

Year 11 Cohort 2023

Year 9



End of Year Assessments

Revision Support

Document



Year 9 Timetable

Week	Date	Period	Start	Year	Examination Paper	Length of Paper	Location
B	15th June	3	10:50	9	Maths	1hr	Sports Hall, LRC & N32
B	16th June	5	13:20	9	English Reading Paper	45mins	Sports Hall, LRC & N32
B	18th June	1	08:30	9	Religious Studies	55mins	Sports Hall, LRC & N32
A	21st June	5	13:20	9	English Writing Paper	45mins	Sports Hall, LRC & N32
A	22nd June	3	10:50	9	Geography	1hr	Sports Hall, LRC & N32
A	23rd June	1	08:30	9	History	1h 10mins	Sports Hall, LRC & N32
A	23rd June	3	10:50	9	French Reading & Writing	30mins	Sports Hall, LRC & N32
	-	-	-	-	French Listening	15mins	TBC during class

All other assessments will take place in lessons during these two weeks.

Your class teacher will share these with you so you know when they will take place and can prepare for them.

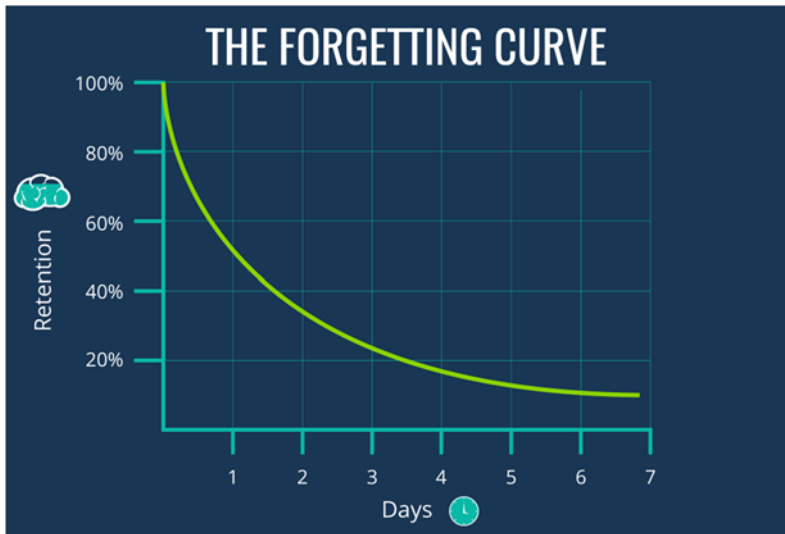


Seahaven Academy

The best in everyone™

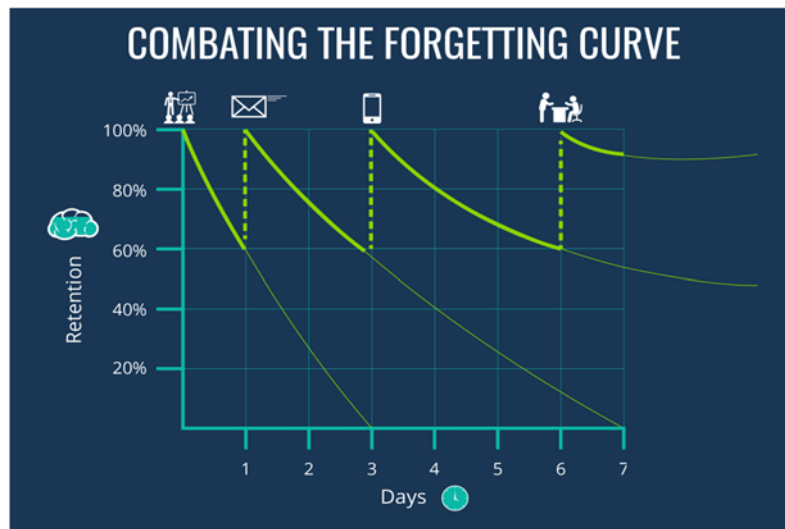
Part of United Learning

Understanding the Science behind Learning



When we first learn a new skill, concept or fact, the information disappears at a rapid rate after the first couple of days. From this point forward the amount of loss slows. Therefore if new information is not revisited soon after learning it is lost and not stored in the long term memory.

90% of new information is lost if not revisited.



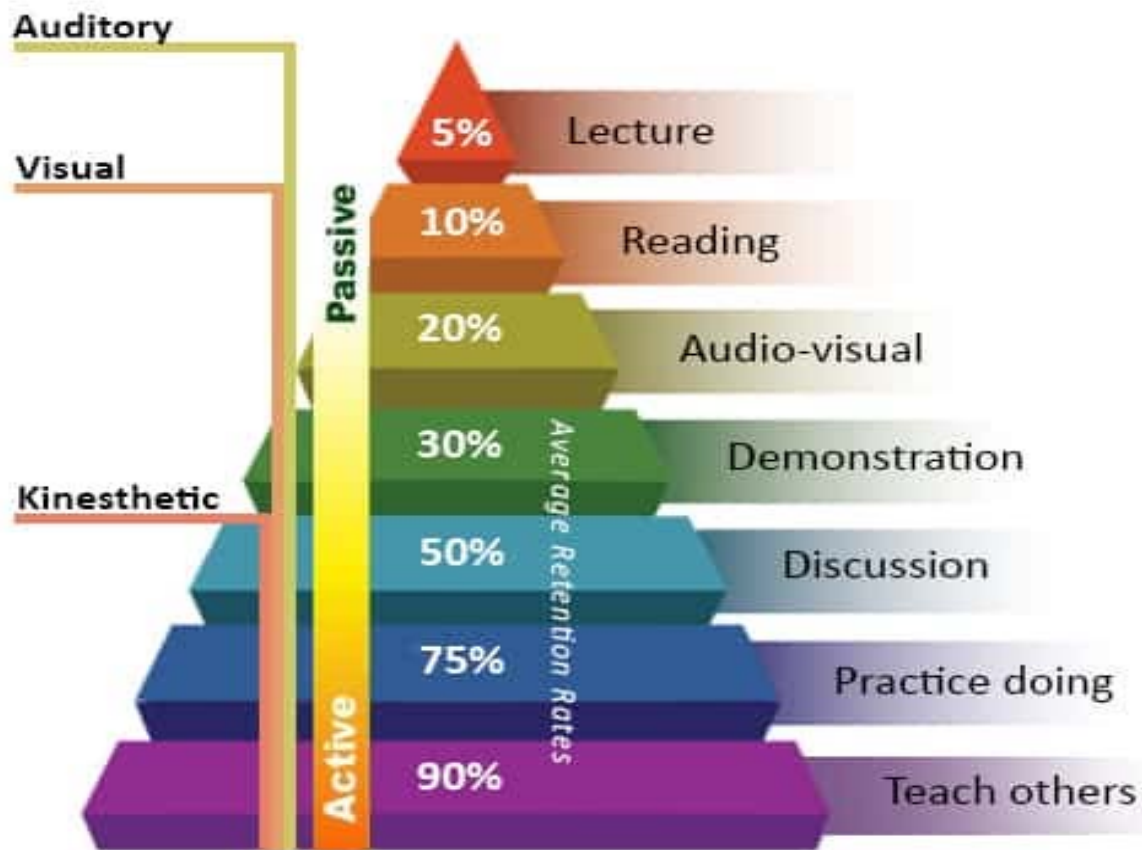
The impact of this loss can however be minimised by using the concept of spaced retrieval. By revisiting the new skill, concept or fact regularly for the first week after learning can increase memory retention significantly.

Through the use of spaced retrieval only 10% of new information is lost.

Spaced retrieval requires you to revisit the new information initially three times after the first learning. The information should be revisited on day 1, 3 and 6 after first learning. During each revisit the activity must involve a 'doing task' such as creating a revision card or completing an exam question.

After each revisit keep a record of any parts that were difficult and ensure that you focus upon this in the following session.

Active Revision



Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid

The most effective revision programme involves 'activity' or a 'doing exercise'. Revision that is passive, for example reading notes, has been proven to be the least effective method of retaining information. The image above shows that those learners who use passive methods such as reading will only retain 10% of the information covered compared to active methods such as attempting past questions by which 75% of the information is retained.

Active learning will involve completing a task or an exercise. Examples include creating revision cards, recall diagrams, designing knowledge organisers, answering past papers / questions or use of computer packages such as Seneca, SPARX and Oak Academy.

Planning a Revision Programme

Pomodoro Revision Technique



The Pomodoro revision technique is a method used to support revision.

Students select four tasks that need to be completed on a particular day and write each down on separate sheet. This forms the focus for the revision.

A 25 minute countdown timer is then started and the student commences completing the first task. At the end of the 25 minutes the timer will sound, the student will stop working take a 5 minute break before commencing the next task. The process then repeats three further times.

At the end of the four session the student would have then completed their revision for that particularly evening and are then free to enjoy their own time.

With school finishing at 2.20pm and most students home by 3pm revision could be completed by 5pm each night.

At weekends two blocks of four work periods could be used to help maximise learning.

Different Methods of Active Revision

There are multiple methods of active revision that can be used, the secret is to find the method that best suits you as a student. When preparing for the end of year assessments students should look to experiment with different methods and find which they prefer. This could differ across subjects.

As a school we have placed a series of short video clips highlighting some of the methods that could be used to support active revision

Cornell Notes - <https://www.youtube.com/watch?v=uM0R1a0LAsQ>

Flash Cards - <https://www.youtube.com/watch?v=iiJDUEC22I>

Knowledge Organisers - <https://www.youtube.com/watch?v=v0OrWjwWaf4>

Mind Mapping - https://www.youtube.com/watch?v=QkJSh_y_USo

Mnemonics - <https://www.youtube.com/watch?v=4XJy7ymSrH4>

Self-Quizzing - <https://www.youtube.com/watch?v=5XYJI2ovVYI>

The Leitner Flashcard Model

For this method you will need three numbered boxes (1,2 and 3) and a set of flashcards. This method involves using the flashcard approach and follows the following steps:

- 1) Write a question, key word or definition on the front of the card and the answer, translation or meaning on the back.
- 2) Place all cards in Box 1 – these will be studied every day.
- 3) If you get the answer on the card correct it moves to Box 2 – these will be studied every other day.
- 4) If you get the answer on the card correct it moves to Box 3 – these will be studied once per week.
- 5) If you get the answer to the card incorrect it moves down a box.
- 6) The process then continues.

This is an example of spaced retrieval.

<https://www.youtube.com/watch?v=C20EvKtdJwQ>



Seahaven Academy

The best in everyone™

Part of United Learning

The Power of Seneca



<https://senecalearning.com/en-GB/>

Seneca is an online learning package that covers most subjects taught at Key Stage 3. Students log on using their school email address and have access to all their class groups. Students use Seneca to complete homework tasks that have been set or to revise independently. The amount of time students spend on the programme is recorded and can be shared with parents / carers.

Seneca works by combining the teaching of content with self-questioning. Students that enter the correct answer can progress. Those that do not are required to go back and review the learning. The learning will however be adapted to present this is a different way to support understanding. Seneca has an inbuilt algorithm that will challenge students based upon their ability and level of progress made.

The research provided by Seneca suggests that students learn two times faster than traditional methods. The interactive nature of the programme promotes interest and supports motivation.

Monitoring Progress as a Parent

Parents are able to create their own Seneca account and link this can be linked to their son / daughter. To do this parents should click on the link below and follow the step by step guide. It should take less than 5 minutes to complete.

<https://app.senecalearning.com/sign-up-parent>

An online demo of the programme can be found by linking on the link below:

<https://senecalearning.com/en-GB/blog/webinar-for-parents-getting-the-most-out-of-seneca/>

Subject Assessment Preparation Sheets

The following pages include subject assessment preparation sheets for all subjects that have examinations. The sheets are to be used to support the planning and completion of revision. All subject sheets contain the same information:

Examination structure details

Course content title (taken from the examination specification)

What must I learn?

Revision resources.

These sheets are to be used in a number of ways however it is commended that for each subject the following steps are completed:

- 1) Colour code each 'What Must I Learn?' statement either green, amber or red.
(green = confident I know this, amber = I know some of this, red = I don't know any of this)
- 2) The focus of the revision must be the amber and red content.
- 3) Allocate all amber and red content to a 25/30 minute revision slot.
- 4) Complete the revision session using one of the active revision methods.
- 5) After each revision slot, recolour code the relevant section.
- 6) Revisit the content as many times as necessary until it is colour coded green.



Seahaven Academy

The best in everyone™

Part of United Learning

English

Assessment Structure: what will the assessment look like?

1 x Reading assessment on Animal Farm – you will be given an extract from the novel and be asked to comment on a particular character or theme in the extract AND the rest of the novel

1x Writing assessment – Non-Fiction opinion writing. You will be provided with a statement and asked to produce a piece of non-fiction writing where you express your opinion on the topic

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Animal Farm -	Plot- make sure you have a good knowledge of the story	Revision booklet attached https://app.senecalearning.com/classroom/course/45bed650-4258-11e8-9c8e-b1f077ab1bf9	
Animal Farm characters	Make sure you are able to talk about these characters and how they change through the novel. Learn at least 2-3 key quotations for each character	Revision booklet attached https://app.senecalearning.com/classroom/course/45bed650-4258-11e8-9c8e-b1f077ab1bf9/section/85f72030-42fb-11e8-9c8e-b1f077ab1bf9/session	
Animal Farm themes Power Lies and Deceit Inequality and unfairness	Make sure you are able to talk about these themes and how they develop through the novel. Learn at least 2-3 key quotations that link to each theme	Revision booklet attached https://app.senecalearning.com/classroom/course/45bed650-4258-11e8-9c8e-b1f077ab1bf9/section/85f72030-42fb-11e8-9c8e-b1f077ab1bf9/session	
Non Fiction writing	Learn the five step plan we have worked through in class – use the online lessons to help you practice with opinion writing	Revision booklet attached https://classroom.thenational.academy/lessons/viepoint-writing-what-is-it-c9jk4d?activity=video&step=1 https://classroom.thenational.academy/lessons/planning-techniques-logos-pathos-and-ethos-6mwk0c	



Maths

Assessment Structure: what will the assessment look like?

2 assessments of 1 hour 30 mins: 1 calculator, one non-calculator

Maximum marks: 80

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Place value	<ul style="list-style-type: none"> Order integers and decimals working with very large and very small numbers, use the symbols =, ≠, <, >, ≤, ≥ Recognise and problem solve with odd and even numbers Negative numbers: ordering, manipulation Recall all multiplication facts to 10 x 10, and use them to derive quickly the corresponding the corresponding division facts Multiply or divide any number by powers of 10 Round numbers to a given power of 10 Check answers by rounding and using inverse operations 	HegartyMaths Revision booklet	
Decimals	<ul style="list-style-type: none"> Use decimal notation and place value Identify the value of digits in a decimal or whole number; Compare and order decimal numbers using the symbols <, >; Understand the ≠ symbol (not equal); Write decimal numbers of millions, e.g. 2 300 000 = 2.3 million; Add, subtract, multiply and divide Integers and decimals; Multiply or divide by any number between 0 and 1; Round to the nearest integer; Round to a given number of decimal places and significant figures; Estimate answers to calculations by rounding numbers to 1 significant figure; Use one calculation to find the answer to another. Calculations involving money and correct use of units Use brackets and the hierarchy of operations 	HegartyMaths Revision booklet	
Estimation	<ul style="list-style-type: none"> Rounding number to the nearest 10, 100, 1000, and to a given number of decimal places Error intervals using inequalities Rounding to significant figures Apply and interpret limits of accuracy Estimate answers to one or two step calculations 	HegartyMaths Revision booklet	
Indices	<ul style="list-style-type: none"> Find squares and cubes: Recognise powers of 2, 3, 4, 5; 	HegartyMaths	



Seahaven Academy

The best in everyone™

Part of United Learning

	<ul style="list-style-type: none"> recall integer squares up to 10×10 and the corresponding square roots; understand the difference between positive and negative square roots; recall the cubes of 1, 2, 3, 4, 5 and 10; Use index notation for squares and cubes; Evaluate expressions involving squares, cubes and roots: <ul style="list-style-type: none"> add, subtract, multiply and divide numbers in index form; cancel to simplify a calculation; Use index notation for powers of 10, including negative powers; Use the laws of indices to multiply and divide numbers written in index notation; Use brackets and the hierarchy of operations with powers inside the brackets, or raising brackets to powers; Use calculators for all calculations: positive and negative numbers, brackets, square, cube, powers and roots, and all four operations. Understand the word reciprocal 	Revision booklet	
Factors, Multiples and Primes	<ul style="list-style-type: none"> List all three-digit numbers that can be made from three given integers; Recognise odd, even and prime (two digit) numbers; Identify factors and multiples and list all factors and multiples of a number systematically; Find the prime factor decomposition of positive integers and write as a product using index notation; Find common factors and common multiples of two numbers; Find the LCM and HCF of two numbers, by listing, Venn diagrams and using prime factors: include finding LCM and HCF given the prime factorisation of two numbers; Understand that the prime factor decomposition of a positive integer is unique – whichever factor pair you start with – and that every number can be written as a product of two factors; Solve simple problems using HCF, LCM and prime numbers. 	HegartyMaths Revision booklet	
Ratio	<ul style="list-style-type: none"> Understand and express the division of a quantity into a of number parts as a ratio; Write ratios in their simplest form; Write/interpret a ratio to describe a situation; Share a quantity in a given ratio including three-part ratios; Solve a ratio problem in context: <ul style="list-style-type: none"> use a ratio to find one quantity when the other is known; use a ratio to compare a scale model to a real-life object; 	HegartyMaths Revision booklet	



	<ul style="list-style-type: none"> • use a ratio to convert between measures and currencies; • problems involving mixing, e.g. paint colours, cement and drawn conclusions; • Compare ratios; • Write ratios in form $1 : m$ or $m : 1$; • Write a ratio as a fraction; • Write a ratio as a linear function; • Write lengths, areas and volumes of two shapes as ratios in simplest form; • Express a multiplicative relationship between two quantities as a ratio or a fraction. 		
<p>Fractions, Decimals and percentages</p>	<ul style="list-style-type: none"> • Convert a fraction to a decimal to make a calculation easier, e.g. $0.25 \times 8 = \frac{1}{4} \times 8$, or $\frac{1}{10} \times 10 = 0.375 \times 10$; • Recognise recurring decimals and convert fractions such as $\frac{1}{3}$, $\frac{1}{6}$ and $\frac{1}{9}$ into recurring decimals; • Compare and order fractions, decimals and integers, using inequality signs; • Understand that a percentage is a fraction in hundredths; • Express a given number as a percentage of another number; • Convert between fractions, decimals and percentages; • Order fractions, decimals and percentages, including use of inequality signs. • Express a given number as a percentage of another number; • Find a percentage of a quantity without a calculator: 50%, 25% and multiples of 10% and 5%; • Find a percentage of a quantity or measurement (use measurements they should know from Key Stage 3 only); • Calculate amount of increase/decrease; • Use percentages to solve problems, including comparisons of two quantities using percentages; • Percentages over 100%; • Use percentages in real-life situations, including percentages greater than 100%: <ul style="list-style-type: none"> • Price after VAT (not price before VAT); • Value of profit or loss; • Income tax calculations; • Use decimals to find quantities; • Find a percentage of a quantity, including using a multiplier; • Use a multiplier to increase or decrease by a percentage in any scenario where percentages are used; • Understand the multiplicative nature of percentages as operators. • Find the original amount (Reverse percentage) with and without a calculator 	<p>HegartyMaths Revision booklet</p>	



Proportion	<ul style="list-style-type: none"> • Understand and use proportion as equality of ratios; • Solve word problems involving direct and inverse proportion; • Work out which product is the better buy; • Scale up recipes; • Convert between currencies; • Find amounts for 3 people when amount for 1 given; • Solve proportion problems using the unitary method; • Recognise when values are in direct proportion by reference to the graph form; • Understand inverse proportion: as x increases, y decreases (inverse graphs done in later unit); • Recognise when values are in direct proportion by reference to the graph form; • Understand direct proportion \rightarrow relationship $y = kx$. 	HegartyMaths Revision booklet	
Laws of Indices	<ul style="list-style-type: none"> • Write an expression; • Select an expression/equation/formula/identity from a list; • Manipulate and simplify algebraic expressions by collecting 'like' terms; • Multiply together two simple algebraic expressions, e.g. $2a \times 3b$; • Simplify expressions by cancelling, e.g. $4x = 2x$; • Use index notation and the index laws when multiplying or dividing algebraic terms; • Understand the \neq symbol and introduce the identity \equiv sign; • Know the definition of sum and product • Add and subtract fractions with an algebraic numerator • Multiply, divide and simplify algebraic fractions 	HegartyMaths Revision booklet	
Expressions and substitution	<ul style="list-style-type: none"> • Functions - inputs and outputs • Use algebra to show expressions are equivalent • Substitute numerical values into formulae and expressions, including scientific formulae • Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments <p>Derive a simple formula, including those with squares, cubes and root</p>	HegartyMaths Revision booklet	
Expand and factorise	<ul style="list-style-type: none"> • Multiply a single number term over a bracket; • Write and simplify expressions using squares and cubes; • Simplify expressions involving brackets, i.e. expand the brackets, then add/subtract; • Argue mathematically to show algebraic expressions are equivalent; • Recognise factors of algebraic terms involving single brackets; 	HegartyMaths Revision booklet	



	<ul style="list-style-type: none"> Factorise algebraic expressions by taking out common factors. Expand double brackets Factorise expressions in the form x^2+bx+c Difference of Two Squares 		
Linear equations	<ul style="list-style-type: none"> Select an expression/ equation/ formula/identity from a list; Write expressions and set up simple equations including forming an equation from a word problem; Use function machines; Solve simple equations including those: <ul style="list-style-type: none"> with integer coefficients, in which the unknown appears on either side or on both sides of the equation; which contain brackets, including those that have negative signs occurring anywhere in the equation, and those with a negative solution; with one unknown, with integer or fractional coefficients; Rearrange simple equations; Substitute into a formula, and solve the resulting equation; Find an approximate solution to a linear equation using a graph; Solve angle or perimeter problems using algebra. 	HegartyMaths Revision booklet	
Inequalities	<ul style="list-style-type: none"> Show inequalities on number lines; Write down whole number values that satisfy an inequality; Solve an inequality such as $-3 < 2x + 1 < 7$ and show the solution set on a number line; Solve two inequalities in x, find the solution sets and compare them to see which value of x satisfies both; Use the correct notation to show inclusive and exclusive inequalities; Construct inequalities to represent a set shown on a number line; Solve simple linear inequalities in one variable, and represent the solution set on a number line; Round answers to a given degree of accuracy. 	HegartyMaths Revision booklet	
Perimeter	<ul style="list-style-type: none"> Measure shapes to find perimeters and areas using a range of scales; Find the perimeter of <ul style="list-style-type: none"> rectangles and triangles; parallelograms and trapezia; compound shapes; Solve geometrical problems on co-ordinate axes Solve perimeter problems using algebra Make sensible estimates of a range of measures in everyday settings Convert between units of measures within one system, including time Convert metric units to metric units 	HegartyMaths Revision booklet	



Area	<ul style="list-style-type: none"> • Recall and use the formulae for the area of a triangle and rectangle; • Find the area of a trapezium and recall the formula; • Find the area of a parallelogram; • Calculate areas and perimeters of compound shapes made from triangles and rectangles; • Estimate surface areas by rounding measurements to 1 significant figure; • Find the surface area of a prism; • Find surface area using rectangles and triangles • Convert between metric area measures 	HegartyMaths Revision booklet	
Pythagoras	<ul style="list-style-type: none"> • Understand, recall and use Pythagoras' Theorem in 2D, including leaving answers in surd form; • Given 3 sides of a triangle, justify if it is right-angled or not; • Calculate the length of the hypotenuse in a right-angled triangle, including decimal lengths and a range of units; • Find the length of a shorter side in a right-angled triangle; • Apply Pythagoras' Theorem with a triangle drawn on a coordinate grid; • Calculate the length of a line segment AB given pairs of points; 	HegartyMaths Revision booklet	
Properties of shape	<ul style="list-style-type: none"> • Recognise and identify reflection and rotational symmetry • Identify types of triangle: right angle, isosceles, equilateral, scalene • Use standard conventions for labelling sides and angles of shapes • Explain why some polygons tessellate and others do not 	HegartyMaths Revision booklet	
Angles	<ul style="list-style-type: none"> • Estimate sizes of angles; • Measure angles using a protractor; • Use geometric language appropriately; • Use letters to identify points, lines and angles; • Use two-letter notation for a line and three-letter notation for an angle; • Describe angles as turns and in degrees and understand clockwise and anticlockwise; • Know that there are 360° in a full turn, 180° in a half turn and 90° in a quarter turn; • Identify a line perpendicular to a given line on a diagram and use their properties; • Identify parallel lines on a diagram and use their properties; • Find missing angles using properties of corresponding and alternate angles; • Understand and use the angle properties of parallel lines 	HegartyMaths Revision booklet	



- Given some information about a shape on coordinate axes, complete the shape; Understand and use the angle properties of quadrilaterals;
- Use the fact that angle sum of a quadrilateral is 360° ;
- Recall and use properties of angles at a point, angles at a point on a straight line, right angles, and vertically opposite angles;
- Derive and use the sum of angles in a triangle;
- Find a missing angle in a triangle, using the angle sum of a triangle is 180° ;
- Understand and use the angle properties of triangles, use the symmetry property of isosceles triangle to show that base angles are equal;
- Use the side/angle properties of isosceles and equilateral triangles;
- Understand and use the angle properties of intersecting lines;
- Understand a proof that the exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices; Use geometrical language appropriately, give reasons for angle calculations and show step-by-step deduction when solving problems
- Understand the proof that the angle sum of a triangle is 180° , and derive and use the sum of angles in a triangle;
- Use symmetry property of an isosceles triangle to show that base angles are equal;
- Find missing angles in a triangle using the angle sum in a triangle AND the properties of an isosceles triangle;
- Understand a proof of, and use the fact that, the exterior angle of a triangle is equal to the sum of the interior angles at the other two vertices;
- Explain why the angle sum of a quadrilateral is 360° ; use the angle properties of quadrilaterals and the fact that the angle sum of a quadrilateral is 360° ;
- Understand and use the angle properties of parallel lines and find missing angles using the properties of corresponding and alternate angles, giving reasons;
- Use the angle sums of irregular polygons;
- Calculate and use the sums of the interior angles of polygons, use the sum of angles in a triangle to deduce and use the angle sum in any polygon and to derive the properties of regular polygons;
- Use the sum of the exterior angles of any polygon is 360° ;
- Use the sum of the interior angles of an n-sided polygon;
- Use the sum of the interior angle and the exterior angle is 180° ;
- Find the size of each interior angle, or the size of each exterior angle, or the number of sides of a regular polygon, and use the sum of angles of irregular polygons;
- Calculate the angles of regular polygons and use these to solve problems;



	<ul style="list-style-type: none"> • Use the side/angle properties of compound shapes made up of triangles, lines and quadrilaterals, including solving angle and symmetry problems for shapes in the first quadrant, more complex problems and using algebra; • Use angle facts to demonstrate how shapes would 'fit together', and work out interior angles of shapes in a pattern. 		
Circles	<ul style="list-style-type: none"> • Recall and use the formulae for the area of a triangle, rectangle, trapezium and parallelogram using a variety of metric measures; • Calculate the area of compound shapes made from triangles, rectangles, trapezia and parallelograms using a variety of metric measures; • Calculate the perimeter of compound shapes made from triangles and rectangles; • Estimate area and perimeter by rounding measurements to 1 significant figure to check reasonableness of answers; • Recall the definition of a circle and name and draw parts of a circle; • Recall and use formulae for the circumference of a circle and the area enclosed by a circle (using circumference = $2\pi r$ = πd and area of a circle = πr^2) using a variety of metric measures; • Use $\pi \approx 3.142$ or use the π button on a calculator; • Calculate perimeters and areas of composite shapes made from circles and parts of circles (including semicircles, quarter-circles, combinations of these and also incorporating other polygons); • Calculate arc lengths, angles and areas of sectors of circles; • Find radius or diameter, given area or circumference of circles in a variety of metric measures; • Give answers in terms of π; • Form equations involving more complex shapes and solve these equations. 	HegartyMaths Revision booklet	
Volume and surface area	<ul style="list-style-type: none"> • Identify and name common solids: cube, cuboid, cylinder, prism, pyramid, sphere and cone; • Sketch nets of cuboids and prisms; • Recall and use the formula for the volume of a cuboid; • Find the volume of a prism, including a triangular prism, cube and cuboid and cylinder; • Calculate volumes of right prisms and shapes made from cubes and cuboids; • Estimate volumes etc by rounding measurements to 1 significant figure • Calculate the surface area and volume of spheres, pyramids, cones and composite solids • Convert between metric volume measures • Convert between metric measures of volume and capacity e.g. $1\text{ml} = 1\text{cm}^3$ 	HegartyMaths Revision booklet	



Science

Assessment Structure: what will the assessment look like?

One assessment - 60 minutes

Maximum marks: 60

There will be a mixture of short and longer answer questions.

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Biological System and processes	Inheritance	Seneca KS3 Biology 1.6.9 https://www.bbc.co.uk/bitesize/clips/zdmcd2p https://classroom.thenational.academy/lessons/inheritance-cngkjt	
	Muscles	Seneca KS3 Biology 1.6.2 https://www.bbc.co.uk/bitesize/guides/zpkq7ty/revision/3 https://classroom.thenational.academy/lessons/muscles-64v68t	
	Effects of exercise on respiratory system	Seneca KS3 Biology 1.6.5 https://www.bbc.co.uk/bitesize/guides/zq349j6/revision/3 https://classroom.thenational.academy/lessons/the-effects-of-exercise-on-respiration-cgrk6t	
	Effects of smoking	Seneca KS3 Biology 1.6.6 https://classroom.thenational.academy/lessons/smoking-74u34r https://www.bbc.co.uk/bitesize/guides/zq349j6/revision/1 https://classroom.thenational.academy/lessons/anaerobic-respiration-6cu3cc	
	Anaerobic respiration		
Sound	Waves	Seneca KS3 Physics 3.3.1 and 3.3.2 https://classroom.thenational.academy/lessons/sound-waves-cdhkgc	
	Speed of sound	Seneca KS3 Physics 3.3.6 https://classroom.thenational.academy/lessons/speed-of-sound-6wr3gt	
	Microphones and loud speakers	Seneca KS3 Physics 3.3.4 https://www.bbc.co.uk/bitesize/guides/z8d2mp3/revision/1 https://classroom.thenational.academy/lessons/sound-devices-61h36t	
	Pitch and frequency	Seneca KS3 Physics 3.3.1 and 3.3.2 https://www.bbc.co.uk/bitesize/guides/z8d2mp3/revision/2 https://classroom.thenational.academy/lessons/pitch-and-frequency-cgvk6c	



Seahaven Academy

The best in everyone™

Part of United Learning

Reactivity	<p>Acids and metals</p> <p>Acids and alkalis</p> <p>Acids and carbonates</p>	<p>https://www.bbc.co.uk/bitesize/guides/zqwmxnrb/revision/2 https://classroom.thenational.academy/lessons/acids-and-metals-6rv68d</p> <p>Seneca KS3 Chemistry 2.2.2 https://www.bbc.co.uk/bitesize/guides/z89jq6f/revision/2 https://classroom.thenational.academy/lessons/neutralisation-74t62t</p> <p>https://www.bbc.co.uk/bitesize/guides/z89jq6f/revision/2 https://classroom.thenational.academy/lessons/acids-and-metal-carbonates-68v3gt</p>	
Energetics and Rates	<p>Rate of reactions</p> <p>Reaction rate graphs</p> <p>Endo and exothermic</p> <p>Catalysts</p>	<p>Seneca KS3 Chemistry 2.7.1 and 2.7.3 https://classroom.thenational.academy/lessons/what-is-a-rate-6crp4e</p> <p>Seneca KS3 Physics 2.7.2 https://classroom.thenational.academy/lessons/reaction-rate-graphs-71jk6c</p> <p>https://classroom.thenational.academy/lessons/exothermic-and-endothemic-reactions-cgr38e</p> <p>Seneca KS3 Physics 2.7.4 https://classroom.thenational.academy/lessons/catalysts-71hp6c</p>	
Forces	Force diagrams	<p>Seneca KS3 Physics 3.2.1 and 3.2.2 https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/2 https://classroom.thenational.academy/lessons/representing-forces-6hhpad</p>	



Geography

Assessment Structure: what will the assessment look like?

- 56 mark paper set over 60 minutes
- 28 marks on climate change and 28 on life in an emerging country.

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Climate change Evidence and proving Climate change	Glacial retreat Different methods used to prove climate change: Ice core sample Tree Rings Satellites	BBC Bitesize Climate change https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/1 knowledge organiser	
Physical causes of climate change	Orbital changes Sunspots Volcanoes	BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/2	
Human Causes and effects of Climate change	Enhanced greenhouse effect	BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/2	
Mitigation and adaptation	Renewable energy Carbon capture International agreements	BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/4	
Human and environmental effects of climate change	Human and environmental effects of climate change Including case studies UK Maldives	BBC Bitesize Climate change https://www.bbc.co.uk/bitesize/guides/zx234j6/revision/3	
Life in an a Newly Emerging Economy (NEE)	Location and characteristics of NEE countries. Development indicators China as a superpower	BBC Bitesize Newly emerging economy https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/6 knowledge organiser	
Rural to Urban migration	Push and pull factors Opportunities/Challenges of living in an NEE Case Study Rio	BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z3p4b82/revision/1 https://www.bbc.co.uk/bitesize/guides/zw6pwx/revision/5	
Trans National Corporations (TNC's)	TNC's in NEE's Apple in China TNC's in South Korea	BBC Bitesize https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/3	



History

Assessment Structure: what will the assessment look like?

70 mins

54 total marks

Section A

- 10 closed knowledge questions from Y9 WWI and The Holocaust units.

Total: 10 marks

Section B

- Describe question, 4 marks.
- Narrative account question, 8 marks.
- Interpretations, reading time.
 - How different are the interpretations? 4 marks.
 - Which is the more accurate? 8 marks.

Section C

- Extended writing, choice of two enquiry questions, 16 marks plus 4 for SPaG.

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
World War One	<ul style="list-style-type: none"> • International relations and Alliances in the early C.20th. • European imperialism and imperial tension (Egypt, the Scramble for Africa, China, Morocco, central Africa) • The rise of militarism and the concept of arms race (the Anglo-German Naval Race) • Sarajevo and the July Crisis, 1914 	Unit 1 & 2 knowledge organiser: https://seahavenacademy.sharepoint.com/:b:/s/SEA-Subjects/Hi/Ea7OCRtMsDhAiHYwQiQS5j8BbVzbJSB0a0VRM2w23NYspw?e=bELsRI	
The Holocaust	<ul style="list-style-type: none"> • Long-term history of Anti-Semitism across Europe as well as in Germany • Anti-Semitism in Germany before WWI • The rise of the far-right after WWI including the Nazis • Nazi persecution of the Jews from 1933-1941 • Genocide and the Holocaust, 1941-1945 	Unit 1 & 2 knowledge organiser: https://seahavenacademy.sharepoint.com/:b:/s/SEA-Subjects/Hi/Ea7OCRtMsDhAiHYwQiQS5j8BbVzbJSB0a0VRM2w23NYspw?e=bELsRI	



Seahaven Academy

The best in everyone™

Part of United Learning

French

Assessment Structure: what will the assessment look like?			
Reading and writing tasks – 45mins (in the assessment hall)			
Listening tasks – 15mins (in the classroom – the lesson following the assessment)			
Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Relationships with family and friends	<ul style="list-style-type: none"> Character descriptions & relationships Free time activities in the past & future A good friend My ideal partner When you were younger 	<ul style="list-style-type: none"> Language Nut Revision tasks www.languagenut.com Revision vocab booklet Notes from revision lessons 	
Festivals & Traditions	<ul style="list-style-type: none"> Food & drink Festivals around the world Celebrations in the past and future Describing a photo 	<ul style="list-style-type: none"> Language Nut Revision tasks www.languagenut.com Revision vocab booklet Notes from revision lessons 	
The French speaking world	<ul style="list-style-type: none"> Where I live and what you can do Now and before Comparing places to live in the world Going shopping 	<ul style="list-style-type: none"> Language Nut Revision tasks www.languagenut.com Revision vocab booklet Notes from revision lessons 	
The world around us	<ul style="list-style-type: none"> Environmental advice Children's rights Fairtrade & volunteering 	<ul style="list-style-type: none"> Language Nut Revision tasks www.languagenut.com Revision vocab booklet Notes from revision lessons 	
Year 7 content	<ul style="list-style-type: none"> Greetings & introductions Family School Where I live 		
Year 8 content	<ul style="list-style-type: none"> Holidays Going out & Staying in Health & fitness School, future plans & jobs 		
Linguistic structures <i>These are found throughout the topics</i>	<ul style="list-style-type: none"> Infinitives The 'original' version of the verb – ending in ER/IR/RE Present tense verbs Verbs in the present tense (take of the ER and add the correct ending) Reflexive verbs Verbs that reflect the action back onto you – common in daily routine phrases The Perfect tense Action set in the past eg j'ai joué / je suis allé(e) The Future tense Action set in the future eg je vais jouer / je vais aller Negatives Changing the sentence to make it not/don't Opinions & justifications Likes/dislikes with reasons why Agreement of adjectives Ensuring that the adjective has the correct masculine/feminine/plural spellings Connectives Conjunctions and link words such as and/but/because... Quantifiers Qualifiers/adverbs such as very/quite/too Time expressions Stating when something is happening 		



PE

Year 9 Knowledge Organiser

The effects of exercise on the body

Short term/immediate effects of exercise on the body

	Short term effects of exercise
Cardiovascular system	Increase in stroke volume (SV); increase in heart rate (HR); increase in cardiac output (Q); increase in blood pressure (BP)
Respiratory system	Increase in breathing rate; increase in tidal volume
Cardio-respiratory system	Increase in oxygen uptake; increase in carbon dioxide removal
Energy system	Increase in lactate production
Muscular system	Increase in temperature of muscles; increased pliability; muscle fatigue

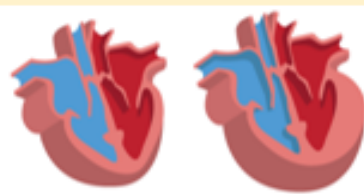
Long term/6 weeks + effects of exercise on the body

	Long term effects of exercise	Type of training
Cardiovascular system	Cardiac hypertrophy; increased stroke volume (SV); decrease in resting heart rate (HR); increase in maximum cardiac output (Q); capillarisation at the lungs and muscles; increase in number of red blood cells; increased size and strength of the heart; drop in resting blood pressure due to more elastic muscular wall of veins and arteries	Aerobic
Respiratory system	Increased vital capacity; increased number of functioning alveoli; increased strength of the respiratory muscles (internal and external intercostals and diaphragm); increased lung capacity and volume	Aerobic
Energy system	Increased production of energy from the aerobic energy system; increased tolerance to lactic acid	Aerobic; anaerobic
Muscular system	Muscle hypertrophy; increased strength of tendons; increased strength of ligaments	Resistance
Skeletal system	Increase in bone density	Resistance

Hypertrophy means an increase in size, so muscle **hypertrophy** means the muscles get bigger. E.g. bicep curls.



Cardiac hypertrophy is where the ventricle wall gets larger or thickens as a result of exercise.



Seahaven Academy

The best in everyone™

Part of United Learning

Drama

Assessment Structure: what will the assessment look like?

Assessment over a series of one hour lessons

Rehearsal in small groups

Performance

Evaluation

Marks: A 'Working towards' grade

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Devised Performance Rehearsal based on the documentary drama script for this term: 'Missing Dan Nolan by Mark Wheeler'	Devising and group work Response to script Characterisation Pace, pause and tone	Physical skills sheet Vocal skills sheet Subject Specific Terminology https://classroom.thenational.academy/units/approaching-text-bringing-it-to-life-c00e	
Devised Performance based on the issue based drama project for this term: 'Missing Dan Nolan by Mark Wheeler'	Characterisation Facial Expression Gesture Vocal Projection Eye Contact Proxemics Movement	Physical skills sheet Vocal skills sheet Subject Specific Terminology https://classroom.thenational.academy/units/approaching-text-bringing-it-to-life-c00e	
Peer and Whole class Evaluation based on the issue based drama project for this term: 'Missing Dan Nolan by Mark Wheeler'	Reflection Improving work from feedback Recognise Vocal skills Physical skills	Physical skills sheet Vocal skills sheet Subject Specific Terminology Performance Review Sheet https://classroom.thenational.academy/lessons/developing-analytical-comments-for-live-theatre-c9h34c	



Seahaven Academy

The best in everyone™

Part of United Learning

Music

Assessment Structure: what will the assessment look like?

Part 1: Assessment of your 'Stand By Me' performance. This performance will take place in class.

All	...are able to play 2 of the parts accurately, with some degree of fluency.
Most	...are able to play 2 or 3 of the parts accurately and fluently as part of an ensemble. The correct keyboard finger technique will be used. The performance will have some sense of style, dynamic expression and creativity.
Some	A creative, accurate, fluent performance.

Art

Assessment Structure: what will the assessment look like?

2-hour assessment over two lessons.

Graffiti Project

Maximum Marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Artist Research	To have a clear understanding of the three graffiti artist's studied in class (Banksy, Pink Lady and Kenny Scharf.)	Artist research	
Final design Ideas	To explore different graffiti styles and techniques inspired by your contextual research. To design your own A4 graffiti piece inspired by your research.	https://www.bbc.co.uk/bitesize/guides/zc7mng8/revision/	
Evaluation	To critically evaluate your final piece in detail.	https://www.bbc.co.uk/bitesize/guides/zymtv9q/revision/	

Design Technology

Project: Pewter Casting

Assessment Structure: what will the assessment look like?

One assessment – 60 minutes

Multiple choice and short answer questions, design drawing and evaluation + keywords.

Pewter Casting

Maximum Marks: 60

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Adinkras Symbols	Key features of Adinkra symbols.	https://seahavenacademy.sharepoint.com/:p/s/SEA-Subjects/Dt/EQ43HcM9de5KhlTNPp2AbWcBw8VqaDmYbv0_vzsE8pjYkQ?e=TKTAHf	
Moulding & casting	The Pewter casting process Vacuum forming	https://seahavenacademy.sharepoint.com/:p/s/SEA-Subjects/Dt/ERY-atkppvFBIrou9f0WD9YBFFQ1ul1nNjK600RsPF3O2w?e=t0DU8U https://www.youtube.com/watch?v=cbV8Wbvmpjg	
Communicating ideas	3D Isometric drawing Annotating ideas	https://youtu.be/Ovf7prWjNLO https://www.youtube.com/watch?v=jKEOu8n0PQo	
Evaluation and reflection skills	Explaining the making process Considering the original project brief Suggesting improvements	https://www.bbc.co.uk/bitesize/guides/zj9g4qt/revision/1 https://www.bbc.co.uk/bitesize/guides/zj9g4qt/revision/3 https://classroom.thenational.academy/lessons/evaluation-of-final-product-and-considering-the-views-of-others-65gk8e	
Keywords	Moulding Casting Pewter Sprue Hacksaw Needle file Wire wool		



Seahaven Academy

The best in everyone™

Part of United Learning

Food

Assessment Structure: what will the assessment look like?			
One assessment – 60 minutes			
Practical assessment of their knife & peeling skills, recipe reading skills, cleaning skills and general kitchen practice. We will also be assessing them on their finished product (taste, texture, aesthetic)			
Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Knife Skills	Claw Technique	https://www.nisbets.co.uk/howtochopusingtheclawgriptechique	
	Bridge Technique	https://www.bbc.co.uk/bitesize/articles/zwqdg7h#:~:text=Bridge%20hold&text=Hold%20the%20food%20on%20the,'bridge'%2C%20cutting%20down	
Oven Safety		https://filestore.aqa.org.uk/textbooks/sample/gcse-food/AQA-8585-ILLUMINATE-SAMPLE.PDF PAGE 20	
Recipe Reading		https://www.bbcgoodfood.com/recipes/vegan-pizza-margherita	
Hygiene in the kitchen		https://www.bbc.co.uk/bitesize/guides/zndnsrd/revision/3	

Computer Science

Content Title	What Must I Learn?	Revision Resources	How well do I know this area?
Vector graphics	Designing vector graphics	Unit - Oak National Academy (thenational.academy)	
Python	Programming and sequencing	Unit - Oak National Academy (thenational.academy) Unit - Oak National Academy (thenational.academy)	



Examination Board Command Words

Analyse	Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.
Annotate	Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling)
Assess	Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity
Calculate	Work out the value of something.
Critically	Often occurs before 'Assess' or 'Evaluate' inviting an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.
Define – What is meant by	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
Describe	Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).
Discuss	Set out both sides of an argument (for and against), and come to a conclusion related to the content and emphasis of the discussion. There should be some evidence of balance, though not necessarily of equal weighting.
Evaluate	Consider several options, ideas or arguments and come to a conclusion about their importance/success/worth.



Examine	Consider carefully and provide a detailed account of the indicated topic.
Explain – Why	Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.
Interpret	Ascribe meaning.
Justify	Give reasons for the validity of a view or idea why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. Each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Students should be able to explain all of this review process.
Outline or summarise	Provide a brief account of relevant information.
To what extent	Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.