

Year 9

End of Year Assessment Revision Topics

Date: W/C 1st June



Stockport Academy

The best in everyone™

Part of United Learning

Contents

Biology	3
Chemistry	4
English	5
French	6
Geography	7
History	8
Information Technology and Enterprise	9
Mathematics	10
Physics	11
Religious Studies	13
Spanish	15
Revision Timetable	16

Biology

There will be 1 Biology paper, which will be 30 minutes long

Biology

7BC Cells, tissues and organs

- use a light microscope to view cells and produce a clear image in focus
- label plant and animal cells and state the job of each organelle
- compare plant and animal cells, including cell wall, chloroplasts and vacuole
- explain diffusion as movement from high to low concentration
- describe how some unicellular organisms are adapted to survive
- state the order of organisation: cell → tissue → organ → organ system → organism
- identify the main organs of the digestive system and their roles
- describe the structure and function of the human gas exchange system

7BR Reproduction and variation

- label the male and female reproductive systems and describe the function of each part
- describe the menstrual cycle, ovulation and menstruation in simple terms
- explain fertilisation, gestation and birth in humans
- state that gametes are sex cells and carry genetic information
- label the parts of a flower and explain how pollination happens
- describe fertilisation, seed formation and fruit formation in plants
- compare wind and insect pollination
- describe seed dispersal methods and distinguish continuous and discontinuous variation

8BE Ecological relationships and classification

- describe food chains and food webs and explain interdependence in ecosystems
- explain why insect-pollinated crops matter for food supply
- describe decay and state the conditions that make decay happen fastest
- describe how toxic materials can build up in food chains
- explain how variation and competition can drive natural selection
- describe how environmental change can lead to extinction
- explain why biodiversity matters
- describe how gene banks help preserve hereditary material

8BD Digestion and nutrition

- describe the components of a balanced diet and explain why each is needed
- describe food tests for starch, sugar, protein and fat
- explain why different people have different energy requirements
- describe the health effects of an imbalanced diet
- identify the main parts of the digestive system

- state that food is broken down mechanically and chemically
- describe enzymes as biological catalysts that speed up digestion
- describe the importance of bacteria in the human digestive system

9BB Biological systems and processes

- describe the four main functions of the skeleton: support, protection, movement and blood cell production
- explain how muscles work in antagonistic pairs and link this to movement
- describe the effects of smoking and recreational drugs on health and life processes
- describe the structure of the lungs and how alveoli are adapted for gas exchange
- explain breathing in and out using a pressure model
- describe the impact of exercise, asthma and smoking on the gas exchange system
- compare aerobic and anaerobic respiration, including word equations and energy release
- describe anaerobic respiration in microorganisms as fermentation
- state that genes are sections of DNA found on chromosomes and inherited from parents
- describe the contribution of Watson, Crick, Wilkins and Franklin to the DNA model

9BP Plants and photosynthesis

- describe how roots take up water and mineral ions from the soil
- write the word equation for photosynthesis
- state that photosynthesis needs light and happens in chloroplasts
- describe the role of stomata in gas exchange
- describe how leaves are adapted for photosynthesis
- explain why photosynthetic organisms are the basis of most food chains
- describe how plants help maintain oxygen and carbon dioxide levels in the atmosphere
- explain why pollination is important for seed production and food security

Chemistry

There is 1 Chemistry paper, which will be 30 minutes long

Chemistry

7CP Particles

- describe the arrangement and movement of particles in solids, liquids and gases
- use the particle model to explain the properties of each state and gas pressure
- name changes of state and explain them using particles
- state that mass is conserved during changes of state
- define pure substance, mixture and solution
- describe diffusion as particles spreading out
- describe filtration, evaporation, distillation and chromatography as separation methods
- interpret a simple chromatogram and describe energy changes in changes of state

7CC Chemical reactions

- state that chemical reactions rearrange atoms and conserve mass
- write simple word equations for reactions
- identify evidence that a chemical reaction has happened
- define acids, alkalis and neutral substances using indicators and pH
- use the pH scale to compare acidity and alkalinity
- describe neutralisation as acid + alkali/base → salt + water
- state the general reaction: acid + metal → salt + hydrogen
- name common hazard symbols and explain why chemical safety matters

8CM Materials and the Earth

- describe the properties of ceramics, polymers and composites
- describe the composition and structure of the Earth
- explain how igneous, sedimentary and metamorphic rocks form
- describe the rock cycle in simple terms
- explain why Earth provides limited resources and why recycling matters
- describe the carbon cycle
- state the main gases in the atmosphere
- link carbon dioxide released by human activity to climate change

8CP The periodic table

- describe the Dalton and Bohr models of the atom in simple terms
- distinguish between atoms, elements and compounds
- use symbols and simple formulae for elements and compounds

- state that chemical reactions rearrange atoms and conserve mass
- write simple symbol equations
- describe how Mendeleev organised the periodic table
- identify periods, groups, metals and non-metals on the periodic table
- predict the properties of groups 1 and 7 and draw electron arrangements for the first 20 elements

9CR Reactivity

- use the reactivity series to predict how metals will react
- describe displacement reactions and predict when they happen
- write word and simple symbol equations for reactions
- describe the properties of metals and non-metals
- state the general equation: metal + acid \rightarrow salt + hydrogen
- state the general equation: acid + metal carbonate \rightarrow salt + water + carbon dioxide
- describe metal oxides as usually basic and non-metal oxides as often acidic
- explain that carbon can extract some metals from their oxides and link uses of metals to their reactivity

9CE Energetics and rates

- describe combustion, oxidation and thermal decomposition
- state that mass is conserved in chemical reactions
- write simple balanced symbol equations
- describe what a catalyst does and state that it is not used up
- compare exothermic and endothermic reactions
- state that reaction rate can be measured by recording reactants used or products made over time
- describe how temperature, concentration, surface area and catalysts affect reaction rate
- interpret simple rate graphs and explain patterns using collision ideas

English

Paper One is 45 minutes and assesses students' reading ability.

Students will be asked to respond to one question on **The Crucible by Arthur Miller**, the play they studied in Summer Term 1.

The question will focus on either a character or theme from the text as a whole. For example:

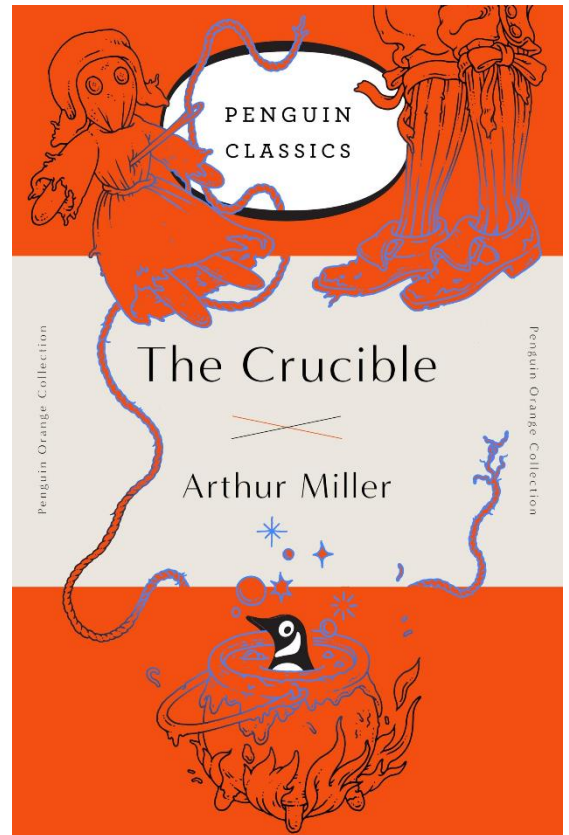
How is the character of Abigail Williams presented in the play?

Or

How does the writer present ideas about justice throughout the play?

The criteria below outlines the skills students are assessed on:

- The student can present ideas about the text and give reasons for the ideas which form a developed and coherent response.
- The student can provide a detailed explanation of the impact of the writer's methods.
- 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 specific to the text type and specifically refers to the writer's intent.



Paper Two is 45 minutes and assesses students' writing ability.

Students will be asked to complete a transactional writing task. This could include writing a letter, article, speech, or review. For example:

Write a formal letter of complaint to a company.

Or

Write an article persuading young people to take up a new hobby.

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 two papers, each paper will be 45 minutes long.

1. Receptive (Listening and Reading skills)
2. Productive (Writing skills)

Both papers will cover the following units of study: -

✓	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

Useful resources:

- Knowledge Organisers – Essential Knowledge
- United Learning - <https://curriculum.unitedlearning.org.uk/Curriculum?r=92929>
- BBC KS3 Bitesize

Geography

There will be one paper, which will be 60 minutes long.

It will contain questions relating to the following units:

- Climate change
- Life in a NEE

Useful resources:

- Knowledge organisers for both units are available here: [Stockport Academy > Information > Curriculum > Humanities \(stockport-academy.org\)](https://www.stockport-academy.org/)
- Fluency sheets (each pupil has these stuck in their books at the start of each unit).

Weather and climate		C. The UK's air masses (4)		D. The types of precipitation (3)		Climate Change		C. Natural climate change (3)		D. Human-induced climate change (8)	
Background: 1. Weather and climate are different, however both are influenced, measured and described by a few factors (A) 2. The climatic conditions of an area are determined by several factors (B) 3. There are four distinct climatic zones in the UK, which are determined by the direction of the prevailing wind (C) 4. Precipitation is caused when warm air rises. There are three ways that this can happen (B, D) 5. High pressure air systems bring warm, settled weather conditions (E) 6. Low pressure air systems bring wet, changeable weather conditions (F) 7. Tropical storms (an example of a low pressure climatic hazard) need certain conditions to form (G) 8. Hurricane Katrina is a famous tropical storm that affected the USA in 2005 (H)		Tropical maritime Wind from the south west brings wet weather, with warm temperatures in the summer, but mild in the winter.		Convictional Produced when warm air rises, cools and condenses, forming clouds and then rainfall.		Background: 1. Since the 1960s the global climate has been recorded. 2. Since then 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)		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 sun spots.		Greenhouse effect The way that gases in the atmosphere trap heat from the sun. Like glasses in a greenhouse they let heat in, but 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 .	
A. Weather and climate (5) Weather The day-to-day conditions of the atmosphere which change quickly. Climate The average weather conditions over longer periods of time. Precipitation Any form of water falling from the sky. Humidity The amount of moisture in the air. Air pressure The force exerted onto the Earth's surface by the weight of the air.		Tropical continental Wind from the south east brings dry weather, with hot temperatures in the summer, but mild in the winter. Polar continental Wind from the north east brings dry weather with cold temperatures in the summer, and often freezing conditions in the winter. Polar maritime Wind from the north west brings wet weather with cold temperatures.		Frontal Warm air meets cold air and rises because it is less dense. It cools, condenses forming clouds, then precipitation. Relief Warm air is forced to rise as it meets a hill or mountain. It cools at high altitude, condenses and forms clouds, then precipitation.		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.		Orbital change The orbit of the sun changes from oval (ellipses) to circular approx. 93,000 yrs. E. Effects on people (8) 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 have to spend more money on disasters instead of developing. Environmental refugees Pressure on countries to accept refugees.		F. Effects on the environment (4) Sea temperature rises Coral bleaching and destruction of marine ecosystems. More droughts Migration/ death of species which can not 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.	
B. Factors affecting weather and climate (4) Latitude Higher latitudes are colder. Lower latitudes (nearer the equator) are hotter. Winds Wind can bring different weather conditions depending on where it comes from. Altitude Higher areas get more rainfall and are colder than low land. Urban areas Can be 2.2°C warmer than the surrounding rural areas.		E. How is the air moving? Conditions (3) 1. Calm weather with a cloudless sky. 2. Hot weather in summer, cold weather in winter. 3. Morning frost is common. F. How is the air moving? Conditions (3) 1. Unsettled weather which can change quickly. 2. High winds and high cloud cover. 3. Precipitation occurs as rising air cools and condenses.		High pressure systems Areas where air is sinking, this air has little moisture. Positive impacts (2) 1. Lots of sunlight means farmers can grow more crops. 2. Increase in tourism, which boosts the local economy. Negative impacts (2) 1. Places such as Spain and Portugal are at high risk of forest fires during prolonged dry periods. 2. Can cause fog in the winter, which can lead to traffic accidents.		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 e.g. paintings of ice fairs on the frozen Thames 500 years ago.		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.		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.	
G. Causes of tropical storms (3) High temperatures Oceans have to be 26.5°C or higher. Weather system A low pressure system means air rushes in and causes high winds. Deep ocean Warm water is the power source for a tropical storm and should be 60 metres deep or more.		H. Case study example: Hurricane Katrina 2005 Where? New Orleans, south coast of the USA. Effects (3) 1. 1,836 died. 2. 10,000 people homeless. 3. Floods were up to 3 metres deep in places. Responses (2) 1. 5,105 billion was spent on rebuilding. 2. 10,000 people evacuated to the Superdome for shelter.									

- Pupils must know about a named example of a weather event. We studied Cyclone Idai. For this they must learn at least specific facts about the tropical storm (for example the city most affected), 2 impacts (for example death toll) and 2 responses (for example search & rescue).
- Pupils must learn the different types of evidence that show climate change is taking place and the causes of climate change (both natural and human).
- SENECA key stage 3 geography, the weather and climate change units will be helpful. We have set these for all Y9 classes to work through. Their log in for SENECA is the same as last year or pupils can log in using Microsoft 365, which is their school email address and password.
- Exercise books are very useful as they contain everything that has been taught. Pupils can take their books home, but must remember to bring them in when they have geography lessons. They are no use if left in the classroom in a box all the time!

History

There will be one paper, which will be 1 hour long.

Unit 1: World War One

	Who were the world's 'Great Powers'?
	Long term causes of World War One - alliances
	Long term causes of World War One – militarism
	Short term causes of World War One - assassination

Unit 2: Suffrage

	Why did women get the vote - suffragettes
	Why did women get the vote - suffragists
	Why did women get the vote – supporting the war effort

Unit 3: Shifting world orders in the modern world

	How did political ideologies shape Europe?
	How did Hitler seize control of Germany <ul style="list-style-type: none">- Propaganda- Great Depression
	How did Europe fall under the control of dictators?

Unit 4: The Holocaust

	How did the treatment of Jews escalate in Nazi Germany? <ul style="list-style-type: none">- Boycott, 1933- Nuremberg Laws, 1935- Kristallnacht, 1938- Ghettos, 1939- Concentration camps and death camps
	Why could you argue that leading Nazi's were responsible for the Holocaust?
	Why could you argue Hitler was responsible for the Holocaust?
	Why could you argue that no-one was responsible for the Holocaust, and it was born out of a chaotic regime?

Information Technology and Enterprise

There will be one paper, which is 30 minutes long

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
- Market research
- Research methods
- Business promotion methods

Computer Science

- Hardware inside the computer –e.g. RAM, CPU, Secondary Storage
- Binary – Numbers, Text, Images and Sound
- Basic algorithms – Inputs, Processes, Outputs
- Flowcharts

Useful resources

- KS3 Computer Science - BBC Bitesize
- Knowledge organisers on school's website
- **Enterprise:** the students exercise book or episodes of Dragon's Den.
- Students can access revision materials at Seneca Learning. [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#) - look for ks3 computing.

Mathematics

Paper 1 – 45 minutes – non-calculator

Paper 2 – 45 minutes – calculator

Below are the topics and topic code to revise for the assessment. By going onto the independent study section on Sparx (shown below), you can use the Sparx codes to get videos and questions to complete to help you revise the topics. If you have any questions, please ask your teacher.

Topic		Sparx Codes
<input type="checkbox"/> 9.01	Decimal Manipulation	U417, U478, M462, U735, U127, U293, U453, U868, U976
<input type="checkbox"/> 9.02	Estimation and Limits of accuracy	U480, U298, U731, U965, U225, U657, U587, U108, U301
<input type="checkbox"/> 9.03	Related Calculations	U735
<input type="checkbox"/> 9.04	HCF & LCM of large numbers	U211, U751, U529, U236, U739, U250
<input type="checkbox"/> 9.05	Fraction Calculations	U736, U692, U793, U475, U224, U544, U538, U881, U916, U163
<input type="checkbox"/> 9.06	Algebraic Manipulation	M795, U613, M830
<input type="checkbox"/> 9.07	Index Laws	U105, U622, U103, U437, U685, U457, U824
<input type="checkbox"/> 9.08	Standard Form	U330, U534, U264, U290, U161
<input type="checkbox"/> 9.09	Expanding & Factorising 2	U179, U365, U768, U178, U963
<input type="checkbox"/> 9.10	Forming expressions & substitution	M175, M428, U201, U585, U144
<input type="checkbox"/> 9.11	Direct and Inverse Proportion	U721, U610, U357, U640, U407, U364, U138, U238, U369
<input type="checkbox"/> 9.12	Probability 1	U408, U510, U683, U166, U104, U476, U748, U296, U280, U580
<input type="checkbox"/> 9.13	Solving equations 2	U755, U325, U585, U144, U870, U599, U505
<input type="checkbox"/> 9.14	Inequalities 1	U759, U509, U738, U145
<input type="checkbox"/> 9.15	Sequences	U213, U530, M381, M241, U498, U978, U680, U958
<input type="checkbox"/> 9.16	Pythagoras	U851, U385, U541
<input type="checkbox"/> 9.17	Interior and Exterior Angles	U447, U390, U730, U628, U732, U329, M985, U427
<input type="checkbox"/> 9.18	Vectors 1	U196, U903, U564, U632, U660
<input type="checkbox"/> 9.19	Transformations 1	U196, U799, U696, U519

Log in to Sparx Maths as usual (using school email address or username and password)

Select the independent learning section on the left hand side

Search for a topic or a Sparx code (select "Key Stage 3" if the code starts with an M or select "GCSE" if the code starts with U)

Videos and questions available

Physics

There is 1 Physics paper, which will be 30 minutes long

Physics

7PF Forces and motion

- state that forces are pushes or pulls caused by interactions between objects
- draw and interpret force arrows in one dimension
- distinguish between balanced and unbalanced forces
- describe friction, air resistance and water resistance as forces that oppose motion
- state that force is measured in newtons
- calculate pressure using $\text{pressure} = \text{force} \div \text{area}$
- calculate weight using $\text{weight} = \text{mass} \times \text{gravitational field strength}$
- calculate average speed and interpret distance–time graphs and relative motion

7PE Energy

- describe examples of energy being transferred between objects and stores
- explain heating and cooling as transfer from hotter to colder objects until thermal equilibrium
- compare conduction, convection and radiation
- explain why insulators reduce thermal energy transfer
- state that total energy is conserved
- compare movement, thermal, elastic, gravitational and chemical energy changes in simple situations
- distinguish between energy and power
- compare fuels, energy resources, food energy and appliance power ratings

8PL Light and space

- state that light can travel through a vacuum and is very fast
- describe absorption, diffuse scattering and specular reflection
- use simple ray ideas for mirrors, pinhole cameras, refraction, convex lenses and the eye
- describe how light transfers energy to the retina and cameras
- describe colour in terms of light frequencies and absorption/reflection
- describe gravitational forces between Earth, Moon and Sun in simple terms
- calculate weight on different planets and explain seasons using Earth's tilt
- compare stars, galaxies and light years as astronomical ideas

8PE Electricity and magnetism

- define current as flow of charge and compare series and parallel circuits
- measure current and potential difference with the correct meters
- calculate resistance using $\text{resistance} = \text{potential difference} \div \text{current}$
- distinguish between conductors and insulators

- describe charging by friction as transfer of electrons
- describe forces between charged objects and the idea of an electric field
- describe magnetic poles and draw simple magnetic field patterns
- describe Earth's magnetism, electromagnets and the basic idea of a direct current motor

9PS Sound waves

- compare sound waves, light waves and waves in matter
- state that sound waves are longitudinal and need a medium to travel
- describe reflection, absorption and superposition of waves
- state that frequency is measured in hertz and compare hearing ranges of humans and animals
- describe how sound is produced by vibrations and detected by ears and microphones
- compare the speed of sound in air, liquids and solids
- describe echoes and how they are caused by reflected sound
- describe uses of ultrasound in medicine and industry

9PF Forces in action

- define a moment and calculate it using $\text{moment} = \text{force} \times \text{distance from the pivot}$
- explain that simple machines act as force multipliers but move a smaller distance
- describe how forces can stretch, squash or deform objects
- measure extension or compression and relate it to force
- describe Hooke's law as a linear relationship between force and extension for some springs
- calculate work done using $\text{work} = \text{force} \times \text{distance moved}$
- describe energy transfer and internal energy when objects deform
- describe balanced forces and equilibrium in simple mechanical systems

9PM Matter

- describe how atmospheric pressure changes with height
- describe how pressure in liquids increases with depth and explain upthrust, floating and sinking
- state that melting, freezing, evaporation, condensation, sublimation and dissolving are physical changes
- compare solids, liquids and gases using particle arrangement, movement and spacing
- describe Brownian motion and diffusion in liquids and gases
- distinguish between physical and chemical changes
- calculate density using $\text{density} = \text{mass} \div \text{volume}$
- explain how temperature changes particle motion and spacing, including the unusual behaviour of water when it freezes

Working Scientifically across KS3

WS Working scientifically across KS3

- use objectivity and think about accuracy, precision, repeatability and reproducibility
- explain that scientific explanations can change when new evidence appears
- identify hazards, evaluate risks and suggest control measures
- ask questions, plan enquiries and write simple hypotheses and predictions
- identify independent, dependent and control variables
- select suitable apparatus, make observations and record data clearly
- present results in tables and graphs with correct labels and units
- calculate means, use range and spot anomalies or patterns in data
- evaluate methods and results and suggest sensible improvements
- use SI units and rearrange simple equations when needed

Religious Studies

There will be one paper which will be 1 hour long

Section A: Issues of Equality [25]

- Religion and equality
- Fight for racial equality
- Gender and equality
- LGBTQ+
- Disability

Section B: Issues of Life and Death [25]

- Natural law
- Situation Ethics
- Abortion
- Euthanasia

You should use the below to help you revise:

- Knowledge organisers
- Exercise books

Knowledge Organiser Equality					
1	Equality	The state of being equal, especially in status, rights, or opportunities.	11	Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group.
2	Privilege	A special right, advantage, or immunity granted or available only to a particular person or group.	12	Slavery	A condition of having to work very hard without proper pay or appreciation.
3	Prejudice	Pre-judging a person or group based on aspects of their identity in a negative way.	13	Liberation	The action of setting someone free from imprisonment, slavery, or oppression
4	Discrimination	The unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability.	14	Liberation Theology	A movement in Catholic Christianity which attempts to address the problems of poverty and social injustice as well as spiritual matters.
5	Justice	Fairness; the principle that people receive that which they deserve.	15	Social Change	Changing of the social order of a society.
6	Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.	16	Gender	A word that is used to talk about how people express masculine (traits most people think of as male) or feminine (traits most people think of as female) traits.
7	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.	17	Gender Equality	The state in which access to rights or opportunities is unaffected by gender.
8	Rights	A moral or legal entitlement to have or do something.	18	Feminism	The advocacy of women's rights on the ground of the equality of the sexes.
9	Universal Declaration of Human Rights	An international document that states the rights and freedoms of all human beings.	19	LGBTQ	An acronym for lesbian, gay, bisexual, transgender and queer or questioning. Terms are used to describe a person's sexual orientation or gender identity.
10	Status	Position or rank in relation to others.	20	Disability	A physical or mental condition that limits a person's movements, senses, or activities.

Knowledge Organiser | Life & Death

What's the right thing to do?

- **Philippa Foot** was the thinker behind the Trolley problem. Whether to pull lever and kill 1 person or leave the train to hit 5 people.
- This is a moral dilemma which questions people's ethical choices.

Natural Moral Law

Thomas Aquinas was the **Christian** thinker behind the Natural Moral Law. There were 5 primary **precepts** (rules) that humans must follow (use **'POWER'** to remember them):

Preserve Life
Live in an **O**rded society
Worship God
Educate Children
Reproduce

To assist with these Aquinas developed Secondary precepts which help people to live by the Primary ones. E.g. **E**ducate children by sending them to **s**chool, and **P**reserve Life by not having an abortion.

Criticisms of Natural Moral Law

- Some Christians interpret these rules in an **absolutist** way – they want to follow them completely, so that may create a moral dilemma for them if they, for example, need an abortion due to health reasons.
- **Taking into account** the whole person
- They are based on a Christian idea of God (not everyone is Christian).

Situation Ethics

- Joseph Fletcher was the thinker behind Situation ethics. Fletcher said that we should do "**the most loving thing**" in any situation and focused on the use of the word **Agape**.
- For example, in the issue of **Abortion** if the woman's life is at risk from giving birth maybe the most loving thing to do is to have an abortion.
- This focuses on Quality of Life.

Criticisms of Situation Ethics

- **Slippery Slope:** For some things we need important guidelines for important choices, as just doing things on a case-by-case basis could be counter intuitive.
- Is "love" a good guiding principle? What love means to one person might be different to another- **instead** we should have clear, concise rules
- Some people use "love" to do "unloving" things - Scientists using animals for testing medicine.

Euthanasia

Types of Euthanasia;
 Voluntary Euthanasia,
 Active Euthanasia,
 Passive Euthanasia
 and Involuntary Euthanasia.

Euthanasia is illegal in the UK under the suicide act of 1961.

Capital Punishment

This is the legally **authorised** killing of someone as punishment for a crime. Known as the Death Penalty.

Examples: Electric Chair and Lethal injection

Abortion: A procedure to end a pregnancy.

Pro-life people would say that abortion is wrong because many believe that life starts at **conception** (when an egg and sperm meet). **Thomas Aquinas'** First primary precept to 'Preserve Life' also goes against abortion.

Christians and Muslims believe in the **sanctity of life** – this means that life is special (sacred) and a gift from God.

A **Christian** might say "**do not kill**". This is one of the Ten Commandments from the **Bible**.

They might also say "**God created mankind in our own image**" which suggests that humans look like God – so ended a human life is like ending God's life and destroying God's creation.

A **Muslim** might say "**do not take a life which Allah has made sacred**". This is from the **Qur'an**.

They might also say "**If anyone kills a person, it would be as if he killed the whole of mankind**" which shows that killing is not permitted in Islam, and causing one death is as terrible as killing everyone.

Pro-choice people would say that there are circumstances that need to be considered, such as the woman's health – is her life at risk? Joseph Fletcher's Idea of doing the "**most loving thing**" is important here.

Everyone has the "**right to life**" in the UDHR– this includes the pregnant woman, who's life may be at risk; Some people are not ready to have a child; Some people may be pregnant due to assault; some people may fear than another child will cause poverty for their family due to the **cost of living** crisis.

Knowledge Organiser | Life and Death

1	Morality	Principles concerning the distinction between right and wrong or good and bad behaviour.	11	Relativism	The view that morality exists in relation to culture, society, or historical context, and is not absolute.
2	Ethics	Moral principles that govern a person's behaviour or the conducting of an activity.	12	Agape	Unconditional love, "the highest form of love, charity" and "the love of God for man and of man for God".
3	Sanctity of Life	The view that all life is sacred because it is made by God.	13	Abortion	A procedure to end a pregnancy.
4	Quality of Life	The standard of health, comfort, and happiness experienced by an individual or group.	14	Pro-Life	Opposing abortion and euthanasia.
5	Rules	One of a set of explicit or understood regulations or principles governing behaviour.	15	Pro-Choice	Advocating the legal right of a woman to choose whether or not she will have an abortion.
6	Natural Moral Law	A system of laws based on close observation of human nature, given to humans by God.	16	Euthanasia	The painless killing of a patient suffering from an incurable and painful disease or in an irreversible coma.
7	Precept	A general rule intended to regulate behaviour or thought.	17	Capital Punishment	The legally authorized killing of someone as punishment for a crime.
8	Reason	The power of the mind to think, understand, and form judgements logically.	18	Animal Rights	the rights of animals to live free from human exploitation and abuse.
9	Absolute	A value or principle which is regarded as universally valid.	19	Dominion	To be in charge of something or rule over it.
10	Situation Ethics	The view that there should be flexibility in the application of moral laws according to circumstances.	20	Stewardship	The job of supervising or taking care of something.

Spanish

There will be two papers, each paper will be 45 minutes long.

1. Receptive (Listening and Reading skills)
2. Productive (Writing skills)

Both papers will cover the following units of study: -

✓	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

Useful resources:

- Knowledge Organisers – Essential Knowledge
- United Learning - <https://curriculum.unitedlearning.org.uk/Curriculum?r=92927>
- BBC KS3 Bitesize

Revision Timetable

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

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

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

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