

Year 9

End of Year Assessment Revision

Topics

Tuesday 14th May - Friday 24th May

2024



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Biology

There is 1 Biology paper lasting 40 minutes consisting of 40marks

This paper can assess knowledge from any topics covered throughout the full key stage 3 course.

These topics are:

- Cells, tissues and Organs
- Reproduction and variation
- Ecological relationships and classification
- Digestion and Nutrition
- Biological systems and processes
- Plants and Photosynthesis.

All science papers will assess working scientifically skills such as planning and evaluating investigations, processing experimental results and graph work.

Useful resources:

Knowledge organisers and curriculum details can be found at [Stockport Academy > Students > Independent Study \(stockport-academy.org\)](https://stockport-academy.org)

Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

Chemistry

There is 1 Chemistry paper lasting 40 minutes consisting of 40 marks

This paper can assess knowledge from any topics covered throughout the full key stage 3 course.

These topics are:

- Particles
- Chemical reactions
- The periodic table
- Materials and the Earth
- Reactivity
- Energetics and rate

All science papers will assess working scientifically skills such as planning and evaluating investigations, processing experimental results and graph work.

Useful resources:

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Students will be assessed in both **reading** and **writing**.

Paper One (Reading) is 45 minutes and assesses students' reading ability. Students will be asked to answer **one question** on one of the Sherlock Holmes stories they have been studying this term, **The Speckled Band**.

Students will be given two questions to choose from about the play; this is a closed book exam so students will not have access to the text. The question will focus on either a character or theme from the play. For example,

How is the character of Sherlock Holmes presented in the text?

Or

How does Doyle present the theme of gender in the text?

The criteria below outlines the skills students are assessed on:

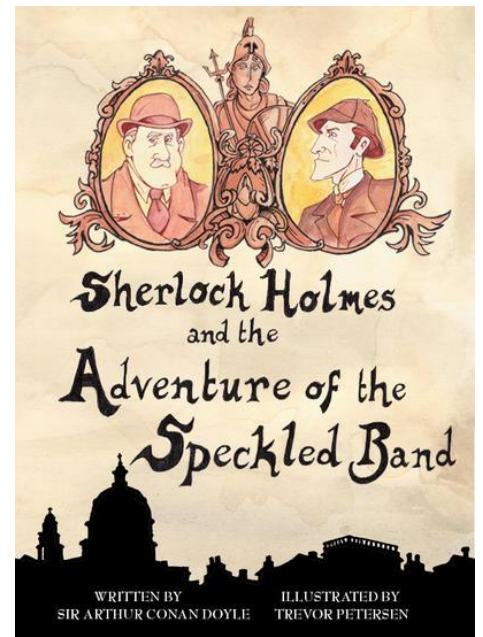
- The student can present ideas about the text and give reasons/evidence for the ideas which form a developed response.
- The student can provide a detailed explanation of the impact of the writer's methods, making links between different parts of the text.
- The student can select a range of relevant evidence/ references from different parts of the text to support ideas.
- The student can use a range of appropriate subject terminology/ vocabulary and specifically refer to the writer's intentions.

Students should revise writing in "**what-how-why**" paragraphs to ensure they are consistently meeting the above criteria:

WHAT? What is the writer saying about the character/theme? What is the evidence in the text?

HOW? How does the language in this evidence show your point? (close word analysis – zooming in on connotations and what is suggested)

WHY? Why has the writer chosen to present the character/theme in this way? (Consider the effect on the reader)



Revision Materials

- Knowledge Organiser
- Revision booklet – to be provided by teacher (and on arbor)
- Litcharts:

<https://www.litcharts.com/lit/the-adventure-of-the-speckled-band/summary-and-analysis>



Transactional Writing

Paper Two (Writing) is 45 minutes and assesses students' **writing ability**. Students will be asked to complete a transactional writing task in which they are asked to present an argument or viewpoint. For example,

Social Media does more harm than good. Write a newspaper article giving your opinion on this statement.

The criteria below outlines the skills students are assessed on:

- A developed response with structure and vocabulary chosen for effect.
- Accurate use of a range of punctuation beyond full-stops, commas, capital letters and apostrophes.
- Accurate spelling of all words including some ambitious vocabulary.
- Accurate use of paragraphs which are shaped for effect .

French

There will be 2 papers.

1. Receptive skills (Listening and Reading) - 45 minutes
2. Writing skills – 45 minutes

There will cover the following units of work

	Relationships with Family and Friends
	Character descriptions and relationships
	Free time activities in the past and future
	A good friend
	My ideal partner
	When you were younger
	Festivals and Traditions
	Food and drink
	Festivals around the world
	Celebrations in the past and future
	Describing a photo
	The French speaking world
	Where I live and what you can do
	Now and before
	Comparing places to live in the world
	Going shopping
	The world around us
	Environmental advice

	Children's rights
	Fair trade and volunteering

	Linguistic structures
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

	y7 Content
	Greetings and Introductions
	Family
	School
	Where I live

	y8 Content
	Holidays
	Going out and Staying in
	Health and Fitness
	School, Future Plans and Jobs

These are the units of work covered in Year 9 and a reminder of the y7 and 8 units too. Once you have revised each unit, you can tick it off the list. This booklet (link below) contains exercises covering all topics, links to quizzes and some fun online videos and texts.

<https://curriculum.unitedlearning.org.uk/Curriculum?r=92929>

Additional useful resources: -

- Knowledge Organisers provided to all students at the beginning of term
- Fluency Sheets
- Sentence Builders
- Language Nut
- Language Gym (www.language-gym.com) UK Server
- BBC Bitesize
- Oak National Academy

Geography

There will be one paper, 60 minutes long.

It will contain questions relating to the following units:

- Climate change
- Life in a NEE

Within each unit the following will be assessed:

Climate change

- Evidence of climate change (the different ways we can tell the climate has changed)
- Natural causes of climate change (know the 3 natural causes)
- Human causes of climate change (including the enhanced greenhouse effect)
- Impacts of climate change – pupils need to know the social, economic and environmental impacts on named places around the world.
- Strategies to manage climate change – pupils need to know what mitigation and adaptation mean and the different methods used for each. They also need to be able to say whether the methods are effective or not.



Life in a NEE

- Location and characteristics of NEE countries
- Changes in employment structures in NEEs – the names of the sectors and reasons why the number of jobs in each sector may have gone up or down
- Different ways countries have encouraged development – we studied China and South Korea
- Rural – urban migration – pupils need to be able to define this term and to explain the push and pull factors behind this migration
- Impacts of urbanisation in a NEE – using Rio as a named example pupils must be able to write about the opportunities and challenges the city faces due to the increased proportion of people living in the city
- TNCs – pupils need to know what TNCs are, be able to name a TNC and states where it is at work and the positive and negative impacts the TNC has on the country. Their example is Shell in Nigeria.



Background:		B. Development Indicators (3)		C. Encouraging development (4)	
1. Development means positive change that makes things better.		GDP per capita	The total value of goods and services sold by a country in a year divided by the population.	Subsidy	Money given by a government to help an industry keep down the cost of exports.
2. As a country develops it usually means that the people's standard of living and quality of life improve. (B)		HDI	A development measure which combines GDP per capita, life expectancy and literacy rate.	Tax breaks	This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.
3. Different factors can affect development such as economic, social and political factors. (A)		Life expectancy	The average age you are expected to live to in a country.	Minimum wage	The lowest wage permitted by law in a country.
4. Emerging countries have begun to experience higher rates of development, with a rapid growth in secondary industries. (A, C)		D. Rural to urban migration (4)		Trade unions	An organisation of workers who work to protect the rights of those employed.
5. Emerging countries have some of the fastest rates of urbanisation in the world. (D)		Rural to urban migration	The movement of people from rural areas (countryside) to urban areas (cities).	E. Squatter settlements (5)	
6. This is causing urban areas (cities) to become highly populated, this process can have both opportunities and challenges. One such challenge is the growth of squatter settlements. (E)		Push factor	Things that make people want to leave an area e.g. a lack of jobs.	Squatter/shanty settlement	An area (often illegal) of poor quality housing, lacking basic services e.g. water.
7. Emerging countries often host the factories of many transnational companies. They provide wages and taxes, and can promote development. However, they can also cause negatives. (F, G)		Pull factor	Things that attract people to live in an area e.g. good health care.	Inequality	Differences in wealth, and wellbeing.
A. Characteristics of emerging countries (7)		Mechanisation	When machines begin to do the work which humans once completed.	Sanitation	Measures to protect public health e.g. clean water and disposing of sewage.
BRIC countries	Brazil, Russia, India, China.	F. Transnational corporations (TNCs) (5)		Informal economy	Jobs which are not taxed, workers do not have contracts or rights.
MINT countries	Mexico, Indonesia, Nigeria, Turkey.	Transnational corporation	Those that operate across more than one country.	Quality of life	A measure of how 'wealthy' people are, but measured using housing, employment and environment, rather than income.
Industrialisation	The process of a country moving from mostly agriculture (farming) to manufacturing (making) goods.	Footloose	Industries which are not tied to a location due to natural resources or transport links.	G. Impact of TNCs	
Employment structure	How the workforce is divided up between primary, secondary, tertiary and quaternary employment.	Globalisation	The increased connectivity of countries around the world e.g. through trade.	Positive: (5)	1. More jobs. 2. More taxes. 3. Invest in infrastructure projects. 4. GDP increases. 5. Develop workers skills.
Secondary industry	An industry which manufactures goods.	Host country	The country where the TNC places its factories e.g. in an emerging or developing country.	Negative: (3)	1. Can exploit workers e.g. long hours. 2. Most of the profits from TNCs leave the country where production takes place. 3. Increased levels of pollution e.g. air and water (from industrial waste).
Exports	Sending goods to another country for sale.	Source country	The country where the headquarters for the TNC is located e.g. a developed country.	Life in an Emerging Country	
Urbanisation	The growth in the number/proportion of people living in towns and cities.				

Climate Change

Background:	
1.	Since the 1860s the global climate has been recorded.
2.	Since <u>then</u> the climate globally has increased by 0.8° Celsius.
3.	Climate scientists can use methods to find out about the global climate before we started recording it. (B)
4.	From this evidence we can see that the planet has always gone through periods of warming and cooling. (A)
5.	However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. (D)
6.	The enhanced greenhouse effect is causing changes to the planet, such as the melting of Arctic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. (E, F)
7.	Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. (G, H)
8.	Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. (G, H)
A. Changes in climate (3)	
Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.
B. Measuring climate change (3)	
Ice cores	Each layer of ice in a core represents a different year. CO ₂ can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries <u>e.g.</u> paintings of ice fairs on the frozen Thames 500 years ago.

C. Natural climate change (3)	
Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in <u>sun spots</u> .
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.
E. Effects on people (6)	
Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments <u>have to</u> spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.
G. Strategies to resolve climate change (4)	
Adaptation	Adapting to climate change to make life easier.
Adaption examples (3)	1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples (3)	1. International agreements. 2. Alternative energies. 3. Carbon capture.

D. Human-induced climate change (5)	
Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a <u>greenhouse</u> they let heat <u>in, but</u> prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO ₂ causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO ₂ .
F. Effects on the environment (4)	
Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which <u>can not</u> survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.
H. Place specific examples (2)	
Adaption	The Thames Barrier. Positive: Stops flooding due to rising sea levels. Negative: Expensive
Mitigation	The Paris Agreement. Positive: Countries are trying to lower CO ₂ emissions. Negative: The USA pulled out and China did not sign up.

Useful resources:

- Knowledge organisers are located on the school website and can be found here [YEAR 9 - Knowledge Organiser.pdf \(stockport-academy.org\)](#). The geography section is found on pages 36-39.
- Fluency sheets (each pupil has these stuck in their books at the start of each unit).
- Exercise books are also useful as they contain everything that has been taught.
- SENECA also has a great KS3 unit and within this there are sections on climate change (section 12), life in a NEE (section 16) and the sections on development and Russia (sections 4 and 21) would help too. These have been reset as independent study tasks alongside exam questions on these units.
- BBC Bitesize also has some helpful resources. These are the relevant links: [Climate change - KS3 Geography - BBC Bitesize - BBC Bitesize](#) – climate change and [Urban patterns in LICs and MICs - BBC Bitesize](#) and [Urban processes in LICs and MICs - BBC Bitesize](#) – life in a NEE.
- Oak Continuity is also useful if pupils have missed any lessons <https://curriculum.unitedlearning.org.uk/Curriculum?r=110017>

History

The assessment will take 1 hour and will focus on the topics you have been taught since September, including the following:

Unit 1: World War One

Enquiry: How and why did a world war break out in 1914?

- Analyse the principal reasons to explain the outbreak of war in 1914.
- Make judgements about the importance of and interrelationship between longer, shorter, and immediate causes.

Unit 2: Women's suffrage

Enquiry: How and why did women gain the right to vote in 1918?

- Identify and select a range of reasons for 1918 legislation.
- Make judgements about the importance of and interrelationship between the actions of the movement and the broader political-social context and the impact of war.

Unit 3: Shifting world orders in the modern world

Enquiry: How did Europe fall under the control of dictators?

- Identify the point of view of a given interpretation, about the rise of Hitler or Stalin.
- Use their own knowledge to explain the reasoning behind this point of view and any limitations to it.

Unit 4: The Holocaust

Enquiry: Who was responsible for the Final Solution?

- Identify and select moments when persecution of the Jews intensified, explain the nature of escalation, and analyse the links between them.
- Make judgements about the respective merits of the explanations and the reasons why historians might reach different conclusions about the past.

AIP Taylor, "The first world war was the coming of age of the industrial revolution."		Why did war break out in 1914?		TWO bullets and twenty million deaths – why did murder lead to war in 1914?	
<p>Long term Causes:</p> <p>Militarism – Britain had a powerful navy, due its large empire. Germany began to challenge this by building dreadnoughts and, eventually, they developed U-boats (submarines). The rest of Europe had vast armies and were prioritising military spending after 1900. France = 1.25 million soldiers; 28 battleships; Britain = 711,000 soldiers; 64 battleships; Germany = 2.2 million soldiers; 40 battleships; Russia = 1.2 million soldiers; 16 battleships</p> <p>Alliances – The British were concerned about the growth of German industrial power and the Kaiser's ambitions for an empire. The alliance system split Europe with the alliance power block in the middle and the entente surrounding it. This dramatically increased tensions.</p> <p>Imperialism – The Great Powers had divided up Africa and now Germany wanted to build an empire. Britain had taken £1000 million in tax and good from their colonies between 1750 and 1900 and held strategic positions such as the Suez canal in Egypt. Germany wanted their 'place in the sun'.</p> <p>Nationalism – There had been a build up of nationalism as countries tried to gain self-determination (independence) from big empires. An example of this was Serbia from the Ottomans. This created many tensions in the Balkan region and developed independence groups. Also in Africa Morocco was resisting French rule antagonised by Germany, and tensions flared up. Britain stood by France and the status quo was maintained.</p>		<p>Key terms:</p> <p>Alliances – Pacts made by countries to support each other if war broke out.</p> <p>Balkans – A region in south Eastern Europe, there was a power void after the Ottomans were defeated and new countries made like Bulgaria/ Serbia.</p> <p>Black Hand Gang – A Serbian nationalist movement, Gavrilo Princip was a member of it who assassinated ADF in 1914.</p> <p>Blank cheque – Germany made it clear to Austria they would support them no matter the consequences of their ultimatum with Serbia.</p> <p>Dreadnaught – Prestigious battleships developed by Britain and Germany.</p> <p>Great Powers – France, Britain, Germany, Italy, Russia and Austria-Hungary were considered strong countries in 1900 due to empire and industry.</p> <p>Imperialism – Desire to build an empire to trade with.</p> <p>Kaiser Wilhelm II - The leader of Germany during WWI and before.</p> <p>Militarism – The building-up of armies and navies, fuelling capacity for war.</p> <p>Moroccan crisis – In 1905 and 1911 Morocco was unstable, it was a French colony and unrest was encouraged by Germany to fight for independence.</p> <p>Nationalism – Belief your country is better than others; pride.</p> <p>Ottomans – The Turkish empire that was rapidly losing power in Europe.</p> <p>Rivalry – Competition between countries, e.g. Germany and Britain's navy.</p> <p>Sarajevo – The capital of Bosnia, where the assassination took place.</p> <p>Schlieffen plan – A German military plan from 1905 to take France quickly.</p> <p>Self-determination – A desire to have economic & political independence</p> <p>Serbs – A regional identity for people from Serbia and around the Balkans. Serbia wanted to create a bigger country uniting Serbs.</p> <p>The Entente Cordial – An agreement between France and Britain in 1904 to support each other.</p> <p>The Triple Alliance – An alliance between Germany, Austria-Hungary and Italy to support each primary other against Russia.</p> <p>The Triple Entente – Russia joined the Entente Cordiale in 1907.</p>			
<p>Short term Causes:</p> <p>The assassination at Sarajevo – This event sparked war. Germany were looking for an excuse. Serbia was allied with Russia which was good enough reason to protect their own interests and they implemented the Schlieffen plan, Britain defended Belgium's neutrality with France.</p>		<p>The Triple Alliance 1884</p> <p>Entente Cordiale 1904</p> <p>Moroccan crisis 1905</p> <p>Britain launches the Dreadnought 1906</p> <p>The Triple Entente 1907</p> <p>Bosnian Crisis 1908</p> <p>A-H, Arch Duke FF assassinated by Black Hand Gang 28th August 1914</p> <p>Austria offered Serbia an ultimatum 1914</p> <p>Serbia rejected it so A-H declared war on Serbia Germany gave A-H a blank cheque</p>		<p>Germany declared war on Russia, 1st Aug 1914</p> <p>Britain declared war on Germany to protect Belgium neutrality, 4th August 1914</p> <p>War of attrition begins 1914</p>	

A. Keywords

- Enfranchisement** - To be given the right to vote.
- Manifesto** - A public set of political aims written down.
- Propaganda** - Information used to promote a political point that can be misleading or untrue.
- Property Rights** - The ability to own land and housing, many women could not gain access to ownership.
- Representation** - speaking or acting on behalf of someone.
- Suffrage** - The right for women to vote in elections.
- Tactics** - An action or strategy carefully planned to achieve a specific end.

B. Suffragist Movement

- Constitutional** - A peaceful way of campaigning, often using political methods, such as petitions.
- Marches** - A tactic used by both campaigns to get their message heard.
- NUWSS - National Union of Women's Suffrage Societies**, also known as suffragists, an organisation that wanted greater equality for women using peaceful methods of protest. Led by Millicent Fawcett.
- Suffragist** - A campaigner who believes in constitutional methods and tactics of campaigns.

D. War Time

- Home Front** - The people who stay and work in their country, during a foreign war.
- Munition factories** - Factories that supplied weapons during WW1, many women worked in them.
- Representation of the People Act** - Allowing men over 21 and women over 30 to vote.
- The Canary girls** - British women that worked in the munition factories, repeated exposure to TNT turned their skin orange, like canaries.
- War Effort** - People who were committed to supporting the troops abroad by mobilising at society at home, helping with supplies from food to munitions.

C. Suffragette Movement

- Arson** - Act of deliberately setting fire to property.
- 'Cat and Mouse' Act** - A law that allowed the police to rearrest women. The police let suffragettes on hunger strike free from prison, until they had eaten, only to arrest them again (pictured).
- Force feeding** - Police put a tube down the throats of women on hunger strike in prison to feed them, many drowned using this method.
- Militant** - Using confrontational organised tactics, such as destroying property.
- Petition** - A document signed by many people demanding political action by the government.
- Suffragette** - A campaigner who is prepared to use militant or violent methods and break the law.
- Terrorism** - The unlawful use of violence and intimidation, especially against civilians, in the pursuit of political aims.
- WSPU** - Women's Social and Political Union, also known as the suffragettes, a political organisation for women only that were led by the Pankhurst family and that were prepared to use militant tactics to achieve their aims.

C. Suffragette Movement

- Arson** - Act of deliberately setting fire to property.
- Annie Kenney** - A working-class socialist feminist who was active in the WSPU as a militant member and was arrested.
- Christabel Pankhurst** - Speaker for the WSPU in 1905. She trained as a lawyer but could not practice as a woman. She fled the country in 1912 for fear of re-arrest, and she unsuccessfully ran for parliament in 1918.
- Emeline Pankhurst** - Led the WSPU from October 1903. She took militant action such as arson and destroying property and was arrested many times, she went on hunger strike and was force-led. She died in 1928. Mother of Christabel.
- Emily Wilding Davidson** - Joined the WSPU in 1906. By 1911 she was increasingly militant. She was killed whilst campaigning in 1913.
- Millicent Fawcett** - She was a leading suffragist and leader of the NUWSS for over 20 years. She was a pivotal in women achieving the vote. She was dedicated to constitutional means and argued militancy was counterproductive.
- Nancy Astor MP** - Became the first female MP in 1919, she was American-British, upper-class, and replaced her husband as MP.

C. The War In The West

- Battle of the Atlantic** - Naval war at sea.
- Battle of Britain** - German aerial attack on Britain.
- Blockade** - U-boats (submarines) prevented American supply ships entering British seas.
- Bilts** - Aerial attack on civilian targets to break morale.
- D-Day** - Operation Overlord was the Allied amphibious invasion of Normandy in June 1944 (pictured).
- Dunkirk** - British soldiers were evacuated from northern France at the start of the war.
- Evacuation** - To remove people from somewhere dangerous to somewhere safe.
- RAF** - Britain's Royal Air Force.
- Rationing** - Limiting the number of supplies (food, fuel, clothes) in times of war.
- Winston Churchill** - Prime Minister of Britain, he led a war time coalition.

D. The Eastern Front

- Joseph Stalin** - Totalitarian leader of the Soviet Union (Russia).
- Operation Barbarossa** - German invasion of the Soviet Union.
- USSR** - After the communist revolution Russia became known as the USSR, the Union of Soviet Socialist Republics.
- Scorched Earth Policy** - The Soviets torched everything of use so the German offensive struggled to find supplies.
- Siege** - When a town is surrounded until the inhabitants surrender or starve.
- Stalingrad** - The Soviets defeated the German army by winning a brutal siege.

F. Origins Of The Cold War

- Capitalism** - An ideology that includes democratic elections, free trade, individual right, and freedoms.
- Cold War** - A war of words and threats, increasing tensions between two superpowers that threatened stability.
- Communism** - An ideology that has the Communist Party controlling government and the economy, it focuses on the rights of workers and greater equality.
- Conferences** - Yalta and Potsdam war conferences were held between the Grand Alliance to decide what to do with Germany.
- Ideology** - A system of ideas and beliefs that forms a political and economic system.
- Iron Curtain** - A symbolic barrier between the 'East' (communism) and the 'West' (democracy).
- Superpowers** - USSR and USA emerged from WWII as the world's biggest powers, but they had opposing ideologies and were suspicious of each other.
- Tension** - When tension increased there was a concern that it would lead to nuclear war.
- The Grand Alliance** - The Alliance created after 1941 to defeat Nazi Germany (Britain, USSR, and USA).

E. The Role Of USA

- General Eisenhower** - Led the D-Day landings for the allies.
- Isolationism** - Avoiding political and economic dealings with other countries.
- Lend-lease** - The American scheme to supply Britain and USSR in the war before their military joined in 1941.
- Manhattan Project** - American nuclear project that developed the first atomic bomb.
- Midway** - The naval battle where USA significantly hurt the Japanese fleet in 1942.
- FD Roosevelt** - 32nd President of USA from 1933-1945.
- Pearl Harbour** - American naval base in Hawaii that was bombed by Japan in 1941.

A. Keywords

- Allied Powers** - Alliance of countries opposing the Axis: Britain, and her Empire, USSR & USA (in 1941).
- Axis Powers** - Alliance of Fascist countries, Germany, Italy, Japan.
- Radar** - Technology that locates and tracks objects by bouncing radio waves off them.
- Total War** - An unrestricted war where the accepted rules of war are disregarded.
- Turning Point** - When something important happens that influences the course of the war.

B. Causes Of WWII

- Adolf Hitler** - Totalitarian leader of Nazi Germany 1933-45.
- Appeasement** - Giving in to a person or groups demands.
- Anschluss** - The unification of Germany with Austria.
- Blitzkrieg** - 'Lightning war', German term for fast-moving warfare.
- Fascism** - Far right ideology that spread across Japan, Italy and Germany and other countries.
- Lufwaffe** - The German air force.

1933 Hitler becomes Chancellor and rearms Germany.	Sept. 1938 The Munich agreement, Britain appeased Hitler.	March 1939 Hitler invades Czechoslovakia.	Sept. 1939 Britain and France declare war on Nazi Germany.	May 1940 Evacuation of Dunkirk.	July to October 1940 The Battle of Britain.	June 1941 Germany invades Russia, Operation Barbarossa.	Dec. 1941 Pearl Harbour, America join the war.	1943 Germany surrender at Stalingrad.	6th June 1944 D-Day landings.	8th May 1945 Germany surrender.	August 1945 USA drop A-bombs on Japan.	1946 Churchill's 'Iron Curtain' speech: start of the Cold War.
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Stage 1: Persecution Of The Jews In The Early 20th Century

- Keywords:**
- Anti-Semitism** - Hostility or prejudice against Jewish people.
 - Pogrom** - Violent attacks directed against an ethnic minority.
 - Stereotype** - A widely held but very simplified and often untrue view of a group of people e.g. English people all drink tea.
- Key dates:**
- 1905** - The worst of a wave of pogroms in Odessa; The Protocols of the Elders of Zion are published; The Alien Act passed in Britain.

Stage 2: Life For Jews In Nazi Germany 1933-39

- Keywords:**
- Aryan** - An ancient European race which was the racially pure master race according to Hitler.
 - Nuremberg Laws** - Passed in 1935 stripping Jews of all their rights as German citizens.
 - Kristallnacht** - The 'night of broken glass' in which the Nazis and SA smashed and burnt Jewish business and synagogues.
- Key dates:**
- 1 April 1933** - SA boycott of shops and business owned by Jews.
 - 1935** - Nuremberg Laws passed.
 - 1938** - Kristallnacht marks the first acts of violence against Jews in Nazi Germany.

Stage 3: The Treatment Of The Jews During WWII:

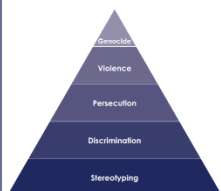
- Key people:**
- SS** - Elite Nazi troops who were involved in carrying out the Holocaust.
- Keywords:**
- Concentration camp** - Where political prisoners and undesirables were imprisoned and forced into hard labour.
 - Collaborator** - Local people from invaded countries (e.g. Poland, Lithuania) who carried out atrocities and were also anti-Semitic.
 - Ghetto** - Walled-off areas in cities in which Jews were forced to live.
 - Systematic** - In which something is done methodically, according to a plan.
- Key dates:**
- 1939** - Jews are rounded up into ghettos.
 - 1941** - Einsatzgruppen start murdering Jews in occupied areas.

Stage 4: The Final Solution From 1942:

- Key people:**
- Himmler** - Head of the SS.
 - Heydrich** - Head of SS Einsatzgruppen and architect of the Final Solution.
 - Goering** - Head of the Nazi economy.
 - Goebbels** - Minister for propaganda.
- Keywords:**
- Fuhrerprinzip** - The leader principle.
- Key dates:**
- 1942-45** - Zyklon B gas begins to be used to kill Jews in purpose built extermination camps.

What Was Life Like For Jews In Germany Before The Nazis?

- Keywords:**
- Assimilation** - The process by which a minority integrates socially, culturally and politically into the dominant culture.
 - Dolfschoss** - The 'stab in the back'.
- "There is, in fact, no group of people more attached to their native soil than the Jews. In Germany, the Jews have been continuously resident in the country since at least the year 320 and probably much longer."
Joseph Lefkovich, 1936



You can also use Seneca— ask your teacher about it.

And do not forget to use your class books – these will have everything you need to revise

ICT

There will be a 30-minute exam based off the topics you have done so far in Computing and Enterprise.

Programming

- Use of variables
- Use of functions
- Use of loops
- Use of if statements
- Begin to use user defined functions
- Create programming code to solve problems
- Testing / Errors

Enterprise

- Entrepreneurs
- Research methods
- Business promotion methods
- Marketing – Understanding needs of customers
- Objectives and Stakeholders

Useful resources

KS3 Computer Science - BBC Bitesize KS3 Computer Science - BBC Bitesize

For Enterprise, the students exercise book or episodes of Dragon's Den.

and Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com) - look for ks3 computing.

Mathematics

Below are the topics and Sparx codes to revise for the end of year assessments. By going onto the independent study section on Sparx (shown below), you can use the Sparx codes to revise by trying the questions and watching the videos. If you have any questions, please ask your teacher.

Assessments: 2 x 1hour exams, a non-calculator and a calculator paper (1 of each)

Topic	Description	Sparx Codes
9.01 Decimal Manipulation	Apply all four operations (non calculator) with decimals, including both dividing a decimal by an integer and dividing a number by a decimal	U417, U478, M462, U735, U127, U293, U453, U868, U976
9.02 Estimation and Limits of accuracy	Complete estimations by rounding (rounding to both one significant figure and applying sensible rounding), writing error intervals using inequality notation for rounded or truncated numbers	U480, U298, U731, U965, U225, U657, U587, U108, U301
9.03 Related Calculations	Recognise and use relationships between operations to write the answer to a related calculation from a given calculation	U735
9.04 HCF & LCM of large numbers	Use prime factor decomposition and Venn diagrams in order to find the HCF and LCM of large values	U211, U751, U529, U236, U739, U250
9.05 Fraction Calculations	Apply all four operations (non calculator) when working with fractions and mixed numbers (includes different denominators, fractions of an amount, writing a number as a fraction of another) and finding the reciprocal numbers)	U736, U692, U793, U475, U224, U544, U538, U881, U916, U163
9.06 Algebraic Manipulation	Collecting like terms and simplifying expressions involving all four operations, use the identity symbol, adding fractions with algebraic numerators, multiplying and dividing simple algebraic fractions	M795, U613, M830
9.07 Index Laws	Working with the laws of indices (including negative and fractional indices), using index notation for integer powers of 10 (including negative powers)	U105, U622, U103, U437, U685, U457, U824
9.08 Standard Form	Convert between ordinary numbers and standard form, calculate with standard form (all four operations)	U330, U534, U264, U290, U161
9.09 Expanding & Factorising	Expanding double brackets, factorising quadratics (where the coefficient of x^2 is 1), difference of two squares	U179, U365, U768, U178, U963
9.10 Expressions & Substitution	Substitution into algebraic formulae, basic functions - inputs and outputs, use algebra to show expressions are equivalence, know the difference between an equation and an identity	M175, M428, U201, U585, U144
9.11 Direct and Inverse Proportion	Use proportion to answer problems involving exchange rates and best buys, use basic inverse proportion, interpret conversion graphs	U721, U610, U357, U640, U407, U364, U138, U238, U369
9.12 Probability	Describe probability using the probability scale, calculate expected outcomes, mutually exclusive	U408, U510, U683, U166, U104, U476,

	outcomes, experimental probabilities, probability from two way tables, sample spaces, samples, set notation and Venn diagrams. Product rule for counting.	U748, U296, U280, U580
9.13 Solving Linear Equations	Solve linear equations which contain brackets, fractional coefficients, negative solutions Solve linear equations in one unknown with unknowns on both sides, solve equations using fraction manipulation	U755, U325, U585, U144, U870, U599, U505
9.14 Inequalities	Solve linear inequalities in one variable, represent and interpret solutions sets on a number line, solve two inequalities in one variable and compare to see which value(s) satisfy both	U759, U509, U738, U145
9.15 Sequences	Recognise and use the sequence of triangular, square and cube numbers, generate terms of a term-to-term sequence Find the nth term of a linear sequence, use the nth term of a linear sequence to determine whether a given number is in that sequence	U213, U530, M381, M241, U498, U978, U680, U958
9.16 Pythagoras	Use Pythagoras' Theorem to find missing sides in a right-angled triangle and to find the distance between two points Justify whether a triangle with three given sides in right-angled or not	U851, U385, U541
9.17 Interior and Exterior Angles	To calculate interior and exterior angles of (regular) polygons, find the total angle sum of a given polygon	U447, U390, U730, U628, U732, U329, M985, U427
9.18 Vectors	To use column vectors, addition and subtraction of column vectors and interpretation of diagrammatic vectors, to identify whether a pair of column vectors are equal or not.	U196, U903, U564, U632, U660
9.19 Basic Transformations	Reflection and rotational symmetry, understand all 4 Transformations - rotation, reflection, translation, enlargement (with a positive scale factor), identify the equation of a line of symmetry	U196, U799, U696, U519

You can find the Independent Study section at the bottom of the page after logging in

Physics

There is 1 Physics paper lasting 40 minutes consisting of 40marks

This paper can assess knowledge from any topics covered throughout the full key stage 3 course.

These topics are:

- Energy
- Forces and Motion
- Light and Space
- Electricity and Magnetism
- Matter
- Forces in Action
- Sound waves

All science papers will assess working scientifically skills such as planning and evaluating investigations, processing experimental results and graph work.

Useful resources:

Knowledge organisers and curriculum details can be found at [Stockport Academy > Students > Independent Study \(stockport-academy.org\)](https://stockport-academy.org)

Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](https://www.senecalearning.com)

Religious Studies

The Religious Studies exam will be 1 hour long.

The units assessed will be **Issues of Equality** and **Life and Death**. You will need to revise the following topics:

Issues of Equality

- Why is equality important?
- What does religion teach about equality?
- Racism and scripture
- The fight for racial equality
- Gender equality
- Women in worship
- LGBTQ+ issues
- Disability issues

Life and Death

- What's the right thing to do? (Phillipa Foot's Trolley Problem)
- Natural Law (Thomas Aquinas)
- Situation Ethics (Joseph Fletcher)
- Sanctity of Life & Quality of Life
- Abortion
- Euthanasia
- Capital Punishment
- Animal Rights

Useful Resources:

The following resources will be uploaded to/link on Arbor on Tuesday 07/05

- Knowledge Organisers
- Keyword Sheets
- Seneca: 'Life & Death' and 'Equality' units

Keywords Equality		Knowledge Organiser Equality	
1	Equality	11	Equality
2	Equality	12	Equality
3	Equality	13	Equality
4	Equality	14	Equality
5	Equality	15	Equality
6	Equality	16	Equality
7	Equality	17	Equality
8	Equality	18	Equality
9	Equality	19	Equality
10	Equality	20	Equality
Knowledge Organiser Equality		Keywords Life and Death	
1	Equality	11	Abolition
2	Equality	12	Age
3	Equality	13	Abolition
4	Equality	14	Abolition
5	Equality	15	Abolition
6	Equality	16	Abolition
7	Equality	17	Capital Punishment
8	Equality	18	Capital Punishment
9	Equality	19	Capital Punishment
10	Equality	20	Capital Punishment

3.1.1 What is the Right Thing To Do?

What is the Right Thing To Do?

How do we decide how to behave? When faced with matters of life and death, what is the right thing to do? It is not always obvious. We can see this by looking at a problem often used in teaching philosophy.



Spanish

There will be 2 papers.

1. Receptive skills (Listening and Reading) - 45 minutes
2. Writing skills – 45 minutes

They will cover the following units of work

	Relationships with Family and Friends
	Character descriptions and relationships
	Free time activities in the past and future
	A good friend
	My ideal partner
	When you were younger
	Festivals and Traditions
	Food and drink
	Festivals around the world
	Celebrations in the past and future
	Describing a photo
	The French speaking world
	Where I live and what you can do
	Now and before
	Comparing places to live in the world
	Going shopping
	The world around us
	Environmental advice

	Children's rights
	Fair trade and volunteering

	Linguistic structures
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

	y7 Content
	Greetings and Introductions
	Family
	School
	Where I live

	y8 Content
	Holidays
	Going out and Staying in
	Health and Fitness
	School, Future Plans and Jobs

These are the units of work covered in Year 9 and a reminder of the y7 and 8 units too. Once you have revised each unit, you can tick it off the list. This booklet (link below) contains exercises covering all topics, links to quizzes and some fun online videos and texts. Additional useful resources: -

<https://curriculum.unitedlearning.org.uk/Curriculum?r=92927>

It is also recommended to use the Look, Cover, Write and Check to supplement learning key vocabulary and key structures.

Additional useful resources: -

- Knowledge Organisers provided to all students at the beginning of term
- Fluency Sheets
- Sentence Builders
- Language Nut
- Language Gym (www.language-gym.com) UK Server
- BBC Bitesize
- Oak National Academy

Revision Timetable

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
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Day	Morning	Afternoon	Review points
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Day	Morning	Afternoon	Review points
Saturday			
Sunday			
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Tuesday			
Wednesday			
Thursday			
Friday			