in moments of panic
- Offer help and support; carry out regular revision "book looks"
- Offer some incentives to work
- Consider taking students away from the house for scheduled breaks
- Make sure they have a healthy balanced diet whilst revising
- Try to avoid tension or arguments
- Encourage regular exercise.

## What should I be doing just before a test or examination?

### *The night before...*

- get plenty of sleep.
- pack your equipment.
- double check what examinations you have, where they are and what equipment you will need.

### *On the day...*

- arrive in good time.
- consider walking to school and getting fresh air, this can help wake you up.
- do not drink too much water but have some with you to sip throughout the examination.

- remember your clear pencil case or plastic bag for essential stationary.

*In the examination room...*

- read any instructions carefully before you start.
- ask the teacher if you are not sure about something before you begin.
- allow enough time for every question.

### **What are the most effective ways to revise?**

1. Create a study plan: Setting aside specific times and dates to revise is a great way to be organized and prepared
2. Review notes and re-read the material: Going over class notes, lectures, and reading materials can help solidify the material in your mind and help you identify areas you need to focus on
3. Retrieval practice: Make flash cards or notes on key facts or definitions. Try to recall the knowledge and repeat at a later date just as you are starting to forget it (see the diagrams below)
4. Take practice tests: Taking practice tests or quizzes can help you understand what types of questions may be on an upcoming exam and prepare you for it
5. Explain concepts to others: Explaining concepts to others can help you better retain the information. It can also help you identify any gaps in your understanding
6. Connect the material to real life: Connecting the material to real life examples can help make the material more meaningful and help you remember it
7. Use mnemonic devices: Mnemonic devices are memory tools such as acronyms, rhymes, and stories that can help you remember key concepts
8. Ask for help: If you are having difficulty understanding a topic, don't be afraid to ask for help. Talking to a teacher, parent, or classmate can help you understand the material better.

# 4 'BEST BETS' for LEARNING from RESEARCH

### RETRIEVAL PRACTICE

Trying to recall learning at the point of forgetting  
e.g. quick quizzes, MCQs

### SPACED LEARNING

Leaving a gap between bouts of learning  
e.g. short sessions over a period of time

### DRAWING your UNDERSTANDING

Using pictures & graphic organisation to represent learning  
e.g. illustration of a concept, mindmap, flowchart, picture annotations of a poem

### ELABORATION / making connections

Elaborating on the learning in answer to 'how' or 'why' questions.  
e.g. justifying an answer, explaining the details of a process

## 4 Methods of Retrieval Practice

Before you start put away all your books & classroom materials.

- Retrieval Practice Examples
- Exit Tickets
  - Starter quizzes
  - Multiple choice quizzes
  - Short answer tests
  - Free write
  - Think, pair, share
  - Ranking & sorting
  - Challenge grids

### BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.

Give yourself a time limit, say 5 minutes, then have a look at your books & add a few things you forgot.

### QUIZZING

Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like' or 'than'
- A comparison where one thing is another.
- A comparison with a human attribute

### FLASHCARDS

Create your own flashcards, question on one side answer on the other. Can you make links between the cards?

You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

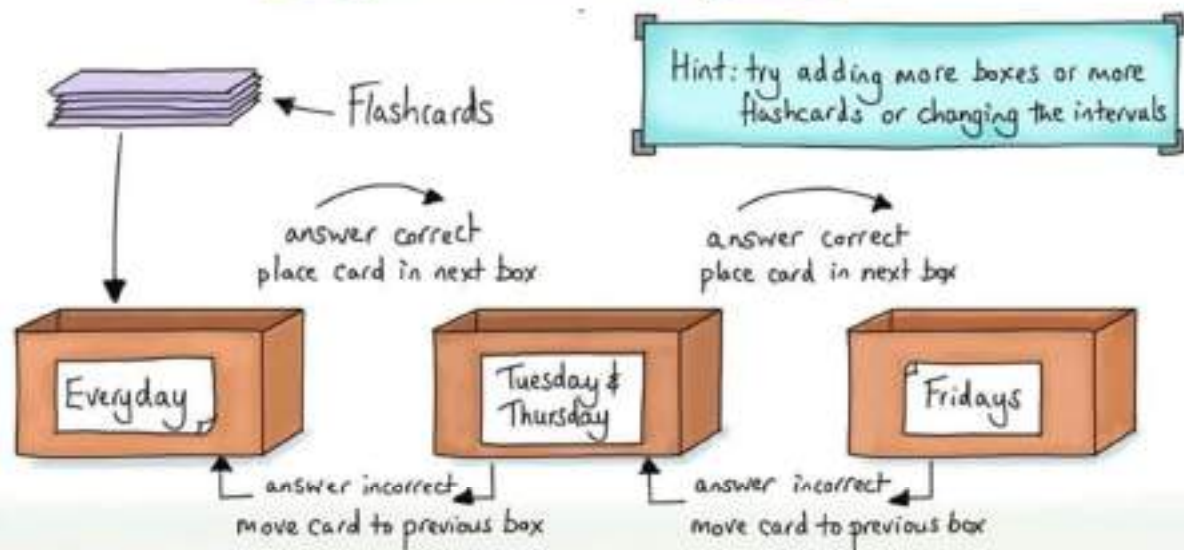
### KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.

You can use knowledge organisers to learn new topics & make links in between subjects or ideas.



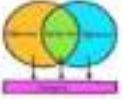
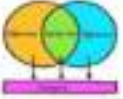


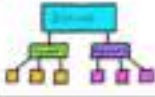
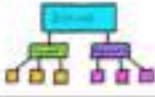
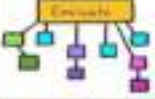
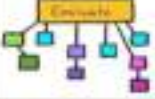




After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

## LEITNER Flash card method



An effective use of flashcards to prompt & recall learning using spaced practice proposed by Leitner in the 1970s. It focuses on the proficiency of recall of the learner. Information which is easily recalled has a longer time lapse before the next recall opportunity.

## EXAM COMMAND WORDS

 <b>Analyse</b>	Break down into its fundamental parts and examine each in detail, stating its significance.		Key point 1 this shows/operates/gives/illustrates. Name and describe each key point.
 <b>Compare</b>	Identify differences and similarities between two or more sources of evidence.		however, whereas, larger than, greater, smaller, more than....
 <b>Describe</b>	Write about the features of a source of evidence using factual details.		patterns, trends, characteristics, distributions, effects, relationships
 <b>Discuss</b>	Build up a balanced argument with supporting details.		Fact... this is supported by shown by, you can see that, exemplified by, an example of this is....
 <b>Evaluate</b>	Make a judgement about or give an opinion on a source of evidence, backed up by supporting details.		This shows that... I believe that... In my opinion... The evidence shows us that....
 <b>Explain</b>	Give reasons or causes for. Show an understanding of how or why something has occurred.		this happened and this shows... causes a reaction... shows how it can/will
 <b>Summarise</b>	Draw your key ideas and key points on a source of evidence together in one short section of writing.		Must be: concise, accurate, objective Condenses information into key points



SUPPORT FOR

# REVISION AND HOMEWORK

The following pages contain a range of information for each subject with tips and links designed to assist students in their revision. If students would like further support with revision please encourage them to contact their guidance team, tutor or subject teachers.

A reminder that we also offer homework club before and after school in the library and at lunchtime in B3. Teachers and computers are available at all these times to support you with homework as required.



## EXAMPLE REVISION TIMETABLE

WEEKLY REVISION PLANNER								
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	TIME	SATURDAY	SUNDAY
8:30AM - 4PM	SCHOOL	SCHOOL	SCHOOL	SCHOOL	SCHOOL	9AM - 10AM	BREAKFAST / SHOWER	BREAKFAST / SHOWER
4PM - 5PM	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	TV / GAMING / SOCIAL MEDIA	HOMEWORK	10AM - 11AM	REVISION - ENGLISH	REVISION - SCIENCE
5PM - 6PM	DINNER	DINNER	DINNER	DINNER	DINNER	11AM - 1PM	SEEING FRIENDS / LUNCH	SPORT / LUNCH
6PM - 7PM	REVISION - GEOGRAPHY	HOMEWORK	REVISION - HISTORY	REVISION - FRENCH	REVISION - SCIENCE	1PM - 3PM	REVISION - MATHS	REVISION - FLASH CARDS
7PM - 8PM	REVISION - MATHS	REVISION - ENGLISH	FREE TIME	HOMEWORK	FREE TIME	3PM - 5PM	OUT WITH FAMILY	SPORT / TV / GAMING
8PM - 9PM	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	FREE TIME / SHOWER	6PM - 8PM	DINNER / FREE TIME	DINNER / FREE TIME







# 3D DESIGN, ART & TEXTILES

In term 3 you will be assessed on your current project. You will be assessed on the quality of your all your sketchbook work and your final practical outcomes.

Tips for successful assessment:

- Watch and listen to your teacher carefully in lessons when they are modelling step by step instructions.
- Try to copy your teacher's techniques to your best ability.
- Listen to verbal feedback/advice to develop and refine your work well
- Use your curriculum resource booklets to support your work in lessons.
- Present your work carefully and creatively in your sketchbook.
- When writing about artists and evaluating your work use the support sheets provided:

**Analysing artists/designers** – Structure your writing using the writing frames in your resource booklets. Use the suggested keywords in your writing to demonstrate your understanding of the mediums and techniques you are using and the artists/designers you have researched.

**Evaluations** - Describe and explain your processes and techniques throughout the project thoroughly. Be reflective and write about what and who inspired your project. Explain how your ideas have developed, what went well and how you could develop and improve in the future.

As students work through the KS3 curriculum in preparation for GCSE level at KS4. Students will be marked using the four GCSE assessment objectives in the table below. This gives us an indication of their starting point in Year 7 and throughout their journey into Year 11. Students are marked out of 96 marks in total.

**Examples of high-quality KS3 sketchbook presentation:**



We expect learners to be working between the following levels each year but there may be some exceptions where students go beyond or below:

Year 7 – Levels 1-2 (5 - 34 marks)

Year 8 – Levels 2-3 (34 - 47 marks)

Year 9 – Levels 3-4 (35 - 53 marks)

Level band	Assessment Objective 1 (AO1) Develop ideas through investigations, demonstrating critical understanding of sources.	Assessment Objective 2 (AO2) Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	Assessment Objective 3 (AO3) Record ideas, observations and insights relevant to intentions as work progresses.	Assessment Objective 4 (AO4) Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
	<b>Mark not applicable to any AO/As.</b>			
0-1 Marks Level 1	0			
	1 Just	Minimal ability to develop ideas through investigations.	Minimal ability to refine ideas.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	2 Adequately	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to present a personal and meaningful response and realise intentions.
15-21 Marks Level 2	3 Clearly	Minimal ability to demonstrate critical understanding of sources.	Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to demonstrate understanding of visual language.
	4 Convincingly	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	5 Just	Some ability to demonstrate critical understanding of sources.	Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to present a personal and meaningful response and realise intentions.
25-34 Marks Level 3	6 Adequately	Some ability to develop ideas through purposeful investigations.	Some ability to refine ideas.	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	7 Clearly	Some ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas.	A moderate ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	8 Convincingly	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to competently present a personal and meaningful response and realise intentions.
35-47 Marks Level 4	9 Just	A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas.	A moderate ability to demonstrate understanding of visual language.
	10 Adequately	A moderate ability to effectively develop ideas through purposeful investigations.	A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to competently present a personal and meaningful response and realise intentions.
	11 Clearly	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
48-53 Marks Level 5	12 Convincingly	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to demonstrate understanding of visual language.
	13 Just	A consistent ability to demonstrate critical understanding of sources.	A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A consistent ability to competently present a personal and meaningful response and realise intentions.
	14 Adequately	A consistent ability to effectively develop ideas through purposeful investigations.	A consistent ability to thoughtfully refine ideas.	A consistent ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
54-61 Marks Level 6	15 Clearly	A consistent ability to demonstrate critical understanding of sources.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to competently present a personal and meaningful response and realise intentions.
	16 Convincingly	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to skillfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
	17 Just	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to demonstrate understanding of visual language.
62-71 Marks Level 7	18 Adequately	A highly developed ability to effectively develop ideas through creative and purposeful investigations.	A highly developed ability to thoughtfully refine ideas.	A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	19 Clearly	A highly developed ability to demonstrate critical understanding of sources.	A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A highly developed ability to demonstrate understanding of visual language.
	20 Convincingly	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.
72-88 Marks Level 8	21 Just	An exceptional ability to demonstrate critical understanding of sources.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.
	22 Adequately	An exceptional ability to effectively develop ideas through creative and purposeful investigations.	An exceptional ability to thoughtfully refine ideas with discrimination.	An exceptional ability to demonstrate understanding of visual language.
	23 Clearly	An exceptional ability to demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to demonstrate understanding of visual language.
89-95 Marks Level 9	24 Convincingly	An exceptional ability to engage with and demonstrate critical understanding of sources.	An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	An exceptional ability to demonstrate understanding of visual language.

At the start of term 3 you will have a written cumulative assessment in your music and drama lessons. This will test you on your knowledge and understanding of the keywords taught in terms 1 and 2.

Your teacher will have given you back your term 1 and 2 workbooks and you should use these to revise from. Have a look at your low stakes tests in your booklets to see if you can identify the keywords that you are not confident with and begin with these.

Use the following tips for revision to help you:

- Read through the keywords
- Cover up the meaning of the word and test yourself
- Cover up the keyword and see if you can write down the keyword
- Ask someone at home to test you

Once completed, your score for your written cumulative assessment will be added to the score for your practical assessment which you have done in class this term, giving you an overall grade.

# Year 7 Drama Class Workbook



## Puppetry

Name	
Class	

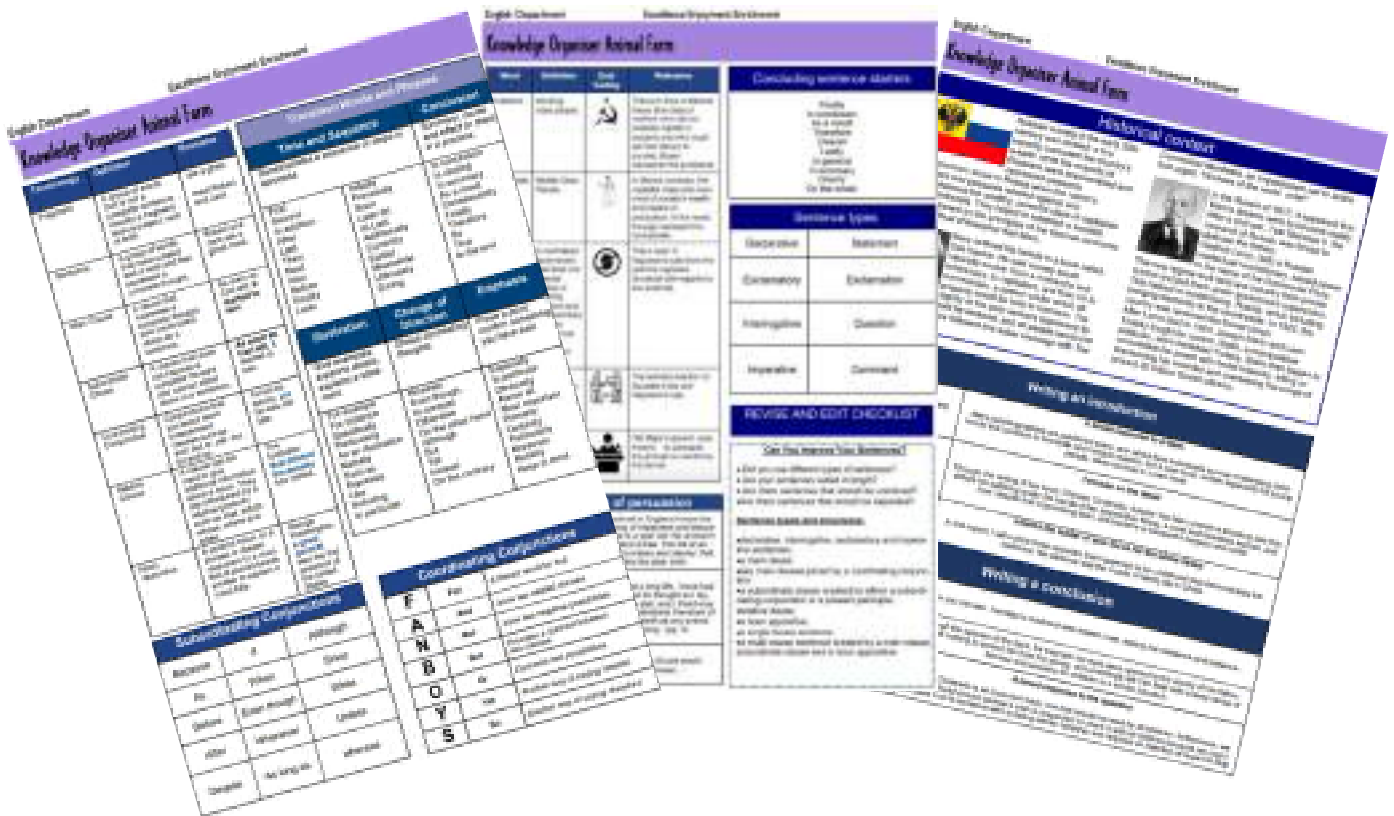
Key Words	
Puppetry	A puppet is an object, often resembling a human, animal or mythical figure, that is animated or manipulated by a person called a puppeteer.
Puppeteer	A puppeteer is a person who manipulates the puppet into life. They fully control the puppet's movement, actions and gestures. Some puppeteers use visible strings to control the whole performance while others choose to remain hidden so the audience only sees the puppet.
Hand Puppet	Not referred to as a glove puppet. The puppeteer uses their hand, fingers and thumb to move the puppet's arms and head.
Live Hand Puppet	A puppet that requires live puppeteers, who will perform the puppet's mouth and left hand, the other puppeteer performs the right hand. These puppets can walk, jump and use their hands.
Rod Puppet	A puppet that uses thin sticks, known as rods, to control the puppet's mouth and head and both of the puppet's arms with the other.
Shadow Puppet	A flat, articulated figure that moves with the aid of rods. They are usually very delicate but despite the audience only ever seeing their shadow.
Marionette	A puppet that is controlled from above by strings. Each part of the puppet will have a string attached. The puppeteer will control the puppet by manipulating the strings.
Clucking	Clucking is when an actor looks straight at the audience, giving them a chance to understand what the character is thinking.
Ventriloquism	is ventriloquism is when a person whose voice is coming from elsewhere, usually a puppet, says words as if "clucking". The act of ventriloquism is to continuously control the actor to "become" their voice.
Mime/Lip Sync	Mime is the art of using body language to tell a story without words.
Manipulation	Manipulation is the art of using your hands to control something by using your hands.



In term 3 you will be completing a cumulative assessment for English. It will be one assessment that will include questions on your previous learning. The topics you studied, which will appear in the assessment, are outlined on your knowledge organiser in your curriculum booklet.

**Tips for preparing:**

1. Use your **term 1 and term 2 curriculum booklets**. Find the **'Knowledge Organiser'** pages and use these to help you revise for each topic. (See an example from year 9 below).
2. Use the **revise it** tasks in your **homework booklets** to test yourself.
3. Spend time revising the topics you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method.



In term 3, you will be completing a cumulative assessment for ethics. It will be one assessment that will include all themes you have studied in term 1 and term 2. Questions can be the same, similar or related to the topics you have studied with the teacher in the classroom or asked to research independently in your homework tasks.

### Tips for preparing:

1. Spend time reading and reflecting on the topics we have written in the classrooms in your workbooks.
2. Read all Power Point Presentations delivered by your ethics teacher on your ethics Teams group.
3. Discuss with your family and friends the topics we have covered in studying religions.
4. To explore more on religions you have studied in term 1 and 2, visit some of these websites:

<p style="text-align: center;"><b>Mosque</b></p> <p style="text-align: center;"><a href="http://www.truetube.co.uk/resource/holy-cribs-the-mosque/">www.truetube.co.uk/resource/holy-cribs-the-mosque/</a></p>	<p style="text-align: center;"><b>Church</b></p> <p style="text-align: center;"><a href="http://www.youtube.com/watch?v=xkY-HCBcMqM">www.youtube.com/watch?v=xkY-HCBcMqM</a></p>
<p style="text-align: center;"><b>Synagogue</b></p> <p style="text-align: center;"><a href="http://www.youtube.com/watch?v=nwPt4ev2VY">www.youtube.com/watch?v=nwPt4ev2VY</a></p>	<p style="text-align: center;"><b>Sikh temple – Gurdwara</b></p> <p style="text-align: center;"><a href="http://www.youtube.com/watch?v=9R98e03In6c">www.youtube.com/watch?v=9R98e03In6c</a></p>
<p style="text-align: center;"><b>Buddhist temple – Vihara</b></p> <p style="text-align: center;"><a href="http://www.youtube.com/watch?v=WawmRP0frhY">www.youtube.com/watch?v=WawmRP0frhY</a></p>	<p style="text-align: center;"><b>Hindu temple – Mandir</b></p> <p style="text-align: center;"><a href="http://www.youtube.com/watch?v=ub8LK9Wp3vs">www.youtube.com/watch?v=ub8LK9Wp3vs</a></p>

<p style="text-align: center;"><b>Buddhism beliefs</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zs86n39">www.bbc.co.uk/bitesize/topics/zs86n39</a></p>	<p style="text-align: center;"><b>Buddhism practices and communities</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/z37s34j">www.bbc.co.uk/bitesize/topics/z37s34j</a></p>
<p style="text-align: center;"><b>Christianity beliefs</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/z4tb4wx">www.bbc.co.uk/bitesize/topics/z4tb4wx</a></p>	<p style="text-align: center;"><b>Christianity practices and communities</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zds4d2p">www.bbc.co.uk/bitesize/topics/zds4d2p</a></p>
<p style="text-align: center;"><b>Hinduism beliefs</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/z2bw2hv">www.bbc.co.uk/bitesize/topics/z2bw2hv</a></p>	<p style="text-align: center;"><b>Hinduism practices and communities</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zt42tfr">www.bbc.co.uk/bitesize/topics/zt42tfr</a></p>
<p style="text-align: center;"><b>Islam beliefs</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zfwhfg8">www.bbc.co.uk/bitesize/topics/zfwhfg8</a></p>	<p style="text-align: center;"><b>Islam practices and communities</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zbmygk7">www.bbc.co.uk/bitesize/topics/zbmygk7</a></p>
<p style="text-align: center;"><b>Judaism beliefs</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/z9prkqt">www.bbc.co.uk/bitesize/topics/z9prkqt</a></p>	<p style="text-align: center;"><b>Judaism practices and communities</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zwykjsx">www.bbc.co.uk/bitesize/topics/zwykjsx</a></p>
<p style="text-align: center;"><b>Sikhism beliefs</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zyqnvew">www.bbc.co.uk/bitesize/topics/zyqnvew</a></p>	<p style="text-align: center;"><b>Sikhism practices and communities</b></p> <p style="text-align: center;"><a href="http://www.bbc.co.uk/bitesize/topics/zg63cdm">www.bbc.co.uk/bitesize/topics/zg63cdm</a></p>

If you decide to read some of the books on below, please ask for guidance from your ethics teacher as final messages of the text depend on their historic context and symbolic meaning.

<p><b>Qur'an</b> www.quran.com/en</p>	<p><b>Guru Granth Sahib</b> www.srigranth.org/servlet/gurbani.gurbani?Action=Page&amp;Param=1</p>
<p><b>Bible (from various denominations)</b> www.biblegateway.com</p>	<p><b>Vedas</b> www.sacred-texts.com/hin/#vedas</p>
<p><b>Bhagavad Gita</b> www.vedabase.io/en/library/bg</p>	<p><b>Tripitaka</b> www.accesstoinight.org/tipitaka</p>
<p><b>Tanakh</b> www.chabad.org/library/bible_cdo/aid/63255/jewish/The-Bible-with-Rashi.htm</p>	

## FOOD TECHNOLOGY

All the work students need to revise for the end of Unit tests are on Microsoft Teams in the Virtual Learning Tile for each year group.

The PowerPoints to use for revision are listed by lessons.

Each Teacher will individually tell their classes which lessons and PowerPoints they need to read over to prepare for the tests. This information will be posted on the chat function in TEAMS.

The work is also on each class groups individual Tile on Microsoft TEAMS. All students have already been shown how to access the materials in their lessons.

For any specific enquiries please contact your child's teacher directly.

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In term 3 you will be completing a cumulative assessment for geography. It will be one assessment that will include questions on your term 1 and 2 learning. The topics you studied, which will appear in the assessment, are outlined below.

## Tips for preparing:

1. Use your **term 1 and term 2 curriculum booklets**. Find the '**Knowledge Organiser**' pages and use these to help you revise for each topic.
2. Use the **quick quizzes** on the following page of the curriculum booklet to test yourself.
3. Spend time revising the topics you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method.

The assessment could include questions on the following units:

### » Topic 1 – Tourism

- What a tourist is, including international and domestic tourists
- The reasons why tourism has increase in the past 50 years
- The benefits of tourism for a country
- The meaning of mass tourism
- The impacts of mass tourism
- What economic leakage is and the impacts of it

### » Topic 2 – Extreme Environments

- The definition of and examples of types of natural resources
- The patterns of the human consumption of water and how this has changed over time
- The reasons why dams are built and the impacts they have
- The causes of the drying up of the Aral Sea
- The factors needed for a forest fire to start and spread
- The use of cultural burning to control wildfires
- The reasons why Iceland's location is extreme
- What is geothermal energy and why is it useful
- The damage single use plastics do to our environment
- The cause and impacts of a Tsunami
- The link between extreme environments and forced migration





Year 9 will have their first cumulative assessment in History in Term 2 after they have completed Enquiry 3. Their second cumulative assessment will take place between Term 4 and 6. This will be on all the enquiries they will have studied up until that point.

It will be one assessment that will include all of the topics they have learnt up to and including Enquiry 3, there is a reminder of these below.

### Tips for preparing:

- Use your knowledge organisers to revise the key terms and information.
- Use the activities you have completed in your curriculum booklets in class to remind yourself of the most important information.
- Use the websites below to help you with any topics you may have found hard.
- Revise using memory based techniques – read through your CB or KO and then cover the information, write what you can from memory and then check your answers – repeating the process until you are confident.

As well as regularly completing their homework and using the Knowledge Organisers in their Curriculum Booklet for revision, pupils can also use the following websites for additional research, if not listed below BBC Bitesize is a good revision resource which will likely have additional content for revision. The list below also contains key words that pupils should have a good understanding of.

For each of the enquiries below, key words, concepts and knowledge can be found in the relevant curriculum booklets that pupils take home after each set of enquiries.

### Enquiry 1: What can the experiences of suffragettes from Kent tell us about the women's suffrage movement?

#### Educational Videos:

[www.youtube.com/watch?v=-ghapsxlx5E](http://www.youtube.com/watch?v=-ghapsxlx5E)  
[www.youtu.be/GJ8ShLTBTEY](http://www.youtu.be/GJ8ShLTBTEY)  
[www.youtu.be/ZXX-OKa8i-0](http://www.youtu.be/ZXX-OKa8i-0)  
[www.youtu.be/4UPkmbgihEA](http://www.youtu.be/4UPkmbgihEA)

#### Helpful Websites:

[www.bbc.co.uk/bitesize/topics/z7yn7nb/articles/zh6nsk7](http://www.bbc.co.uk/bitesize/topics/z7yn7nb/articles/zh6nsk7)  
The suffragette story (thenational.academy)  
[www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/startssuffragette/](http://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/startssuffragette/)  
[www.museumoflondon.org.uk/museum-london/explore/who-were-suffragettes](http://www.museumoflondon.org.uk/museum-london/explore/who-were-suffragettes)

### Enquiry 2: What were the main causes of the First World War?

#### Educational Videos:

Unit - Oak National Academy (thenational.academy)  
[www.bbc.co.uk/bitesize/topics/z4crd2p/articles/z9cvf82](http://www.bbc.co.uk/bitesize/topics/z4crd2p/articles/z9cvf82)  
[www.iwm.org.uk/history/the-causes-of-the-first-world-war](http://www.iwm.org.uk/history/the-causes-of-the-first-world-war)

#### Helpful Websites:

[www.youtu.be/X5YREY33W24](http://www.youtu.be/X5YREY33W24)  
[www.youtu.be/dHSQAEam2yc](http://www.youtu.be/dHSQAEam2yc)

**Enquiry 3: How accurate is the interpretation of 'lions led by donkeys'?****Educational Videos:**

[www.youtube.com/watch?v=cyJKJdeHv9o](http://www.youtube.com/watch?v=cyJKJdeHv9o)  
[www.youtu.be/0PcPanwHzZ8](http://www.youtu.be/0PcPanwHzZ8)

**Helpful Websites:**

[www.youtu.be/Mun1dKkc\\_As](http://www.youtu.be/Mun1dKkc_As)  
[www.bl.uk/world-war-one](http://www.bl.uk/world-war-one)  
[www.iwm.org.uk/history/5-things-you-need-to-know-about-the-first-world-war](http://www.iwm.org.uk/history/5-things-you-need-to-know-about-the-first-world-war)

**Enquiry 4: How did new ideas cause conflict?****Educational Videos:**

[www.bbc.co.uk/teach/class-clips-video/history-ks3-communism/zkpnschw](http://www.bbc.co.uk/teach/class-clips-video/history-ks3-communism/zkpnschw)  
[www.bbc.co.uk/teach/class-clips-video/history-ks3-fascism/zknfy9q](http://www.bbc.co.uk/teach/class-clips-video/history-ks3-fascism/zknfy9q)

**Helpful Websites:**

[www.bbc.co.uk/bitesize/topics/zp94jxs](http://www.bbc.co.uk/bitesize/topics/zp94jxs)  
[www.historic-uk.com/HistoryUK/HistoryofBritain/Battle-Of-Cable-Street/](http://www.historic-uk.com/HistoryUK/HistoryofBritain/Battle-Of-Cable-Street/)

**Enquiry 5: What was the most significant turning point in World War Two?****Educational Videos:**

[www.youtube.com/watch?v=Q78COTwT7nE](http://www.youtube.com/watch?v=Q78COTwT7nE)  
[www.youtube.com/watch?v=pIBI08286UQ](http://www.youtube.com/watch?v=pIBI08286UQ)

**Helpful Websites:**

[www.britannica.com/question/What-were-the-turning-points-of-World-War-II](http://www.britannica.com/question/What-were-the-turning-points-of-World-War-II)  
[www.iwm.org.uk/events/turning-points-1934-1945](http://www.iwm.org.uk/events/turning-points-1934-1945)

**Enquiry 6: What were the experiences of Jewish people during the Holocaust?****Educational Videos:**

[www.youtube.com/watch?v=dl-PUfTBjzU](http://www.youtube.com/watch?v=dl-PUfTBjzU)  
[www.yadvashem.org/education/educational-videos/video-toolbox/hevt-what-is.html](http://www.yadvashem.org/education/educational-videos/video-toolbox/hevt-what-is.html)

**Helpful Websites:**

[www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zt48dp3](http://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zt48dp3)  
[www.yadvashem.org/museum/holocaust-history-museum.html](http://www.yadvashem.org/museum/holocaust-history-museum.html)

### Enquiry 7: To What extent did the use of nuclear weapons change warfare in the 20th Century?

#### Educational Videos:

[www.youtube.com/watch?v=l79TpDe3t2g&t=1s](http://www.youtube.com/watch?v=l79TpDe3t2g&t=1s)  
[www.youtube.com/watch?v=9C72ISMf\\_D0](http://www.youtube.com/watch?v=9C72ISMf_D0)

#### Helpful Websites:

[www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1](http://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1)  
[www.bbc.co.uk/bitesize/topics/z8k9q6f](http://www.bbc.co.uk/bitesize/topics/z8k9q6f)  
[www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/5](http://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/5)  
[www.iwm.org.uk/history/the-atomic-bombs-that-ended-the-second-world-war](http://www.iwm.org.uk/history/the-atomic-bombs-that-ended-the-second-world-war)



## MATHEMATICS

Please see below a guide on how the maths department structure assessments, how you will know that your child has an upcoming assessment and what your child needs to do in order to prepare for the assessment.

There are approximately 12-14 units of work for each year group taught with an approach where the pace of the lesson matches the students rather than being pre-prescribed, therefore each class will complete assessments at a time which is right for them. The assessments are completed in class under timed exam conditions. There will be a cumulative assessment at the end of the school year to establish what learning over time has been achieved.

When a unit of work is completed the teacher will inform the class of the date of their end of unit assessment, this is typically 2 weeks after the completion date. Revision for this assessment forms part of their homework and the class teacher will explain this each time so that your child is aware.

To prepare for their assessment your child should use the curriculum booklet which they will be bringing home (these can also be found on Teams and downloaded from our website). In this is a list of content of the unit which has been covered. The revision skills they have been learning will come in useful here as the curriculum booklet will support in producing some highly effective flashcards. At the back of the booklet there are steps to success which can support your child and you in understanding the methods needed to answer the questions that will be on their assessment. There will also be modelled example questions which have been completed in class for your child to use and test their understanding of the methods, this could be by explaining these methods to you with a focus on why each step is done. There are key vocabulary grids which include the definitions of the vocabulary needed to support in understanding vocabulary in the question being asked.

There are a number of websites which can be used in addition to the resources they have to hand. For example Sparx, Corbettmaths, maths genie and YouTube to name a few. Our advice as a school is to watch the videos first, making notes as you work through them prior to practicing using the notes on questions. The list of contents at the beginning of the curriculum booklet provides you with the topics to search.

At the start of term 3 you will have a written cumulative assessment in your music and drama lessons. This will test you on your knowledge and understanding of the keywords taught in terms 1 and 2.

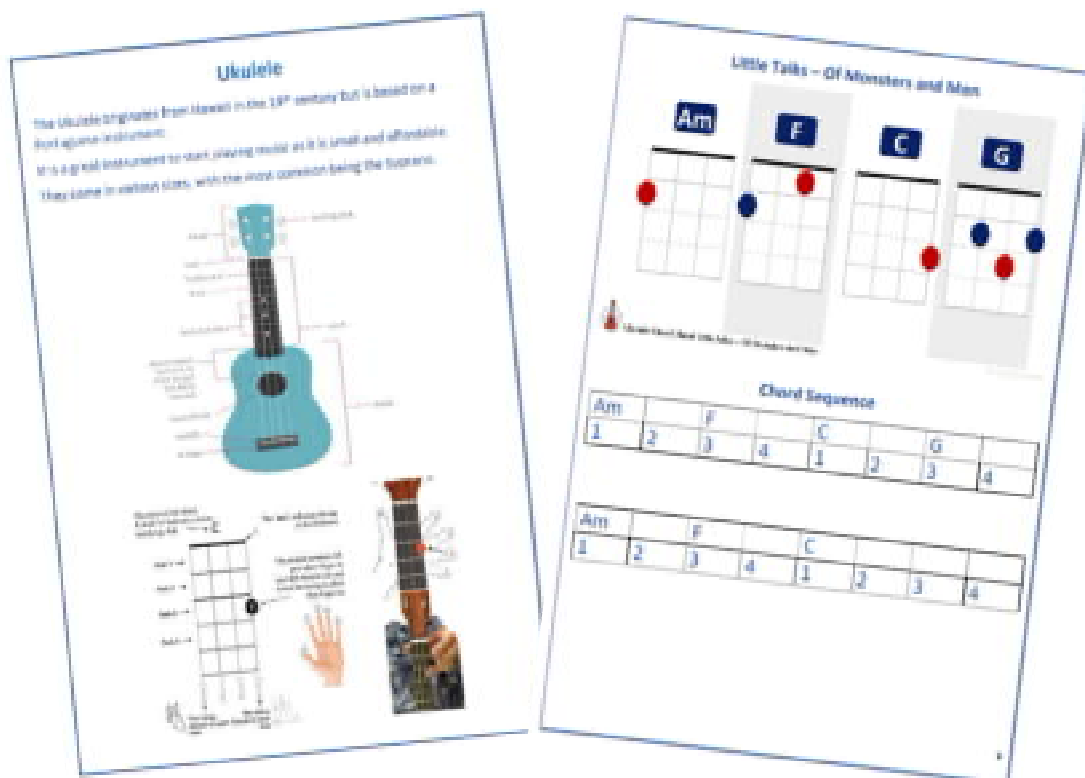
Your teacher will have given you back your term 1 and 2 workbooks and you should use these to revise from. Have a look at your low stakes tests in your booklets to see if you can identify the keywords that you are not confident with and begin with these.

Use the following tips for revision to help you:

- Read through the keywords
- Cover up the meaning of the word and test yourself
- Cover up the keyword and see if you can write down the keyword
- Ask someone at home to test you

For music, pay particular attention to the note lengths (semibreve, minim, crotchet and quaver), making sure you know the note name, what it looks like and how long it lasts.

Once completed, your score for your written cumulative assessment will be added to the score for your practical assessment which you have done in class this term, giving you an overall grade.



Cumulative assessments are completed after Motion and Health & Disease. Your teacher will inform you of the date. In each assessment, you can be assessed on anything you have studied up to that point. When you move into Y10, your cumulative assessments will also include topics you have studied in Y9.

### Tips for preparing:

1. Use your curriculum and exercise books to check what you need to know.
2. Use the quizzes on BBC bitesize ([BBC Bitesize](#)) to test yourself.
3. Spend time revising the topic you know least well. Revising is an active process so writing yourself quiz cards/flashcards and testing yourself with them is a good method. This link takes you to a short video on how to use flashcards: [Flashcards & the Leitner system](#).

Topic	Curriculum booklet	CGP Revision Guide		BBC Bitesize link
		Higher	Foundation	
Cells & Microscopy	Introduction to cells	11-14	11-14	<a href="#">Cell structure</a>
States of Matter & Separating Techniques	Pure & Impure substances	97-104	96-103	<a href="#">States of Matter &amp; Mixtures</a>
Motion & Forces	Motion	145-155	145-155	<a href="#">Scalar &amp; Vector Motion</a> <a href="#">Newton's Laws</a>
Cell division & Growth	Cells and DNA	20-22	20-22	<a href="#">Cell division</a>
DNA & sexual reproduction	Cells and DNA	26-27	26-27	<a href="#">Reproduction &amp; Genome</a>
Genetics	Cells and DNA	28-31	28-31	<a href="#">Genetics &amp; Inheritance</a>
Atomic Structure & Periodic table	Atomic structure & ion formation	78-82	78-82	<a href="#">Atomic Structure</a> <a href="#">Periodic Table</a>
Ionic Bonding	Atomic structure & ion formation	83-85, 76	83-85	<a href="#">Ionic Compounds</a>
Energy	Conservation of energy	156-162	156-163	<a href="#">Energy</a>
Communicable diseases	Health and disease	39-43	39-43	<a href="#">Communicable diseases</a> <a href="#">Treating, Curing &amp; Preventing Diseases</a> <a href="#">Making medicines</a>
Non-communicable diseases	Health and disease	44-46	44-46	<a href="#">Non-communicable diseases</a>
Covalent Bonding	Covalent and Metallic bonding	86-87	86-88	<a href="#">Simple Molecules</a> <a href="#">Giant Covalent</a>

Metallic Bonding	Covalent and Metallic bonding	88	89	<a href="#">Metals &amp; Non-metals</a>
Rates of Reactions	Measuring chemical reactions	128-133	127-132	<a href="#">Rates of Reaction</a>
Exothermic & Endothermic Reactions	Measuring chemical reactions	134-136	133-135	<a href="#">Energy Changes in Reactions</a>