



THE HART
SCHOOL

Year 9 Revision Booklet November 2025

Name:

Tutor group:



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**THE HART
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Introduction



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Dear Parents and Carers,

I am writing to make you aware of our first round of formal assessments for students in Year 9 which will take place during the week beginning Monday 17th November. This round of formal assessments is exceptionally important, and it is crucial that your child revises for these and takes them seriously.

Formal assessments are a way for teachers to identify what students are able to do and, more importantly, any gaps in their learning. This allows our teachers to work with students to ensure that any learning gaps are addressed. These assessments will also feed into our Year 9 Options process, later in the year, in which students will choose the subjects they want to study in Key Stage 4.

Students will have an assembly on Monday 3rd November to explain how assessment week will work, go through the timetable and reiterate the importance of working hard for these. Following this assembly, students will have tutor sessions in which they learn various different study skills to support them with their revision.

We would be grateful if you could please speak to your child about these important assessments, encouraging them to complete all of their homework and take the time to revise, enabling them to perform well and achieve marks of which they can be proud.

Yours faithfully

Liam Hallam

Lead Practitioner for Assessments

Timetable



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Study skills - 1

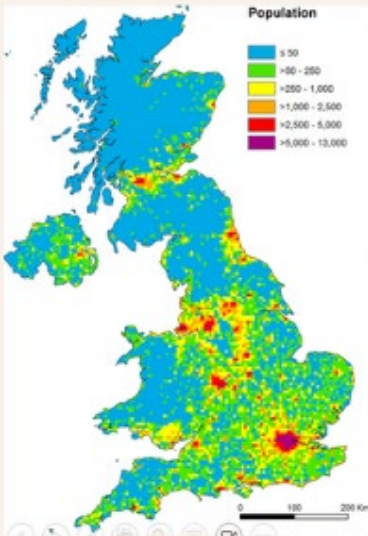
Exam technique - Using command words

Activity 1

Match the command word to the correct definition

Common words	Definition
Explain	Provide evidence or reasons to support an opinion
Compare	Give reasons or causes for something
Justify	Give a brief statement of the main points
Describe	Identify similarities and differences
Summarise	Give a detailed account of something

Activity 2



Identify similarities and differences

Identify similarities and differences

Study skills - 1

Exam technique - Using command words

Activity 1

Match the command word to the correct definition

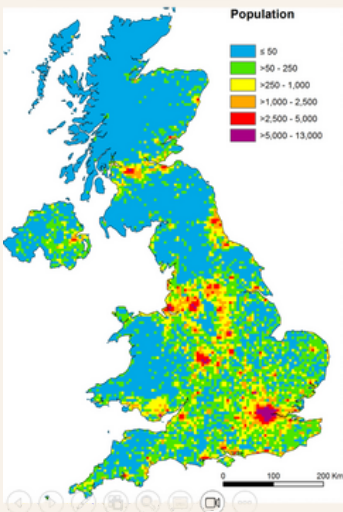
Common words	Definition
Explain	Provide evidence or reasons to support an opinion
Compare	Give reasons or causes for something
Justify	Give a brief statement of the main points
Describe	Identify similarities and differences
Summarise	Give a detailed account of something

Activity 2

Identify the command word and use it to plan an answer:

- Step 1 – Identify the command word
- Step 2 – Make a quick plan using bullet points
- Step 3 – Write your answer

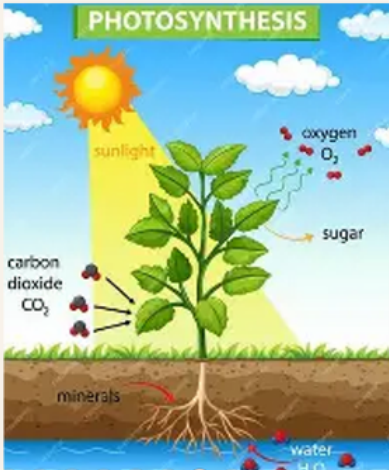
Describe the distribution of the population of the UK on the map.



Study skills - 1

Exam technique - Using command words

Activity 2



Identify the command word and use it to plan an answer:

- Step 1 – Identify the command word
- Step 2 – Make a quick plan using bullet points
- Step 3 – Write your answer

Explain how photosynthesis help plants grow.

Activity 3

Note taking

- Step 1 – Identify the key ideas
- Step 2 – Summarise the paragraph using bullet points
- Step 3 – Write a one-sentence summary using a command word

Henry VIII broke from the Catholic Church in the 1530s, a decision that changed the course of English history. His main reason was personal—he wanted to annul his marriage to Catherine of Aragon because she had not produced a male heir. However, the Pope refused to grant the annulment. Frustrated by the Church's authority, Henry took matters into his own hands. He declared himself the Supreme Head of the Church of England, giving himself the power to make religious decisions. This move also had political and financial benefits. By closing down monasteries, Henry seized their wealth and land, increasing his own power and enriching the crown. His break from Rome was not just about love or religion—it was also about control, legacy, and strengthening the monarchy.



Study skills - 2



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Memory techniques

Activity 2

Create a bullet point summary – what are the 3 key points?



World War I began in 1914 after the assassination of Archduke Franz Ferdinand of Austria. The conflict quickly escalated as alliances between countries drew more nations into the war. The two main sides were the Allies, including Britain, France, and Russia, and the Central Powers, led by Germany and Austria-Hungary. Fighting took place mainly in Europe, with trench warfare becoming a defining feature of the Western Front. Millions of soldiers endured harsh conditions, and new weapons like machine guns and poison gas made the war extremely deadly. The war ended in 1918 with the signing of the Treaty of Versailles, which imposed heavy penalties on Germany and reshaped Europe's political map.



WWI

Activity 3

Create a visual aid – this could be some images to match key pieces of information, a storyboard or diagram.



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Study skills - 2

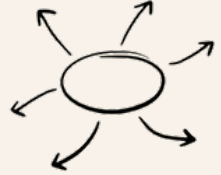


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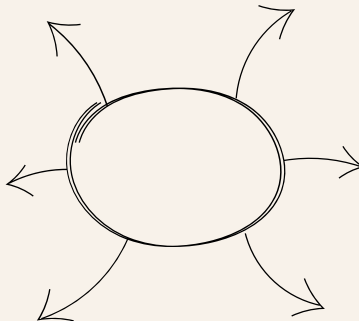
Memory techniques

Activity 4

Create a mind map to organise the information into key ideas and themes.



World War I began in 1914 after the assassination of Archduke Franz Ferdinand of Austria. The conflict quickly escalated as alliances between countries drew more nations into the war. The two main sides were the Allies, including Britain, France, and Russia, and the Central Powers, led by Germany and Austria-Hungary. Fighting took place mainly in Europe, with trench warfare becoming a defining feature of the Western Front. Millions of soldiers endured harsh conditions, and new weapons like machine guns and poison gas made the war extremely deadly. The war ended in 1918 with the signing of the Treaty of Versailles, which imposed heavy penalties on Germany and reshaped Europe's political map.



Study skills - 3



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Managing Stress



Activity 3

Mindfulness techniques can support us to maintain good levels of stress.

Good examples include:

- Box breathing
- Positive breaks
- Chunking revision



Study skills - 3



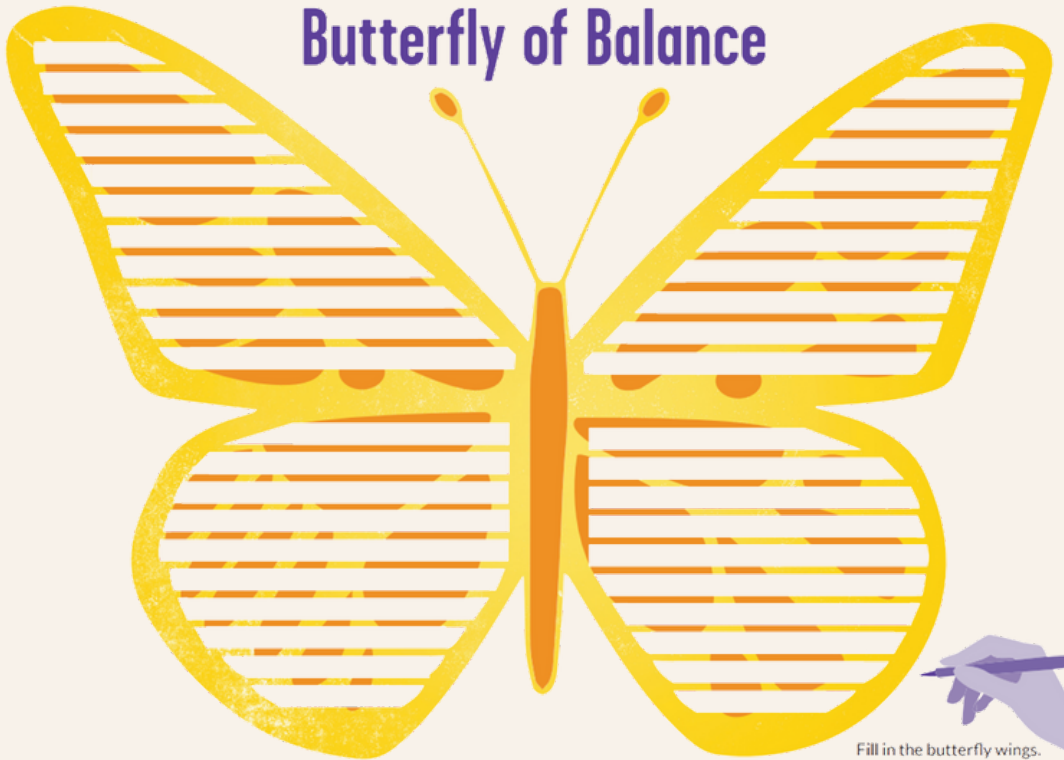
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Managing Stress

On the left side of the butterfly, write down everything that needs to be done including possible worries.

On the right side, write down everything you could do to balance the stress.

Butterfly of Balance



Fill in the butterfly wings.

Study skills - 4



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Self - awareness

Activity 1

Which subjects/topics do you feel confident with at the moment?
Which ones are more of a struggle for you?

Confident	Struggle

Activity 2

Use the checklist of subjects that you will have assessments in and RAG rate them.

Red	Don't understand this yet
Amber	Some understanding
Green	Confident



Subject	Rating
English	
Maths	
Science	
History	
Geography	
Drama	
Dance	
Music	
IT	
PSHE	
RE	
Spanish	
PE	

Study skills - 4



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Self - awareness

Activity 3



Create some SMART targets based on the subjects you have rated as red first.

Subject	Action plan


Summary of content learned:

For this assessment you will be tested on your drawing and colour mixing skill. This will require skills you have learnt and built upon in Art over the past 3 years. The drawing is an observational study of a still life object.

The formal elements in art are used to create your study. You will need to think about and use line, shape, colour, tone and texture to successfully complete your assessment.

The Formal Elements


This is a phrase used to describe things we can see (visual) or touch (tactile) in a work of art, such as:



Colour


Colour can be divided into primary, secondary and complementary colours, mixed to make realistic colours and shadows.

Tone




Tone shows lightness and darkness, and is often used to create a 3D effect.

Line




Line is a mark, straight or curved, broken or continuous, thick or thin.




Texture

Texture is the surface quality of an object.



Pattern

Patterns are usually repeated in a systematic way.



Shape

Shapes are 2 dimensional as they don't show depth, usually shown as flat colour or tone.

Summary of formal elements:

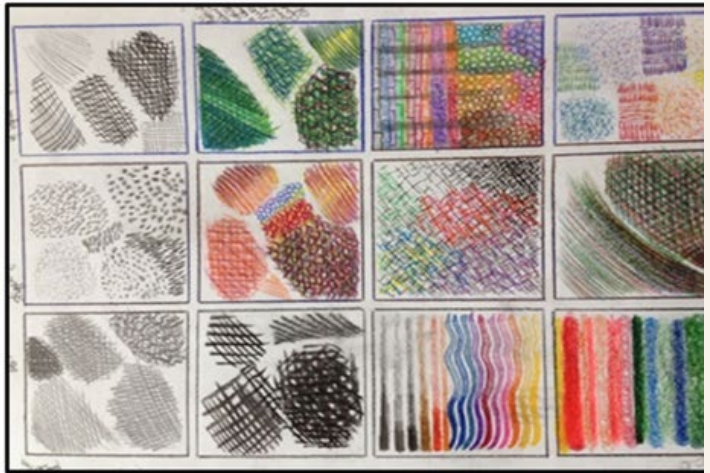
LINE TONE
PATTERN
TEXTURE SPACE
FORM SHAPE
COLOUR COMPOSITION



You may want to practice drawing these shapes before your assessment.

Art

You could also practice these mark making and colour blending techniques so that when you apply colour to your assessment study, you know what colours mix and how they will blend over each other.



Primary colours: These are the base colours from which all others are created. They are Red, Blue and Yellow.

Secondary Colours: Created by mixing to Primary colours together. These are Orange (Red and Yellow), Green (Blue and Yellow) and Purple (Red and Blue).

Tertiary colours: Created by mixing a Primary colour with a Secondary colour. These colours have a two part name e.g. Red-Orange, Blue-Green and Yellow-Orange.

Tips for success:

Draw your outline as lots of shapes – break the shape down and draw lightly so that your line / shape can be corrected if needed. Keep looking at the image provided to help you create an accurate study. You could (if it helps) add grid lines to your image and the box to draw it in. Apply colour by blending your pencil crayons together to create darker and lighter tones, if you are unsure practice on the top of your sheet before applying it to your drawing. The aim is to do your best drawing that is accurate, similar in colour and looks 3D

Computing

Summary of content learned since September

Create simple programs which make use of console output

- Define Debugging in programming
- Put coding instructions in the correct order to create a chatbot
- Use Python to perform basic string manipulation to create a shape calculator & quiz
- Use loops in Python to perform iteration to create a magic 8 ball program

Use Python to perform to write condition blocks with multiple rules/outcomes

Topics	Revised?	Topics	Revised?
Definition of Programming		Sequence, Selection & Iteration	
Print statements		Symbols used Python	
Variable		IF statements	
Strings		Computational Thinking	
Input statement		Decomposition, Abstraction & Algorithm	
Definition Debugging		Computer Virus	

Computing

[Revise sequencing - selection - iteration](#)



Sequence
Selection
Iteration Quiz



Revise While Loops



Revise For Loops



Revise If Else Condition



What is computational thinking?



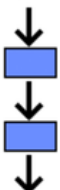
Malware and security - Computer Virus



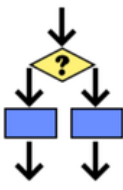
```

main.py
1 # Write a Python program to print "Hello World"
2 # Use the print() function to print "Hello World" and run it
3 print("Hello World")
    
```

SEQUENCE



SELECTION



ITERATION



Operator	Name/Meaning	Example
#	Used for writing comments when coding in Python	#This is a comment
*	Use for multiplication	print (2 * 3)
==	Compare values	IF gender == " Girl!":
[]	Square brackets are used to create a list	["Monday", "Tuesday"]

Computing

Keywords	Definitions
Python	A texted based programming language that can be used to create small programs
Print Statement	A statement in a program that displays the variables, object, or text to the output device (screen)
If Statement	In computer programming, we use the if statement to run a block code only when a certain condition is met.
Sequence	Sequence is the order in which instructions. occur and are processed.
Selection	Selection determines which path a program takes when it is running
Iteration	Iteration is the repeated execution
Input	Input is the user giving something to the program
Output	Output is the program giving something to the user
For Loop	A "For" Loop is used to repeat a specific block of code a known number of times.
While Loop	The while loop is used to repeat a section of code an unknown number of times until a specific condition is met

Tips for success:

Revise using the resources on your Teams channel

Do not rush when completing the assessment.

Read each question carefully before making a choice

Dance



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Your Year 9 assessment will focus on the topic of BLM and Diversity' (Communicating a message, character and story through your body/movement.)

This will be split into two parts:

Written assessment (Multiple choice -30 minutes – computer based)

Practical assessment (Performance of the repertoire you have been learning and application of the skills and techniques explored over the term.)

You will be assessed on your knowledge of Choreographic Devices, such as unison, canon, repetition, control, isolation, formation and retrograde. You will be assessed on your application of skills to perform the choreography inspired by this topic. You will also have the opportunity to devise a section of the performance so your effectiveness of working as part of a team, communication skills and creative approaches will also be assessed.

Checklist of revision topics

- What is BLM and Diversity?
- Choreographic devices and their impact on performance work.
- Unison, canon, repetition, control, isolation, formation and retrograde.
- Performance techniques – Facial expressions, dynamic emphasis and interpretation.
- Continuing to revisit and rehearse the movement material.

Videos to
support your
revision



Tips for Success

Written:

Read all questions fully before answering and take your time.

If you don't know the answer, just make an educated guess.

Answer all questions.

Watch the videos a couple of times before answering.

Practical:

Use all of your rehearsal time – apply time management

Collaborate successfully by listening to each other and being respectful

Make sure you include all the success criteria

Use a wide range of choreographic devices when working creatively

Establish clear spatial awareness.

Key Vocabulary

- Choreographic Devices- Unison, canon, repetition, control, isolation, formation and retrograde.
- Technical, Interpretive and Performance skills.
- BLM and Diversity/ Inclusion/ Discrimination/ Equality

Design



Product Analysis Using ACCESS FM

ACCESS FM is a systematic framework used by designers and engineers to evaluate and analyse products thoroughly. Each letter represents a crucial design consideration that helps ensure products are well-designed, functional, and suitable for their intended purpose. Understanding this framework will help you think critically about everyday objects and your own design projects.



Aesthetics

What does it look like? Consider colours, shapes, textures, and overall visual appeal. Does it attract the target customer?



Cost

How much does it cost to manufacture or purchase? Is it affordable for the target market and does it offer good value?



Customer

Who is the product designed for? What are their specific needs, preferences, age group, and lifestyle requirements?



Environment

Is the product eco-friendly and sustainable? Can materials be recycled, reused, or safely disposed of after use?



Size

What are the product's dimensions? Is it appropriately sized for its purpose, intended user, and storage requirements?



Safety

Is the product safe to use? Are there potential hazards, and what safety features or warnings are included?



Function

What is the product's purpose? Does it perform its intended task effectively and reliably?



Materials

What materials are used in construction? Are they appropriate, durable, and fit for purpose?

Design



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Workshop Health and Safety

Safety is absolutely essential when working in the Design Technology workshop. Following proper safety procedures protects you, your classmates, and ensures everyone can work confidently. Always prioritize safety over speed, and never hesitate to ask for help if you're unsure about anything.

General Safety Rules



- Wear **safety goggles** whenever using tools, machines, or working with materials that could produce dust or debris
- Tie back long hair** securely and avoid wearing loose clothing, jewelry, or dangling accessories
- Wear a **protective apron** to shield your clothes from damage and prevent loose fabric from catching
- Keep your workspace tidy** with no clutter, tools organized, and materials properly stored
- Listen carefully** to all instructions and demonstrations before attempting to use any equipment

Before You Start

Check your equipment is in good condition and your workspace is clear and organized.

During Work

Stay focused, follow procedures carefully, and wear all required personal protective equipment (PPE).

After You Finish

Clean your workspace thoroughly, return tools properly, and switch off all equipment you've used.

Machine Safety



- Only use machines and equipment **you've been properly trained on** by your teacher
- Never distract or disturb others** while they're operating tools or machinery
- Report any damage, faults, or concerns** to your teacher immediately – never attempt repairs yourself
- Always use appropriate **guards and safety devices** provided with machines
- Maintain a **safe working distance** from others using equipment

Design




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Measuring and Marking Out

Accurate measuring and marking are fundamental skills that determine the quality and precision of your final product. Taking time to measure carefully and mark clearly will save time, reduce waste, and ensure your work fits together properly. Professional makers know that precision at this stage prevents problems later.

Key Tools

 **Ruler/Steel Rule**


Essential for measuring straight lines and distances accurately on various materials.

 **Try Square**

Used for checking and marking perfect 90° right angles, crucial for accurate joints.

 **Marking Gauge**

Creates parallel lines at set distances from an edge, perfect for consistent wood marking.

 **Pencil or Scriber**

Makes clear, visible marks – use pencils for wood and scribers for metal surfaces.

 **Compass**

Draws accurate circles, arcs, and curves for decorative or functional design elements.



Top Tip #1

Measure twice, cut once! Always double-check measurements before cutting to avoid costly mistakes.

Top Tip #2

Mark clearly and verify your measurements with your teacher if uncertain.

Top Tip #3

Use the correct tool for each material and task to ensure accuracy and safety.

Tools & Equipment in the Workshop

Understanding workshop tools and their specific purposes is essential for successful project work. Each tool is designed for particular tasks and materials. Learning to select and use the right tool safely will improve your craftsmanship and help you achieve professional results in your Design Technology projects.



Tenon Saw

A hand saw with a reinforced back for cutting straight, accurate lines in wood. Perfect for joints and precise cuts.



Coping Saw

Features a thin, flexible blade ideal for cutting curves, intricate shapes, and internal cutouts in wood or plastic.



File

Used for smoothing and shaping edges of metal, plastic, or wood. Different grades create varying surface finishes.



Vice

A clamping device that holds materials securely in place while you work, leaving both hands free for safe tool operation.



Pillar Drill

A stationary drilling machine that creates precise, perpendicular holes in wood, metal, or plastic with excellent accuracy and control.



Sanding Machine

Power tool for smoothing surfaces quickly and evenly. Creates professional finishes and removes material efficiently.



Bench Hook

A simple but essential device that supports and stabilizes wood safely while sawing, preventing movement and protecting the bench.

Drama

Your year 9 assessment will focus on the topic of Physical theatre (telling a story through your body/movement.)

This will be split into two parts:

Written assessment (Multiple choice - 30 minutes – computer based)

Practical assessment (physical theatre devising task - in lesson time)

You will be assessed on your knowledge of physical theatre techniques, such as body language, gesture, facial expression, objects and settings, chair duets, ensemble movement, proxemics, levels, dynamics, space, lifts, round -by -through, symbolic gesture.

You will be assessed on your application of skills to create a physical theatre performance inspired by a stimulus.

Checklist of revision topics:

- What is physical theatre?
- Creating environments - Objects and settings
- Physical theatre techniques – Chair duets. Round-by-through. Ensemble movement, lifts
- Physical skills – facial expression, gestures, body language, levels, space, proxemics, dynamics, moving in unison and canon.
- Symbolic gesture.



Key vocabulary

Body language, gesture, facial expression, objects and settings, chair duets, pace, repetition, eye-contact, contact, ensemble movement, proxemics, levels, dynamics, space, unison, canon, lifts, round-by-through, symbolic gesture.

Drama

Example
videos to
support
revision



What is
physical
theatre?



Physical
theatre
techniques



What is
physical
theatre 2



Frantic
Assembly



Tips for Success

Written:

Read all questions fully before answering and take your time.

If you don't know the answer, just make an educated guess.

Answer all questions.

Watch the videos a couple of times before answering.

Practical:

Use all of your rehearsal time – apply time management

Collaborate successfully by listening to each other and being respectful

Make sure you include all the success criteria

Use a wide range of physical theatre techniques creatively

Establish clear blocking

Learn any lines/movement and rehearse these using repetition

Ensure your piece has purpose and meaning.

English 'BOYS DON'T CRY'



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Vocabulary

toxic masculinity	foreshadowing
catalyst	stereotype
dual narrative	simile
dialogue	perspective
empathy	setting
tension	metaphor
irony	conflict
turning point	inner monologue
first person	



Structure and Form

An example of **young adult realist fiction**, *Boys Don't Cry* has 50 chapters. It has a **dual narrative** structure, with the story told from both Dante and Adam's **perspective**; however, Dante can be considered the main **protagonist**. The story is **linear**, though the two narratives occasionally work on different **timescales**, having a **flashback** effect. There is a **time jump** between Adam being in hospital and coming home. The novel could be described as a **bildungsroman**.

S	Clear, relevant statement of opinion is expressed	<ul style="list-style-type: none"> At the beginning of the extract, ... The writer/poet presents/describes/implies/ portrays/ insinuates/suggests/indicates
E*	Concise evidence/reference supports statement	' ... '
I	Inference provides different/sensitive interpretations of evidence	<ul style="list-style-type: none"> This could be / This suggests / This implies This may be This is perhaps because / Audience members may...
Z₁	Student 'zooms in' on key evidence [language/method] for further discussion	<ul style="list-style-type: none"> The writer/poet's specific choice/use of the word/phrase '...' suggests/connotes/implies This could be / may be / might be / could also / is possibly / suggests / implies / perhaps / highlights / creates the idea
Z₀	Student 'zooms out' and considers the writer's world [their intentions and influences] and/or the text as a whole [B/M/E]	<ul style="list-style-type: none"> *Literature Only* Throughout the text/poem This idea/theme/message is repeated throughout the text/poem At the time of writing this text, the writer/poet
E₁	Student considers the effect that the writer is trying to achieve [on thoughts/feelings]	<ul style="list-style-type: none"> Overall, the writer/poet may want us to think about Overall, the writer/poet may be attempting to create feelings of

Background

Boys Don't Cry was published in 2010. Malorie Blackman, is a highly regarded, award-winning writer of young adult fiction.

All of Blackman's books feature Black protagonists and families.

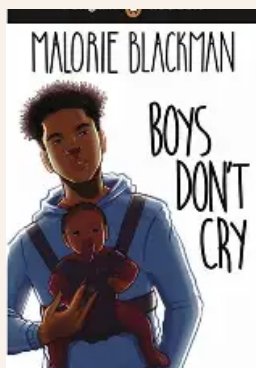
This is not overstated in her stories but remains a core principle of her writing. While Blackman does not typically focus on racial justice, she explores this theme in the Noughts and Crosses series.

Racism is not the focal point of the novel; instead, from a Black male perspective, it examines prejudice related to teenage pregnancy and homosexuality.

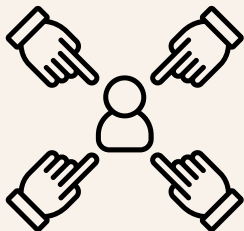
The novel also evokes considerations about societal expectations for males, hence the title's use of a popular phrase.

English

Language features quiz



Themes	
family	parenting
bravery	gender
secrecy	violence
identity	responsibility
grief	growing up
prejudice	sexuality



Plot	
Chapters 1-5	Dante is nervously awaiting his A-Level results. His ex-girlfriend, Melanie, arrives with a baby who she says is his daughter, Emma. She leaves Dante with the baby and doesn't return. Adam has been having headaches after a sporting head injury. Tyler insists he sees a doctor. Dante gets his exam results: four A-stars.
Chapters 6-10	Dante is out of his depth with the baby and he hides away in his bedroom. Adam's hospital visit brings back memories of his mother dying when he was younger. Tyler and Adam return home and learn about Emma's existence. Tyler is initially angry and tells Dante he needs to take responsibility.
Chapters 11-15	Adam meets his niece and they immediately bond, leaving Dante wondering why he feels nothing. Dante researches fostering and orders a DNA test. Adam tries to discuss his homosexuality but Dante refuses to accept that Adam is gay. Tyler buys lots of items for the baby and he and Adam put the cot together.
Chapters 16-20	Dante struggles with Emma and argues with Tyler. He confirms his place at university. Dante goes to a party but has to take Emma with him. Josh and Logan are rude about Emma. When Logan calls the baby ugly, Dante is defensive and declares that Emma is his daughter. Dante takes Emma home.
Chapters 21-25	When they are alone, Josh buys Adam a drink. Dante's DNA kit arrives. Adam has a black eye and is secretive about what happened. Dante is verbally attacked by a woman in a shop for having a child so young. Collette makes it clear that she will go to university. Emma nearly falls down the stairs and Dante is very shaken. He posts off his DNA swabs, even though he feels guilty.
Chapters 26-30	Aunt Jackie arrives and Dante tells her that he is scared of failing. She in turn tells him that she couldn't have children, which is why her husband left her. Emma takes her first steps. Tyler discovers Dante's DNA results and is angry that he is trying to escape his responsibilities. Dante reveals that he has cancelled his university place. The DNA results reveal that Emma is Dante's daughter.
Chapters 31-35	Veronica, a social worker, calls and worries Dante. He breaks up with Collette, her sister, and Dante takes more responsibility for Emma. Adam breaks off his secret, abusive relationship but the other person doesn't take it well.
Chapter 36-40	Out for Dante's 18 th birthday, Josh is abusive to Adam. On the way home, Dante and Adam are attacked. Josh severely beats Adam. Dante learns that his mum and dad married because she was pregnant with him. Tyler and Dante say they love each other. Dante goes after Josh in revenge.
Chapters 41-45	Dante attacks Josh, who confesses he is gay. He makes Dante question his own attitudes. Adam is depressed and withdrawn but Emma kisses his face. Veronica visits again and can see how loved Emma is.
Chapters 46-50	Adam attempts suicide by taking an overdose. Dante nearly hits Emma and has to ask Jackie for help. Adam and Dante talk properly about their fears. Adam is able to rejoin his family and the family are closer than ever.

Food Technology

Powerful Knowledge



Macronutrients & Micronutrients

The role of **protein, carbohydrates, fats and vitamins and minerals**



Food Hygiene & Safety

How to apply practices like **cross-contamination prevention** and **safe cooking temperatures**



Practical Cooking Techniques

Shaping, coating, layering, seasoning

Sensory Analysis

How to evaluate food using **sensory analysis** and **star profile charts**

Food Choices Impact

The impact of **culture, religion, ethics, and sustainability** on food choices



Enrichment Opportunities



Hungry Hart Cook Club

Join our after-school cooking club to practise new skills and try exciting recipes in a fun, supportive environment.



Mini MasterChef Challenge

Compete in our annual cooking competition, showcasing your creativity, technical skills, and presentation abilities.



Cook for a Cause

Community cooking project where students prepare meals for local charities and learn about food poverty and social responsibility.



Recommended Reading

Farm to Fork

Explore sustainability and food origins – discover where your food comes from and its environmental impact.

A Handful of Rice

Cultural and ethical food themes – understand how food connects communities and shapes traditions worldwide.

Food Technology



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Procedural Knowledge

01

Kitchen Equipment Safety

Safe and effective use of kitchen equipment (knives, hobs, ovens)

02

Recipe Confidence

Confidence in following and adapting recipes

03

Measuring & Planning

Skills in **measuring, portioning, and time planning**

04

Teamwork

Teamwork and communication in practical tasks

05

Instructional Writing

The ability to write and follow **instructional time plans** using imperative verbs

- Key Safety Techniques:** Bridge and claw grips prevent injuries. Always keep knives sharp and cut away from your body.

Hinterland Knowledge

Cultural & Religious Influences

How **culture and religion** influence food traditions

Ethical Issues

- Fairtrade
- Animal welfare
- Food waste

Environmental Topics

- Food miles
- Seasonality

Healthy Living

The importance of **healthy eating** for physical and mental wellbeing

Food as a **life skill** for independence and self-care
Cultural & Religious Influences

How **culture and religion** influence food traditions

Ethical Issues

- Fairtrade
- Animal welfare
- Food waste

Environmental Topics

- Food miles
- Seasonality

Healthy Living

The importance of **healthy eating** for physical and mental wellbeing

Food as a **life skill** for independence and self-care

Food Technology



THE HART
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Assessment Structure

1	2	3
<p>Midpoint Assessment (Week 9)</p> <p>Focus: Macronutrients, hygiene, safety, and basic practical techniques</p> <p>Format: Short answers, diagram labelling, practical observation</p>	<p>End Point Assessment (Week 13)</p> <p>Focus: Full recall of nutrition, safety, planning, and evaluation</p> <p>Format: Written test (MCQs, short/long answers), practical task with time plan</p>	<p>Ongoing Practical Assessment</p> <p>Live feedback, peer/self-assessment, assertive monitoring</p>

Key Vocabulary

<p>Nutrition</p> <p>Macronutrient, Micronutrient, Protein, Carbohydrate, Fat, Vitamin, Mineral</p>	<p>Safety</p> <p>Cross-contamination, Hygiene, Cooking temperature, Food poisoning</p>	<p>Skills</p> <p>Coating, Shaping, Simmering, Kneading, Portioning</p>
<p>Sensory</p> <p>Aroma, Texture, Mouthfeel, Star profile, Evaluation</p>	<p>Literacy</p> <p>Time plan, Imperative verbs, Instructional writing</p>	<p>Ethics & Environment</p> <p>Sustainability, Fairtrade, Food miles, Seasonality</p>

Tier 2 Terms: Evaluate, Analyse, Demonstrate, Apply

Tier 3 Terms: Cross-contamination, Macronutrient, Sensory analysis, Portioning

Geography

Top Revision Tips

- Use mind maps or flashcards for quick recall.
- Practice short definition questions (e.g., convection current)
- Use past paper -style questions with a timer.
- For longer questions, use PEEL (Point – Evidence – Explain – Link) and good SPaG.
- Redraw and label diagrams repeatedly for memory.

Theme	Topic	Key Prompts / Revision Questions
Year 7 Map Skills	<ul style="list-style-type: none"> - Physical, human & environmental geography - Map symbols & OS maps - Grid references (4 & 6 figure) 	<ul style="list-style-type: none"> • Define physical vs human geography • Recognize and explain OS map symbols • Give a 4 or 6 figure grid reference
Year 8 Population	<ul style="list-style-type: none"> - Global population distribution - Reasons for sparse vs dense population - China's One Child Policy 	<ul style="list-style-type: none"> • Why are some areas more populated? • Give examples of densely/sparsely populated regions • Pros and cons of the One Child Policy
Year 9 Tectonic Hazards	<ul style="list-style-type: none"> - Structure of the Earth - Convection currents & plate boundaries - Volcano monitoring & prediction - Opportunities vs risks near volcanoes 	<ul style="list-style-type: none"> • Label Earth's layers • Explain convection currents • Describe plate boundaries • Why live near volcanoes?

Geography

BBC Bitesize
Geography



YouTube

- Time for Geography
- Crash Course
Geography
- Geography Revision

OS Map
Skills Quiz



Population
Density Game



History

Summary of content learned since September:

World War One

Checklist of revision topics:

- The position and priorities of the main countries of Europe prior to 1914 and the Alliance system (Tripe Alliance & Triple Entente).
- The long-Term causes of WW1 (use the M.A.I.N pneumatic devise we looked at in class.)
- The short-term cause that 'sparked off' war in 1914 (The assassination of Archduke Franz Ferdinand).
- Propaganda (for recruitment).
- Conscientious Objectors.
- The 'Schlieffen Plan'.
- Trench Warfare – the structure of a trench, the purpose of its features and living/fighting conditions within a trench.
- Weapons and equipment of WW1.
- Battle of the Somme and the role of General.
- How did the war end & the Treaty of Versailles.

Key vocabulary and dates:

- Key vocabulary relating to trenches (e.g. 'Over the Top', 'No Man's Land', 'Stalemate', trench foot, sandbags, periscope, duck boards etc.)
- Key Chronology (spanning the war years 1914-1918 and the signing of the Treaty of Versailles in 1919).

Trenche
s



WWI



Tips for success:

- Revise early and be organised with your notes.
- Teach someone at home about the war – it is proven that talking about what you know and teaching someone about a subject is the best way to make it stick!
- Have an opinion! It is important to see both sides of historical arguments and interpretations, but you also should have an opinion and be able to justify it using evidence!

History

Trench warfare



Top 10 facts about WWI



M.A.I.N. CAUSES OF WORLD WAR I

Militarism



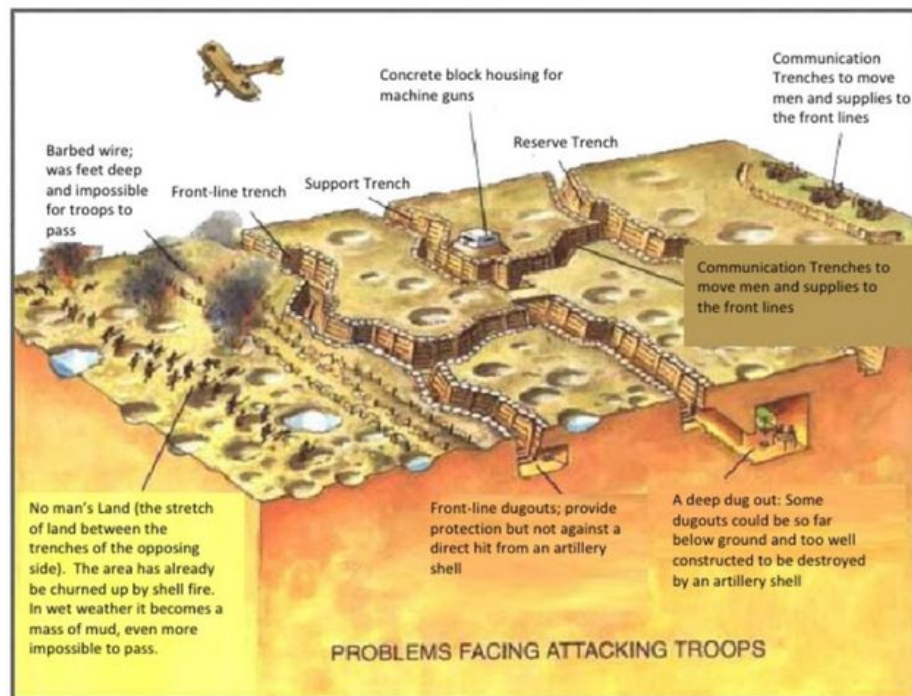
Alliances



Imperialism



Nationalism

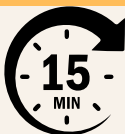


Maths

Our Year 9 assessment will assess your 'readiness' for GCSE and is intended to show how well you have understood the maths topics that you have been taught so far in Key Stage 3.

You will be allowed to use a calculator in the assessment.

15-minute revision ideas



1. Fix Up 5 tasks in Sparx
2. Practice your number skills, including mental maths, using written methods for multiplication and division, calculating with negatives, fractions, decimals, etc. Learn your prime numbers, square numbers, and cubes.
3. Make flashcards to memorise key facts and information on the following topics. Remember it is always important to test yourself.
4. Go to Sparx Independent Practice section of the website and search for a topic from the list below. Watch the video then try the questions. There are a lot of topics here – only select topics that you are unsure what the title means. It is recommended to spend more time on Year 9 revision over previous learning.

BBC
bite size
KS3
Maths



Transum
Maths - free
worksheets



Sparx Maths



Maths

Topics Learned in Year 7 and 8

Number	Algebra
<p>Adding and subtracting fractions - M835</p> <p>Adding and subtracting mixed numbers - M931</p> <p>Adding and subtracting with negative numbers - M106</p> <p>Adding integers - M928</p> <p>Calculating with negative numbers - M106, M288</p> <p>Constructing fractions - M939</p> <p>Converting between fractions and decimals - M958</p> <p>Converting fractions to recurring decimals - M922</p> <p>Dividing fractions - M110</p> <p>Dividing numbers into equal groups - M462</p> <p>Dividing with mixed numbers - M265</p> <p>Estimating calculations - M878</p> <p>Finding error intervals - U657</p> <p>Finding factors and using divisibility tests - M823</p> <p>Finding fractions of shapes - M158</p> <p>Finding original values in percentage calculations - U286</p> <p>Finding percentages of amounts with a calculator - M905</p> <p>Finding percentages of amounts without a calculator - M437</p> <p>Finding prime numbers - M322</p> <p>Finding the HCF and LCM using prime factor decomposition - M365</p> <p>Finding the highest common factor - M698</p> <p>Finding the lowest common multiple - M227, M823</p> <p>Integer place value - M704</p> <p>Multiplying and dividing by 10, 100 and 1000 - M113</p> <p>Multiplying and dividing with negative numbers - M288</p> <p>Multiplying fractions - M157</p> <p>Multiplying using place value - M911</p> <p>Multiplying with mixed numbers - M197</p> <p>Ordering fractions - M335</p> <p>Ordering fractions, decimals and percentages - M553</p> <p>Ordering negative numbers - M527</p> <p>Percentage change with a calculator - M533</p> <p>Percentage change without a calculator - M476</p>	<p>Algebraic notation - M813</p> <p>Algebraic terminology - M830</p> <p>Simplifying expressions containing a single variable - M795</p> <p>Simplifying expressions containing multiple variables - M531</p> <p>Simplifying expressions containing non-linear terms - M949</p> <p>Substituting into expressions with one operation - M417</p> <p>Substituting into expressions with multiple operations - M327</p> <p>Substituting into algebraic formulae - M208</p> <p>Substituting into real-life formulae - M979</p> <p>Expanding single brackets - M237</p> <p>Expanding single brackets and simplifying expressions - M792</p> <p>Factorising into one bracket - M100</p> <p>Expanding double brackets - M960</p> <p>Solving equations with one step - M707</p> <p>Solving equations of the form $ax+b=c$ - M634</p> <p>Solving equations of the form $x/a+b=c$ - M647</p>
	<p>Geometry</p>
	<p>Finding the perimeter of rectangles and simple shapes - M635</p> <p>Finding the perimeter of compound shapes - M690</p> <p>Finding the area of rectangles - M390</p> <p>Finding the area of compound shapes - M269</p> <p>Finding the area of triangles - M610</p> <p>Finding the area of compound shapes containing triangles - M996</p> <p>Finding the area of parallelograms - M291</p>

Maths

Topics studies in Y7 and Y8	
Ratio	Probability and statistics
<p>Writing and simplifying ratios - M885 Writing ratios in the form 1:n - M543 Converting between ratios, fractions and percentages - M267 Using equivalent ratios to find unknown amounts - M801 Sharing amounts in a given ratio - M525 Drawing and interpreting scale diagrams - M112 Currency conversion - U610 Value for Money - M681 Solving proportion problems - M478 Combining ratios - U921 Calculating with ratios and algebra - U676 Changing ratios - U865 Interpreting direct proportion equations - U640 Interpreting inverse proportion equations - U364</p>	<p>Calculating the range - M328 Calculating the median - M934 Finding the mode - M841 Calculating the mean - M940 - Interpreting frequency tables and two-way tables - M899 Drawing and interpreting tally charts - M597 Drawing and interpreting pictograms - M644 Drawing bar charts - M460 Interpreting bar charts - M738 Collecting and recording data using tables - M945 Finding averages from frequency tables - M127 Choosing suitable averages and solving problems - M440 Drawing pie charts - M574 Interpreting pie charts - M165 Drawing line graphs - M140 Interpreting line graphs - M183 Finding averages from diagrams - U854 Plotting scatter graphs - U199 Interpreting scatter graphs - U277 Using lines of best fit - U128 Interpreting frequency tables with grouped data - U312 Finding averages from grouped data - U877 Drawing and interpreting frequency polygons - U840</p>
Topics studied in Y9 so far	
Probability	Constructions, Congruence and Pythagoras
<p>Using probability phrases - M655 Writing probabilities as fractions - M941 Writing probabilities as FDP - M938 Probabilities of mutually exclusive events - M755 Sample space diagrams - M718 Expected results from repeated experiments - U166 Calculating experimental probabilities - U500</p>	<p>Constructing bisectors of angles - U787 Constructing perpendicular bisectors and lines - U245 Using Pythagoras' theorem in 2D - U385 Applying Pythagoras' theorem in 2D - U828 Understanding similarity - U551 Finding unknown sides in similar shapes - U578 Understanding congruence - U790 Congruent triangles - U866 Constructing triangles - U187 Constructing loci - U800</p>

Music

Your Year 9 assessment will focus on the topic of Keyboard Skills

Exploring Effective Keyboard Performance Techniques.

This will be split into two parts:

Written assessment (Multiple choice -45 minutes – computer based)

Practical assessment (performances to be completed during in lesson time)

You will be assessed on your knowledge and understanding of music through general theory and knowledge questions relating to the keyboard instrument and the elements of music, such as navigating basic keyboard functions, establish good playing routines, layout of the keyboard, knowledge about other keyboard type instruments, and basic treble clef staff notation work.


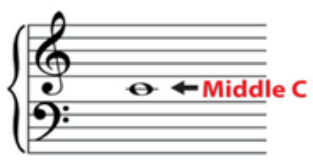
You will be assessed on your practical work through performing set pieces of keyboard music, demonstrating build instrument specific skills, understanding of reading and following music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm.

Checklist of revision topics:

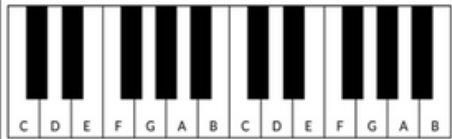

- ♪ What is the layout of the keyboard?
- ♪ Understand the concept of piano fingering (1-5).
- ♪ Basic understanding of musical notation such as treble clef staff notation.
- ♪ The Elements of Music
- ♪ Instrument identification through listening and appraising.

Key vocab:

Layout of a Piano/Keyboard, Treble Clef, Notation, Stave, Lines, Spaces, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Keyboard Functions, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C".

The Grand Stave	Middle C
 <p>Labels in diagram: Treble Clef, Key Signature, Bar, Bass Clef, Time Signature, Barline, Double Barline.</p>	 <p>Label in diagram: Middle C.</p>

Music

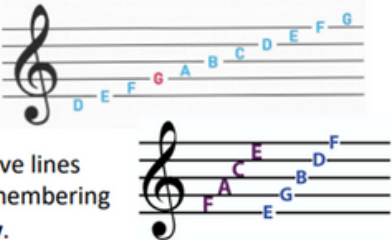
Keyboard Layout	Can you name these notes?
 <p data-bbox="96 379 498 406">C is to the left of the two black keys.</p>	 <p data-bbox="533 379 984 406">Practice writing notes on a staff too!</p>

The Treble Clef

A clef is written at the start of every staff to show how the letter names of notes fit on the lines and spaces.

The **treble clef** is used for higher notes.

The notes in the four spaces spell **FACE**, reading up from the bottom. Some people like to learn the names of the notes on the five lines (**EGBDF**, reading up from the bottom) by remembering a sentence such as **Every Good Bird Does Fly**.



Tips for success:

Written Assessment Tips:

- 🎵 Read each question carefully before answering.
- 🎵 Take your time and think through your responses.
- 🎵 If you're unsure of an answer, make an educated guess – don't leave any questions blank.
- 🎵 Watch any provided videos more than once to fully understand the content before responding.

Practical Assessment Tips:

- 🎵 Use your rehearsal time wisely – plan and manage your time effectively.
- 🎵 Work collaboratively by listening to and giving respectful feedback to your peers.
- 🎵 Make sure your performance includes all the success criteria.
- 🎵 If you make a mistake during your performance, keep going – don't stop.

BBC
Bitesize
Music



Elements
of Music



Identify
instruments



PE

Your PE assessment is a set of 20 multiple choice questions, which will be conducted on a computer. It will last approximately 30minutes.

For this test you will be assessed on Health -related fitness which you have learned already. For example, You have learned how to warm up and cool down safely. You will have been taught the names of the major muscle groups. When taking part in each sport, which components of fitness are required for each sport. Then how to test each component of fitness. Then the skills within each sport and rules and regulations of each sport.

Checklist of revision topics:

- Warm- ups and cooldowns
- Purpose of a warmup
- Parts of a warmup
- The different components/ types of fitness
- The definition for each type of fitness
- The different fitness tests conducted
- The difference between a rule and regulation and a teaching point



Key reminders

- A Definition is -a description of that component of fitness. Such asAn event that triggers a reaction, such as a starting gun, a ball coming towards you.
- A rule is -something that you have to abide by when playing sport
- A teaching point- is something that you have to consider when performing a skill. Such as... Bend your knees when shooting in basketball, or follow through when passing in football.

Key vocabulary

Rule, regulation, teaching point, muscles, pulse raiser, mobilisation, dynamic stretching, fitness tests, components of fitness. Strength, speed, power, agility, reaction time, balance, flexibility, body composition, coordination, cardiovascular endurance.

PE

Methods and
effects of
training



Components
of fitness



Keeping fit
and healthy



Muscular
systems



Rules and
regulations



Tips for Success

- Please make sure that you read the question at least 3 times
- Ensure that you answer all questions
- For some questions you have to give more than one answer, therefore please look at the marks awarded.

PSHE

Summary of content learned since September:

Healthy and unhealthy relationships
 Child sexual exploitation
 Consent
 Love languages
 Saying no with confidence
 Managing break-ups

Checklist of revision topics:

Love languages: quality time, words of affirmation, physical touch, receiving gifts, acts of service.
 Consent and legal age of consent
 Non-verbal consent and verbal consent
 Signs that a child could be being exploited

Promoting
 healthy
 relationships



NPSCC



Childnet



CEOP



Childline



Key vocabulary:

- **Mutual respect:** Valuing each other as individuals and respecting boundaries and differences.
- **Trust:** Believing in each other's honesty and reliability.
- **Honesty:** Being truthful with each other.
- **Open communication:** The ability to express thoughts and feelings without fear of judgment.
- **Equality:** A balanced dynamic where neither person has all the control.
- **Support:** Feeling encouraged and supported by each other.
- **Being yourself:** Feeling comfortable and accepted for who you are.
- **Consent - freely given, informed, and voluntary agreement for something to happen**
- **Child Sexual exploitation - (CSE) is a type of sexual abuse. It happens when a child or young person is coerced, manipulated or deceived into sexual activity in exchange for things that they may need or want like gifts, drugs, money, status and affection.**

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Summary of content learned in

Y9:

- 10 commandments
- Religious food
- Religious food laws
- Religion and music
- Key religious festivals
- Multicultural societies

Checklist of revision topics

- The 10 Commandments (Examples of them and their relevance today)
- Beliefs About the Afterlife
- Key Words to Describe God (the omnis)
- Major Religious Festivals
- Key facts about the 6 religions studied (beliefs/books/rules/key people)
- Ultimate Questions
- Kosher Food Laws
- Beliefs about creation stories¹².
- Ways music is used in religion
- Focus on understanding key terms, being able to give examples, and explaining the significance of religious beliefs and practices.



- 1.10 Commandments** – The set of rules given by God to Moses in the Bible.
- 2.Afterlife** – Belief in life after death.
- 3.Eid ul Fitr** – An important festival in Islam marking the end of Ramadan.
- 4.Abraham** – An important figure in Judaism, Christianity, and Islam.
- 5.Kosher** – Food that is allowed under Jewish law.
- 6.Halal** – Food that is allowed under Islamic law.
- 7.Reincarnation** – The belief that after death, the soul is reborn in another body.
- 8.Creation Story** – A story about how the world and humans were made.
- 9.Pasover** – A Jewish festival remembering the escape from slavery in Egypt.
- 10.Relevant** – Still important or useful today.
- 11.Music in Religion** – Singing, chanting, or playing instruments as part of worship or celebration.
- 12.Significance** – The importance or meaning of something.
- 13.Stewardship** – The belief that humans have a responsibility to look after the world and care for the environment.

Tips for Success

For all 2 mark questions, use this structure:

These questions ask you to explain something.

Give two facts, reasons or beliefs.

For each one, explain why it is important/relevant.

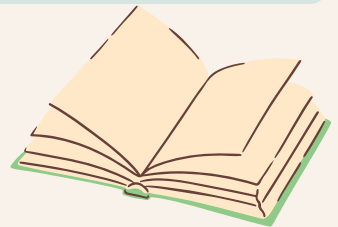
For all 4 and 5 mark questions, use these structure: Point, Evidence, Explain (P.E.E.)

Point: Say clearly what you believe or what the teaching is.

Evidence: Give a quote or example from a teaching.

Explain: Say why this is important or how your evidence supports your point.

Remember to be clear about which religion you are referencing in all your answers!

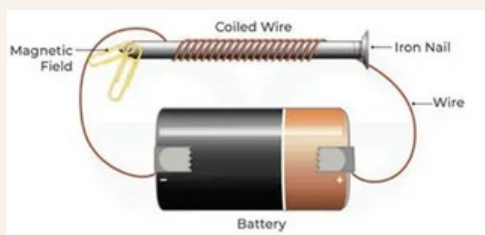
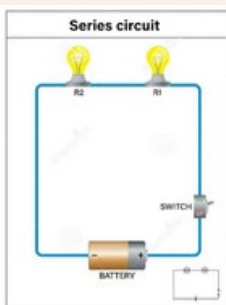
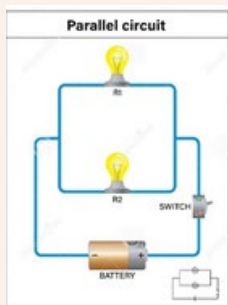
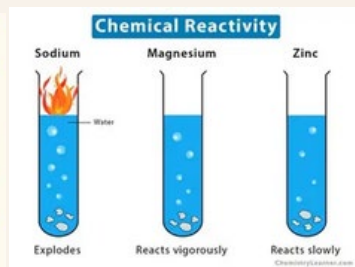
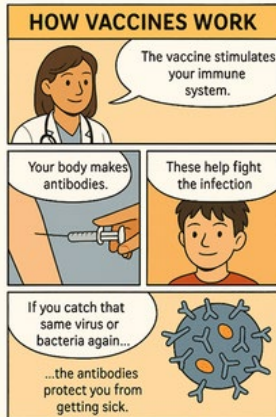
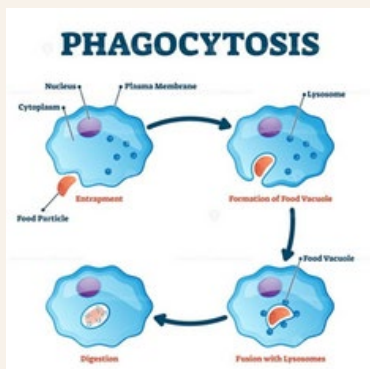


Science



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Biology	Chemistry	Physics
<ul style="list-style-type: none"> · Health · Nutrition · Drugs and their effects · Preventing Disease · Vaccination · Smoking 	<ul style="list-style-type: none"> · Reactions of metals · Reactivity of metals · Reactions of metals and acids · Reactions of acids and alkalis · pH scale 	<ul style="list-style-type: none"> · Electrical Circuits · Potential difference and current · Series and parallel circuits · Resistance · Magnetism · Electromagnetism



Science



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Biology	Chemistry	Physics
Health	atom	Component
Disease	brittle	Cell
Communicable disease	chemical property	Circuit
Non-communicable disease	conservation of mass	Electric current
Pathogen	compound	Ammeter
Bacteria	displacement reaction	Resistance
Virus	ductile	Battery
Fungus	electrical conductor	Potential difference
Protist	element	Voltmeter
Toxin	malleable	Electric charge
Antibiotic	Melting point	Model
Infection	metal	In parallel
Hygiene	metalloid	In series
Prevention	non-metal	Direct proportion
Immunity	oxidation	Electron
Vaccination	particle	Static
White blood cells	Periodic Table	Field
Antibody	physical property	Repel
Antigen	sonorous	Attract
Phagocyte	density	Magnetic material
Lymphocyte	thermal conductor	North pole
Phagocytosis		South pole
		Compass
		Electromagnet
		Solenoid

Biology



Chemistry



Physics



Tips for Success

1. Test Yourself – Use flashcards or quizzes to practice key terms and definitions.
2. Use Diagrams – Draw and label pictures like cells, circuits, or the digestive system.
3. Revise Little and Often – Study for 20–30 minutes, then take short breaks.
4. Practice Questions – Answer past paper or workbook questions using full sentences.
5. Link to Real Life – Connect topics to everyday examples like diet, forces, or energy.

Spanish

Opiniones	Opinions
¿Qué cosas te gustan?	<i>What things do you like?</i>
¿Qué cosas te encantan / te chiflan?	<i>What things do you love?</i>
¿Qué cosas no te gustan (nada)?	<i>What things do you not like (at all)?</i>
Me gusta(n) (mucho)...	<i>I like... (a lot).</i>
Me encanta(n) / Me chifla(n)...	<i>I love...</i>
No me gusta(n) (nada)...	<i>I don't like... (at all).</i>
el deporte	<i>sport</i>
el dibujo	<i>drawing</i>
el fútbol	<i>football</i>
el racismo	<i>racism</i>
la música	<i>music</i>
la tele	<i>TV</i>
la violencia	<i>violence</i>
los animales	<i>animals</i>
los deberes	<i>homework</i>
los insectos	<i>insects</i>
los videojuegos	<i>video games</i>
las artes marciales	<i>martial arts</i>



En mi tiempo libre	In my free time
Soy miembro de un club (de judo).	<i>I am a member of a (judo) club.</i>
Soy miembro de un equipo.	<i>I am a member of a team.</i>
Soy miembro de un grupo.	<i>I am a member of a group / band.</i>

¿Cómo organizas tu semana?	How do you organise your week?
Bailo Zumba®.	<i>I dance Zumba®.</i>
Cocino para mi familia.	<i>I cook for my family.</i>
Escribo canciones.	<i>I write songs.</i>
Leo cómics / libros.	<i>I read comics / books.</i>
Monto en bici.	<i>I ride a bike.</i>
Saco fotos.	<i>I take photos.</i>
Toco el teclado.	<i>I play the keyboard.</i>
Veo un partido de fútbol.	<i>I watch a football match.</i>

Spanish

¿Cuándo?	When?
los lunes / martes / miércoles / jueves	<i>on Mondays / Tuesdays / Wednesdays / Thursdays</i>
los fines de semana	<i>at weekends</i>
después del insti(tuto)	<i>after school</i>

Expresiones de frecuencia	Expressions of frequency
una vez a la semana	<i>once a week</i>
dos veces a la semana	<i>twice a week</i>
a veces	<i>sometimes</i>
a menudo	<i>often</i>
siempre	<i>always</i>
(casi) todos los días	<i>(almost) every day</i>
todos los fines de semana	<i>every weekend</i>

Cartelera de cine	What's on at the cinema
¿Qué tipo de película es?	<i>What type of film is it?</i>
Es...	<i>It is...</i>
una comedia	<i>a comedy</i>
una película de acción	<i>an action film</i>
una película de animación	<i>an animated film</i>
una película de aventuras	<i>an adventure film</i>
una película de ciencia ficción	<i>a science-fiction film</i>
una película de fantasía	<i>a fantasy film</i>
una película de superhéroes	<i>a superhero film</i>
una película de terror	<i>a horror film</i>

Log into Language



Nut





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WE CAN . WE WILL. WE DO