NESTON
HIGH SCHOOL

Year 9
Autumn assessments



Aspiration | Community | Respect

Why do we do tests?

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Tests aren't just about grades, they're about helping you improve.

You might sometimes wonder why you have to take tests at school. The answer is simple: tests help you understand what you know, what you can do and what you need to improve.

When you get something wrong, it isn't a failure. It shows you what you need to learn next. Your teachers use this information to help plan lessons, support you and challenge you.

Why are tests important in Year 9?

Year 9 is an important year because you will soon be making your Key Stage 4 options choices.

Your assessments help you and your teachers build a picture of your learning over time. They can help you identify:

- ⭐ Your strengths
- 📚 Topics you need to improve
- 🎯 Subjects you enjoy
- 💪 Where you are making progress
- 🚀 Your interests and future ambitions

However, one test does not decide your future.

Your options choices should consider your assessment results alongside your progress, effort, interests, strengths and future plans. Talk to your teachers, parents or carers and think carefully about what you enjoy and what you want to achieve.

Use tests to improve.

After every test, ask yourself:

- What did I do well?
- What did I find difficult?
- What do I need to practise next?

Use your mistakes to guide your revision. The next time you see that topic, you will be better prepared.

Remember a test is a snapshot of what you know today.
It is NOT a label for what you can achieve tomorrow.
Start small. Revise regularly. Learn from your mistakes. Keep improving.

Revision list

Subject	Revision topics	Suggested revision materials
English	**Students will be given the option of writing a descriptive or narrative piece of writing. You will be given one hour to complete thsis task.**	

Topic	What do you need to know?	Suggested revision materials
Creative writing and sensory description	You will write a piece of descriptive, or narrative writing based on an image or prompt. Use your imagination and your senses to describe what you can see, hear, smell, taste and touch. Example: Smoke filled the air; rain soaked my clothes and thunder rumbled overhead.	Revise spelling, punctuation and grammar, as well as writing skills and vocabulary. BBC Bitesize – KS3 English
Language techniques	Revise similes, metaphors, personification, alliteration, onomatopoeia and repetition. These techniques make your writing more interesting and help the reader imagine the scene. Examples: Her eyes sparkled like stars. (simile) / The wind whispered through the trees. (personification) / The door creaked. (onomatopoeia).	Understand alliteration, similes, metaphors and how writers use words to create effects. BBC Bitesize – Language for Effect
Ambitious vocabulary and atmosphere	Use interesting adjectives and powerful verbs instead of simple, repeated words. Describe the setting and use weather to help create a mood. Examples: Scary → sinister. / Walked slowly → trudged. / Dark clouds gathered as the wind howled outside the abandoned house.	Practise using sensory imagery and descriptive language to help the reader imagine a scene. BBC Bitesize – Descriptive Writing
Sentence structure and punctuation	Vary your sentence openings and lengths. Short sentences can create tension, while longer sentences can add detail. Use as range of punctuation accurately and for effect, including semicolons (;), colons (:), full stops (.), commas (,), exclamation marks (!), question marks (?), ellipses (...) and speech marks (" "). Example: A branch snapped. I froze. Something was moving in the darkness...	Practise using full stops, capital letters, commas, question marks and other punctuation correctly. BBC Bitesize – Punctuation
Paragraphs, narrative structure and tension	Organise your writing into clear and varied paragraphs. Develop your ideas in a logical order and vary paragraph lengths for effect. Build tension by gradually revealing information and using short sentences at important moments. Example: I reached for the handle. The door slowly creaked open. Suddenly, a hand grabbed my arm!	**Additional Revision Resources** Your teacher will provide additional revision materials to support your preparation, such as practice activities, writing tasks and revision resources. Make sure you use these alongside the websites above to practise key skills and prepare for your assessment.
Characterisation, dialogue and SPaG	Describe characters through their appearance, actions, thoughts and speech. Use speech marks correctly when including dialogue. Check your spelling, punctuation and grammar, including capital letters, full stops and apostrophes. Example: “Get away!” she screamed, her hands trembling with fear.	

Science

Topic	What do you need to know
Biology	• Cell structure, • Specialised cells • Microscopes
Chemistry	• *Separating mixtures* • *Atomic structure*
Physics	• *Particle model of matter* • *Changes of state* • *Density* • *Specific heat capacity*

Suggested revision materials
Revise how to measure cells and learn about cell structures, including the use of units when measuring cells. BBC Bitesize – Cell Measurement
Complete assigned science quizzes and homework to test your understanding of the topics covered in class. Educake – Student Login
Revise the difference between pure substances and mixtures, including how mixtures can contain more than one substance. BBC Bitesize – Pure Substances and Mixtures
Learn how chemical symbols represent elements and practise recognising and using them correctly. BBC Bitesize – Chemical Symbols
Revise the three states of matter (solids, liquids and gases) and how heating or cooling can change a substance's state. BBC Bitesize – States of Matter

Maths

Topic	What do you need to know (Higher)	What do you need to know (Foundation)
Number	• BIDMAS 75 • Multiples, factors, primes 28 • Squares, cubes and their roots 81, 82 • Rounding 31, 32, 90 • Estimating 91 • Product of prime factors 78 • Standard form 83	• Product of prime factors, HCF & LCM 78, 79, 80 • Estimating 90, 91 • Standard form 83 • Bounds 132
Ratio & Proportion	• *Convert/compare between a fraction and a ratio 106, 107* • *Write a ratio in the form 1 : n 106, 107* • *Sharing into a given ratio or given one of the amounts find the other or the total amount 106* • *Combine ratios 106*	• *Convert/compare between a fraction and a ratio 106, 107* • *Write a ratio in the form 1 : n 106, 107* • *Sharing given a ratio or given one of the amounts find the other or the total amount 106* • *Combine ratios 106*
Algebra	• *Collect like terms 33* • *Simplify expressions using laws of indices 34, 35* • *Expand single brackets 93, 134* • *Factorise with single bracket 94* • *Solve linear equations 100, 135* • *Substitution 95* • *Complete a table of values for a linear equation that can used to then draw its graph 96, 97*	• *Expand single and double brackets 93, 134* • *Factorise with single bracket 94* • *Solve linear equations 100, 135* • *Solve quadratic equations by factorising 157, 158* • *Form and solve linear simultaneous equations 140, 162* • *Complete a table of values for a quadratic equation to then draw its graph 98*

Suggested revision materials
Watch video explanations and practise questions on topics covered in class. Ask your maths teacher for login details if needed. The numbers next to the topic in the “what do you need to know” colum relate to the relevent mathswatch clip. https://vle.mathswatch.co.uk/vle/
Revise key topics using clear explanations, short videos and interactive quizzes. https://www.bbc.co.uk/bitesize/subjects/zqhs34j
Additional resources Your maths teacher will also provide additional revision resources to support your preparation, including homework booklets and a Maths Revision Booklet, which will be uploaded to Satchel. Make sure you use these alongside the websites above to help you practise key skills and prepare for your assessments.

Subject	Revision topics		Suggested revision materials
Geography	**Where are the world's biomes located?**	• What a biome is • Distribution of the world's biomes • Key characteristics of different biomes • Examples of biotic and abiotic elements	Decide where each biome would be located, think about it's climate and characteristics: Where are biomes located? Quiz - Internet Geography Make notes and complete the quiz: Biomes - KS3 Humanities Geography - BBC Bitesize
	Why do we have different biomes?	• Air pressure and the conditions it creates • Solar heating of the Earth • How solar heating affects biomes • Draw, describe and explain global atmospheric circulation • How atmospheric circulation determines biome locations	Watch and make notes on air pressure How does atmospheric pressure affect weather? And how solar heating differs by latitude: What is global circulation? | Part One | Differential heating - YouTube Makes notes and complete the quiz: Climate - KS3 Geography - BBC Bitesize
	What are the key characteristics of the tropical rainforest?	• Climate of tropical rainforests • Characteristics of rainforest layers • Reasons for high biodiversity	Watch the video which outlines the climate of the tropical rainforest: https://youtu.be/SnQ8E6nzG4o Study the climate graph on: What is the climate of the rainforest? - Internet Geography Watch the videos and make notes outlining different adaptations of plants and animals: Tropical Rainforest Adaptations - YouTube
	Should we protect tropical rainforests?	• Value of tropical rainforests • Goods and services	Watch the videos and make notes outlining the importance/value of the rainforest: Why are rainforests important? - YouTube Make notes and complete the quiz: Importance of the tropical rainforest - Tropical rainforests - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize
	How can we sustainably protect tropical rainforests?	• Definition of sustainability • Why tropical rainforests need protecting • Methods of sustainable rainforest management	Make notes and complete the quiz: Sustainable management of tropical rainforests - Tropical rainforests - Edexcel - GCSE Geography Revision - Edexcel - BBC Bitesize
	What are the key characteristics of the Tundra?	• Climate of the tundra • Characteristics of the tundra biome • Reasons for low biodiversity	Make notes, watch the video and complete the quiz: Location and climate - Tundra regions of the world - 3rd level Geography Revision - BBC Bitesize
	Should we protect the tundra?	• Definition of sustainability • Why tundra need protecting • Methods of sustainable tundra management	Read through this National Geographic Article: Tundra Biome
	How are tropical rainforests under threat?	• Location of Amazon and Indonesian rainforests • Causes of deforestation • Use of palm oil • Impacts of palm oil	Watch the video which highlights the human's impact on rainforests: The Tragedy Of Deforestation | Climate Change: The Facts | BBC Earth - YouTube Open the link below, read pages 6-7 and make notes on the issues with palm oil production. Sustainable-Palm-Oil-Challenge-Teachers-Pack.pdf (chesterzoo.org)

Subject	Revision topics	Suggested revision materials
History	**The Year 9 History assessment is based on the first enquiry question:** **EQ1: How did different people experience the First World War?**	Short explanations and key facts about trench warfare, the Battle of the Somme, women and the wider impact of the war. BBC Bitesize – World War One
		Visual revision. Videos and historical accounts to help students understand soldiers' experiences, injuries, colonial troops and women's roles. BBC Teach – World War One videos
		Historical evidence. Photographs, personal accounts and articles to find specific examples of how people experienced the war. Some reading may be challenging. Imperial War Museums – First World War
		Conscientious objectors. Explains why some men refused to fight, their beliefs and how they were treated. Includes audio clips from real WW1 survivors. Imperial War Museums – Conscientious objectors
		Colonial soldiers. Search for the British West Indies Regiment to learn about colonial troops' contributions and experiences of discrimination. BBC Bitesize – British West Indies Regiment
		Women. Watch and learn about the women of World War One to revise munitions factories, nursing and the changing roles of women. BBC Teach – Women in World War One
		Additional resources Your History teacher will provide you with several resources to help you revise. Knowledge organisers contain key events, dates, terms and people. Use the Read – Cover – Write – Check method to test your memory. A3 revision clocks and mind maps help you organise everything you know about the six groups, including specific facts and figures. Venn diagrams help you compare the experiences of different groups and identify their similarities and differences.

Topic	What do you need to know
British Soldiers	• Trench conditions: Lived in muddy, dirty trenches with rats, lice and disease. • Trench warfare: The war became a stalemate, meaning neither side could make much progress. • Battle of the Somme (1916): Britain suffered 60,000 casualties on the first day.
Conscientious objectors	• Definition: People who refused to fight because of their religious or personal beliefs. • Reasons: Believed killing was wrong or that war should not be fought. • Treatment: Faced criticism and pressure from society. • Public opinion: Often viewed as cowards for refusing to fight.
Colonial Soldiers	• Definition: Soldiers from colonies around the world who fought for the British Empire. • Numbers: Over 3 million colonial troops served Britain during the war. • Experiences: Fought alongside soldiers from different countries and backgrounds. • Example: Mike Mountain Horse was a Native American who fought for the British Empire at the Battle of Vimy Ridge.
Injured soliders	• Physical injuries: Bullets, explosions and artillery caused severe wounds and disabilities. • Shell shock: Psychological trauma caused by the terror and stress of war. • Treatment of shell shock: Some sufferers were wrongly accused of cowardice, and some were shot. • Plastic surgery: Developed during the war to treat severe injuries, particularly facial disfigurements.
Women	• Munitions factories: Women worked in factories making weapons and ammunition from 1915. • Munitionettes: The name given to women who made munitions. Around 1 million worked in factories by mid-1918. • Women's Land Army: Created in 1917 to provide workers for farms. • Numbers in agriculture: Approximately 25,000 women were placed on farms by the Women's Land Army.
German civilians	• British naval blockade: Restricted supplies entering Germany from 1914. • Food shortages: The blockade contributed to shortages of food and other essential goods. • Everyday life: Civilians experienced hunger and hardship while the war continued. • Treaty of Versailles (1919): Germany was forced to accept blame for the war and faced harsh peace terms

Subject	Revision topics		Suggested revision materials
RE	**Topic**	**What do you need to know**	Revising key religious beliefs, founders, festivals, animal rights, life after death and philosophical arguments. Includes explanations and revision activities. https://www.bbc.co.uk/bitesize
	Animal Rights	• Know how animals are used by humans. • Know why some people choose to be vegetarian or vegan. • Know what animal experimentation is and be able to explain the religious arguments for and against. • Know the purpose and benefits of keeping animals in Zoos and be able to explain the religious arguments for and against this.	
	Philosophical Arguments for the existence of God	• Know the meaning of key terms, Atheist, Theist and Agnostic. • Know the reasons why some people do or do not believe in God. • Know the Design Argument as an argument for the existence of God. • Understand and explain the challenges to the Design Argument.	Free lessons, videos and activities to help you understand religious beliefs, ethical issues and philosophical arguments. https://www.thenational.academy/
	The Problem of Evil	• Understand the difference between Natural verse Moral Evil and be able to give examples of each type of evil. • Know and be able to explain the problem of evil through the Inconsistent Triad. • Know and be able to explain Christian responses to evil.	Short videos and explanations covering religious beliefs, festivals, religious founders, philosophy, ethics and animal rights. https://www.truetube.co.uk/
	Dharmic Faiths	• Know key terms associated with three dharmic faiths; Dhrama, Karma, Moksha, Ahimsa, reincarnation. • Key beliefs about God according to Hindus, Sikhs and Buddhists.	How humans use animals, vegetarianism, veganism, animal welfare and religious views about the treatment of animals. https://www.bbc.co.uk/bitesize/articles/zns2kmn
	Beliefs in Life after Death	• Know Christian Beliefs in Life after Death; Heaven, Hell, Purgatory and Judgement. • Know Hindu Beliefs in Life after Death; Reincarnation. • Know non-religious reasons for life after death; Ghosts, Mediums and Near-Death Experiences.	Natural and moral evil, suffering, the problem of evil and religious responses. https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/z6twrj6
	Judaism	• Know the story of Abraham and understand why Abraham is important to Jews. • Know the story of Moses and understand why Moses is important to Jews, including the 10 commandments. • Know the Kosher food laws and be able to explain why they are important. • Know what the festival of Passover is and how it is celebrated.	Christian beliefs about heaven, hell and judgement, alongside Hindu, Sikh and Buddhist beliefs about rebirth. https://www.bbc.co.uk/bitesize/topics/zkdk382/articles/zbgp7nb
	Christianity	• Know key Christian beliefs about Jesus, including the incarnation and the story of his birth. • Know what a miracle is and be able to give examples of Jesus' miracles. • Know what a parable is and be able to give examples of Jesus' parables. Be able to explain why Jesus taught with parables. • Know Jesus' last days, including his crucifixion and resurrection. Understand why these events are important to Christians.	**Additional resources** Your RE teacher will also provide knowledge organisers to help you learn the key information and paper-based revision activities to help you practise and check your understanding. Make sure you use these alongside the recommended websites to support your revision.
	Islam	• Know the meaning of key terms in Islam; Allah, Qur'an, Mosque, Halal and Haram. • Know what the Five Pillars of Islam are. Be able to explain how Muslims practice each pillar and why they are important.	

Subject	Revision topics	Suggested revision materials

Computing

Topic	What do you need to know
Cyber Crime and Cyber Security	• Phishing: spotting it and what to do • Malware, including viruses and ransomware • Hacking and the Computer Misuse Act • Strong passwords and two-factor authentication • Personal data and the Data Protection Act • Copyright
Staying safe online	Digital footprint and privacy settings • Risks of sharing personal information and location • Contact from strangers online, and how to report it • Fake news
Computor Hardware	Input, output and storage devices • The CPU, RAM and ROM
Binary	Why computers use binary; bits and bytes • Converting between binary and denary • The biggest number that can be stored in 8 bits

Revision Checklist
Paper copy given out in Computing lessons. Pupils rate each topic red, amber or green, and revise their reds first.

Revision Quest booklet
On Satchel One. Five short levels, one per topic, with answers at the back. Pupils don't need to do it all: doing their two weakest levels and the Final Boss Battle takes about an hour.

Useful websites
• BBC Bitesize: KS3 Computer Science
• Thinkuknow (thinkuknow.co.uk) for staying safe online.
• Scratch (scratch.mit.edu) to practise programming for free.

Sport

Students will not complete a formal assessment during the November assessment week. Instead, teachers will continue assess students' practical abilities across a range of sports and physical activities throughout Autumn Term. These ongoing assessments will contribute towards students' progress reports in December.

Subject	Revision topics	Suggested revision materials
Spanish	See table below	See table below

Topics	What do you need to know?	Suggested revision materials
Places in town	• En mi ciudad hay… – In my city there is… • Una plaza de toros – A bull ring • Una tienda – A shop • Un cine – A cinema • Un parque – A park • Un mercado – A market • Un polideportivo – A sports centre • Un museo – A museum • Un castillo – A castle • Un hospital – A hospital • Una estación de trenes – A train station • Una estación de autobuses – A bus station • Una plaza – A square • Una playa – A beach • Una piscina – A pool • Un estadio – A stadium • Un centro comercial – A shopping centre • Que se llama… – Which is called…	Learn how to talk about where you live using Spanish vocabulary and the verbs ser and estar. BBC Bitesize – Talking about Where You Live
Describing my city	• Mi ciudad es… – My city is… • Histórica – Historic • Bulliciosa – Busy • Importante – Important • Moderna – Modern • Pequeña – Small • Grande – Big • Limpia – Clean • Sucia – Dirty • Tranquila – Calm • Ruidosa – Noisy • Bonita – Pretty • Fea – Ugly • Turística – Touristic • Industrial – Industrial • Más … que – More … than • Menos … que – Less … than	Revise Spanish adjectives and how to describe places, including adjective agreement. BBC Bitesize – How to Use Adjectives in Spanish
Shops	• Las tiendas – Shops • Una joyería – Jeweller’s • Una pastelería – Cake shop • Una carnicería – Butcher’s • Una panadería – Bakery • Una librería – Bookshop • Una cafetería – Coffee shop • Una zapatería – Shoe shop • Una pescadería – Fishmonger’s • Una churrería – Churro shop • Una papelería – Stationery shop • Una tienda de ropa – Clothes shop • Venden… – They sell…	Use this revision sheet to practise vocabulary for describing your town or city, including words such as moderna, tranquila, bonita and ruidosa. BBC Bitesize – Where I Live: Vocabulary Sheet
Directions	• Las direcciones – Directions • Sigue todo recto – Go straight on • Toma… – Take… • Dobla… – Turn… • Cruza… – Cross… • La primera… – The first… • La segunda… – The second… • La tercera… – The third… • A la izquierda – To the left • A la derecha – To the right • Está al final de la calle – It’s at the end of the street • Está aquí – It’s here	Practise recognising Spanish vocabulary and reviewing grammar through the BBC Bitesize KS3 Spanish topic collection. BBC Bitesize – KS3 Spanish Practise places in town, shops and directions using interactive matching activities. Wordwall – Places in Town and Directions **Additional resources** Provided by Your Teacher • Vocabulary list covering places in town, shops, descriptions and directions. • Languagenut Half-Term Homework One. Complete the assigned activities to practise and consolidate the vocabulary covered in class.

Subject

German

Revision topics

Topics	What do I need to know?
Hobbies and free-time activities	• Meine Hobbys – My hobbies • Ich spiele… – I play… • Fußball – Football • Federball – Badminton • Korbball – Netball • Schach – Chess • Karten – Cards • Schlagzeug – Drums • Geige – Violin • Ich fahre… – I do/travel by… • Rad – Cycling • Ski – Skiing • Ich gehe… – I go… • Einkaufen – Shopping • Wandern – Hiking • Ich höre Musik – I listen to music • Ich tanze – I dance • Ich sehe fern – I watch TV • Ich lese – I read • Ich sammle… – I collect…
Opinions and descriptions	• Meinungen – Opinions • Gern – Like • Nicht gern – Don't like • Sehr gern – Really like • Gar nicht gern – Really don't like • Interessant – Interesting • Langweilig – Boring • Toll – Great • Schlecht – Bad • Genial – Brilliant • Schrecklich – Terrible • Lustig – Funny • Zum Einschlafen – Puts you to sleep • Gesund – Healthy • Spannend – Exciting • Entspannend – Relaxing
Frequency expressions	• Wie oft? – How often? • Immer – Always • Oft – Often • Manchmal – Sometimes • Ab und zu – Now and then • Selten – Rarely • Am Wochenende – At the weekend
Giving reasons and extending sentences	• Weil – Because • Obwohl – Although • Use weil to explain why you like or dislike an activity. • Use obwohl to introduce a contrasting idea. • Practise extending sentences with opinions and reasons.

Suggested revision materials

Revise German hobbies and free-time activities, including sports, music and other interests.

BBC Bitesize – KS3 German

Practise expressing opinions about hobbies and using adjectives to explain what you like and dislike.

BBC Bitesize – KS3 German

Practise building sentences about your hobbies and explaining how often you do them.

BBC Bitesize – KS3 German

Learn how to give opinions and reasons using German conjunctions.

Oak National Academy – Giving Opinions and Reasons

Additional resources

• Vocabulary list provided by your teacher.
• Languagenut Half-Term Homework One – complete the assigned activities to practise and consolidate the vocabulary covered in class.

Subject	Revision topics	Suggested revision materials
French	See table below	Revise French sports, hobbies and free-time vocabulary using the BBC's KS3 French resources. BBC Bitesize – KS3 French **Additional resources** • Vocabulary list provided by your teacher. • Languagenut Half-Term Homework One – complete the assigned activities to practise and consolidate the vocabulary covered in class.

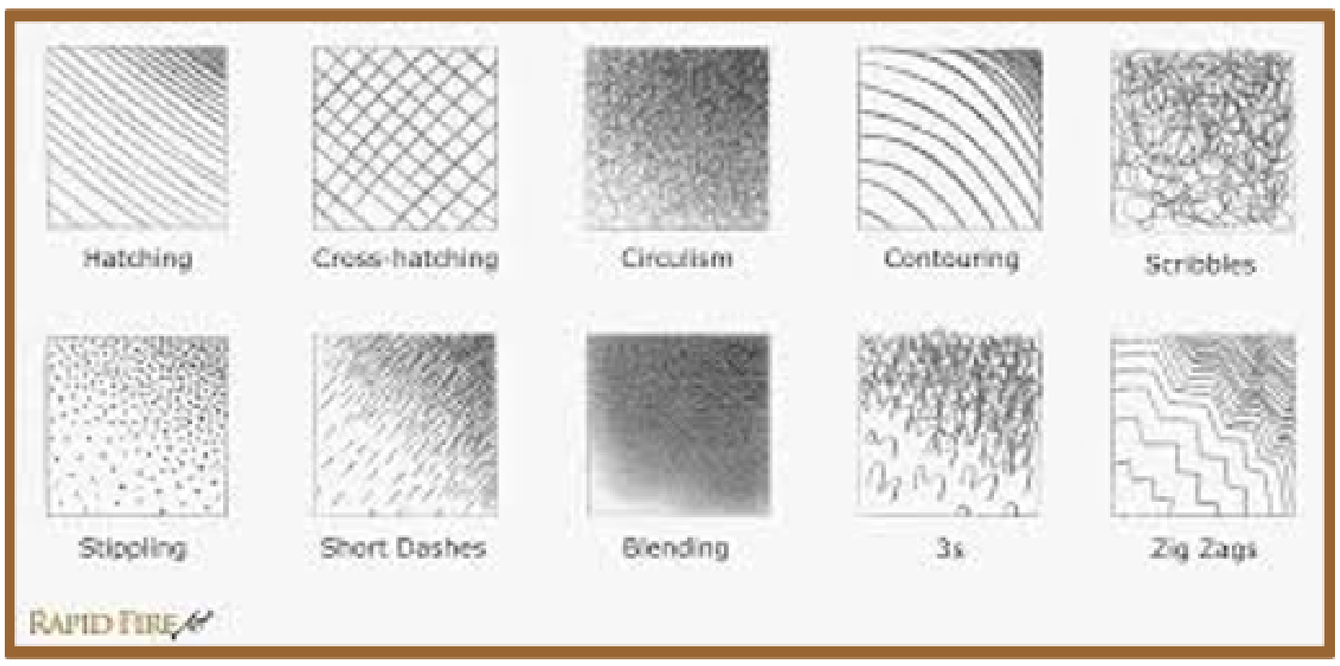
Topics	What do I need to know?
Sports	• Les sports – Sports • Je joue au… – I play… • Foot – Football • Rugby – Rugby • Tennis – Tennis • Basket – Basketball • Volley – Volleyball • Ping-pong – Table tennis • Hockey – Hockey • Je fais… – I do / go… • Du ski – Skiing • Du patinage – Ice skating • Du judo – Judo • Du karaté – Karate • Du cyclisme – Cycling • De la planche à voile – Windsurfing • De la voile – Sailing • De la gymnastique – Gymnastics • De la natation – Swimming • De la danse – Dance • De l’équitation – Horse riding • De l’escalade – Climbing • De l’athlétisme – Athletics • De l’escrime – Fencing
Leisure activities	• Je surfe sur Internet – I surf the Internet • Je regarde la télé – I watch television • J’écoute de la musique – I listen to music • Je joue aux jeux vidéo – I play video games • Je télécharge de la musique – I download music
Opinions and reasons	• Parce que… – Because… • Car… – Because… • C’est… – It is… • Amusant – Fun • Divertissant – Entertaining • Actif – Active • Rapide – Fast • Super – Super • Fantastique – Fantastic • Relaxant – Relaxing • Fatigant – Tiring • Bon pour la santé – Good for your health • Intéressant – Interesting • Passionnant – Exciting • Dangereux – Dangerous • Barbant – Boring
Who you do activities with	• Avec une équipe – With a team • Avec un copain – With my male friend • Avec une copine – With my female friend • Avec mes copains – With my friends • Au collège – At school • Avec ma famille – With my family
Time and frequency expressions	• Normalement – Normally • Le weekend – At the weekend • Le matin – In the morning • Le soir – In the evening • Pendant la semaine – During the week • Pendant les vacances – During the holidays • Souvent – Often • Quelquefois – Sometimes
Days of the week	• Lundi – Monday • Mardi – Tuesday • Mercredi – Wednesday • Jeudi – Thursday • Vendredi – Friday • Samedi – Saturday • Dimanche – Sunday

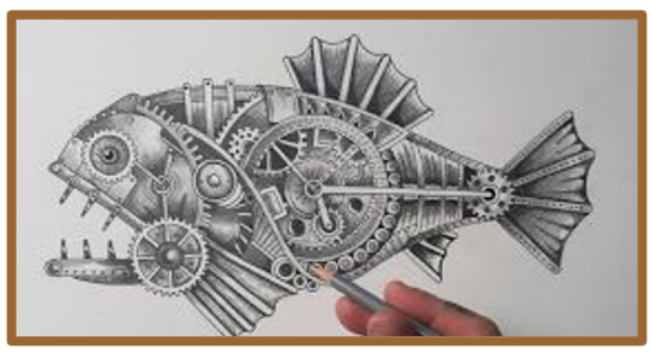
Subject	Revision topics	Suggested revision materials

Art

Topics	What do you need to know	Suggested revision materials
What is Steampunk?	• Understand that Steampunk combines Victorian history with science fiction. • Know that it imagines futuristic inventions inspired by the Victorian era (1800s). • Understand the idea of “the future that never happened”.	Use this website to understand Steampunk art and explore examples of the style. Artsydee – Steampunk Art
Steampunk Colour Scheme	• Know the key colours: browns, tans and sepia. • Recognise metallic colours such as brass and copper. • Identify dark red, green, blue, ivory, mustard yellow, charcoal and deep violet. • Understand how muted tones and aged finishes create a Victorian industrial look.	Use this website to explore Steampunk colours and visual examples. Artsydee – Steampunk Art
Steampunk Imagery	• Recognise cogs, gears and machinery. • Identify clockwork and pocket watches, goggles and top hats. • Recognise airships and machine animals. • Identify these features in Steampunk artwork.	Use this website for ideas about Steampunk imagery and design. London Art College – Steampunk Illustration
Shading and Mark-Making Techniques	• Recognise different shading techniques. • Identify different mark-making techniques. • Understand how shading and marks create tone, texture and detail in artwork.	Use these examples to practise shading techniques and develop your drawing skills. Caroline Nay – Steampunk Animal and Shading Practice
Steampunk Pencil and Pen Drawings	• Recognise the features of Steampunk pencil and pen drawings. • Identify how lines create detail. • Recognise how shading and marks are used in Steampunk drawings.	Use this website for drawing inspiration and ideas for adding detail to Steampunk artwork. London Art College – Steampunk Illustration
Kazuhiko Nakamura – Steampunk Art	• Review Kazuhiko Nakamura’s Steampunk artwork. • Recognise how Victorian-inspired objects, machinery and futuristic inventions are combined in his work. • Complete a quiz and analyse the artwork.	Read page 8 of the article to learn more about Steampunk and its key features. The Art of Kazuhiko Nakamura – page 8

Shading / Mark making technique examples.







Example steampunk imagery and drawings

Subject	Revision topics	Suggested revision materials
Music		

Topics	What do you need to know?
Film Music Composition	• Present your Film Music Composition developed over the last two lessons. • Perform your composition using instruments or record it using Logic Pro. • Use your storyboard to guide your music and match it to the action on screen. • Use the composition checklist to ensure you have included the key musical elements. • Use musical vocabulary creatively to communicate the mood, atmosphere and action of the film.
Key Film Music Vocabulary	• Leitmotif / Motif: A short, repeated musical idea linked to a character, place, object or emotion. • Dissonance: Notes played together that sound tense, clashing or unsettling. • Chromatic movement: Moving up or down in small steps between notes to create tension or unease. • Pedal / Drone: A long, sustained or repeated note underneath other music to create atmosphere or tension. • Sudden silence: When the music abruptly stops to create shock, suspense or anticipation. • Crescendo: A gradual increase in volume to build tension or excitement. • Extremes in pitch: Using very high or very low notes to create moods such as fear, danger or mystery. • Stabs of sound: Short, sharp bursts of sound used to create shock, impact or dramatic moments.

Use this website to revise how music is used in films to create mood, atmosphere, tension and emotion.

BBC Bitesize – Film Music

Revise the key vocabulary and practise identifying how each technique can be used in a film soundtrack.

BBC Bitesize – Film Music

Learn how composers create musical themes to represent characters, places or ideas. Practise creating a short leitmotif.

Oak National Academy – Using Leitmotif in Film Music

Additional revision resources
Your storyboard, composition checklist and class materials will be provided to support your preparation.

Food & Nutrition

Topics	What do you need to know?
Practical Cooking Skills	• Revise the practical skill covered in KS3 lessons. • Follow a recipe independently and complete each step in the correct order.
Food Safety and Hygiene	• Maintain good personal hygiene throughout the practical exam. • Keep your workspace clean and organised. • Handle ingredients and equipment safely. • Follow safe practices when using knives, hot equipment and cooking appliances. • Clean your workspace and equipment after use.
Working Independently	• Organise ingredients and equipment. • Manage time effectively and complete the recipe with minimal support.
Final Dish and Presentation	• Complete the recipe to produce the required dish. • Ensure the finished dish is cooked appropriately. • Present the dish neatly and attractively. • Demonstrate care and attention to detail in the final presentation.

Revise practical cooking skills, including weighing and measuring, knife skills, following recipes and preparing ingredients.

Food – a Fact of Life: Cooking Skills

Learn how to prevent cross-contamination, handle food safely, maintain personal hygiene and store and cook food correctly.

Food – a Fact of Life: Food Hygiene and Safety (ages 11–14)

Explore practical cooking videos and recipes to help you practise your skills independently.

Food – a Fact of Life: Cooking

Practise following recipes and explore ideas for preparing different dishes.

Food – a Fact of Life: Recipes and Cooking Resources

Subject	Revision topics	Suggested revision materials
Drama		

Topics	What do you need to know?
Blood Brothers – Willy Russell	• Revise the play Blood Brothers by Willy Russell. • Understand your character and their relationship with the other character. • Know what your character wants, feels and worries about during the scene. • Understand how events before the scene affect your character's behaviour.
Characterisation	• Understand how to create a believable character. • Consider your character's age, family, social class and where they live. • Show how your character's feelings and behaviour change during the scene. • Respond naturally to your partner during the performance.
Physical Skills	• Posture – How you hold your body. • Facial expressions – Showing emotions through your face. • Body language – Communicating through movement. • Mannerisms – Distinctive habits or gestures. • Gait – The way you walk. • Use of space – Using the performance area purposefully.
Vocal Skills	• Pace – The speed at which you speak. • Pitch – How high or low your voice sounds. • Tone – The emotion or attitude conveyed by your voice. • Volume – How loudly or quietly you speak. • Projection – Making your voice clearly heard by the audience. • Pause – A break in speech used for effect. • Accent – The way words are pronounced.
Practical Examination: Duologue	• A duologue is a scene performed by two actors. • Perform with confidence, focus and commitment. • Use voice and physical skills effectively. • Make appropriate performance choices and use the space creatively. • Show emotion, intention and character development. • Use drama vocabulary to explain your choices. • Focus on believable characterisation, not just remembering lines.

Suggested revision materials
Read the revision materials provided in class. BBC Bitesize – Drama
Complete the character profile provided in your revision materials. Blood Brothers – YouTube resource
Practise using physical skills to communicate your character's personality, feelings and relationships. Review examples from class.
Practise delivering lines using different vocal skills to communicate emotion, intention and character.
Rehearse your Blood Brothers scene with your partner. Review your character profile and practise explaining your performance choices using drama vocabulary.
Additional resources • Revision materials and character profile provided by your teacher. • BBC Bitesize resource linked above. • YouTube resource linked above.

Subject	Revision topics	Suggested revision materials
Design		

Topics	What do you need to know?	
Reversible Door-Hanging Sign	• Design a reversible sign using one piece of MDF measuring 150 × 50 mm. • Include two readable messages, one on each side. • Ensure the complete design, including the hanging hole or slot, fits inside the original MDF rectangle. • Make sure the sign will hang securely from a door handle.	• Review the design brief and examples provided in class. • Complete the design plan and labelled drawings in your revision document.
Design and Measuring	• Draw and label your design clearly. • Include the overall dimensions of 150 mm × 50 mm. • Add key measurements for the opening and the areas to be cut away. • Check that the design leaves enough MDF around the opening to remain strong.	• Practise drawing and labelling your design. • Review the measurements and design plan in your revision document.
Tools and Practical Skills	• Pillar drill: Used to create a starting hole or round opening. • Coping saw: Used to cut curves and internal cut-outs. • Belt sander: Used to refine outside edges. • Files: Used to shape edges and openings. • Sandpaper: Used to smooth edges and remove splinters. • Understand the correct purpose of each tool.	• Review the tool guide in your revision document. • Revise the making sequence and the purpose of each tool.
Health and Safety	• Secure the MDF before cutting. • Follow teacher instructions and only use machinery when trained, supervised and authorised. • Tie back long hair and keep hands clear of moving machinery. • Control MDF dust using the school's procedures. • Work safely and keep your workspace tidy.	• Review the health and safety guidance in your revision document. • Learn the safety reminders for each tool.
Quality Control and Finishing	• Check that the sign fits the door handle and hangs securely. • Ensure both messages are readable and the sign is reversible. • Check that the shape matches your drawing. • Smooth all edges and remove rough areas. • Complete a final quality check before finishing.	• Use the quality checklist in your revision document. • Revise the final self-assessment criteria.
Practical Exam Preparation	• Plan how to complete the sign within the 50-minute assessment. • Mark out and measure accurately before cutting. • Follow the correct making sequence. • Check your work throughout the process. • Finish by testing the sign, checking quality and tidying your workspace.	• Complete the homework design plan before the assessment. • Review the 50-minute time plan in your revision document. • Year 9 Reversible Door-Hanging Sign revision document provided by your teacher. • Completed design plan and labelled drawings. • Practical making sequence and tool safety guide.

Revision tips & strategies!



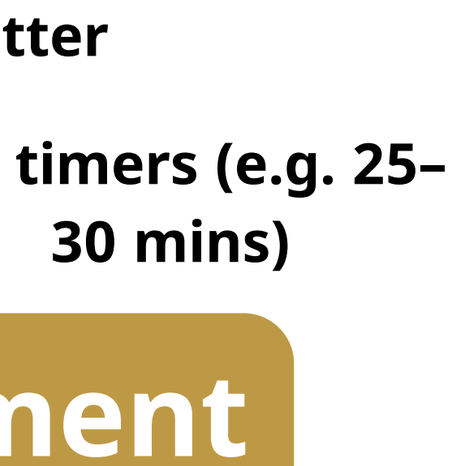
Tip 1:

Keep it clean and clutter-free. A tidy space helps you concentrate better

Use timers (e.g. 25–30 mins)

Enviroment

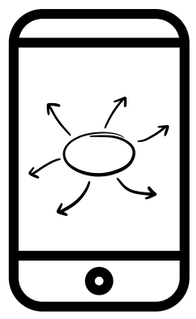
Good lighting and minimal distractions – avoid phones or loud noise.



Tip 2:



Give each branch a different colour and use simple symbols, icons or small images to represent key ideas.



Mind Maps

Once finished, take a photo or screenshot of your mind map and use it as your phone lock screen.

Don’t copy your notes onto the mind map. Reduce each idea to key words, phrases, cases, dates or examples.

[Study Smarter | Essential Revision Skills | Mind Maps | Oxford Revise]

Revision tips & strategies!



Tip 3:

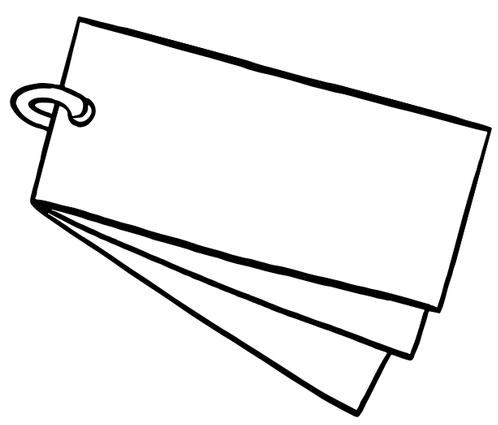
Don’t copy your whole page of notes! Put one important fact, word or idea on each card.



Use your notes to create a question on the front and the answer on the back.

Flash Cards

Look at the question, cover the answer and try to remember it. Put cards you get wrong into a “need to learn” pile and practise these more often.



Tip 4:

Try short-form revision content on TikTok/Instagram - but check that the information matches your exam specification.

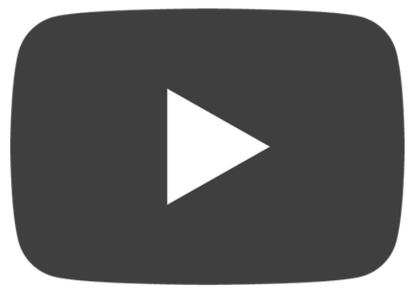
Remember: scrolling isn't revision.

Go Digital

TikTok

Listen to revision podcasts while travelling, walking or doing chores.

Watch YouTube revision videos - pause regularly and try to explain what you've just learned.



[Study Smarter | Essential Revision Skills | Flashcards | Oxford Revise]

Revision tips & strategies!



Tip 5:

Start with topic questions - practise one topic at a time before tackling whole papers.



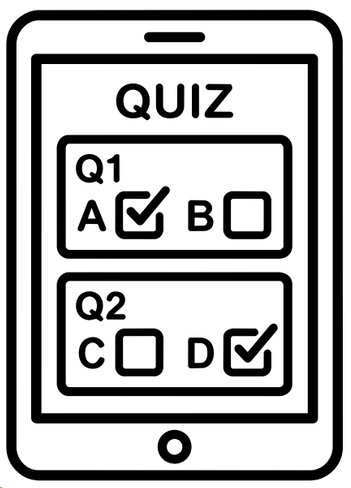
Exam Questions

Try it without your notes first - see what you actually know.

Mark it honestly - use the mark scheme, not what you think the answer should be.

Tip 6:

Quiz yourself instead of rereading - covering your notes and recalling the answer is much more effective.

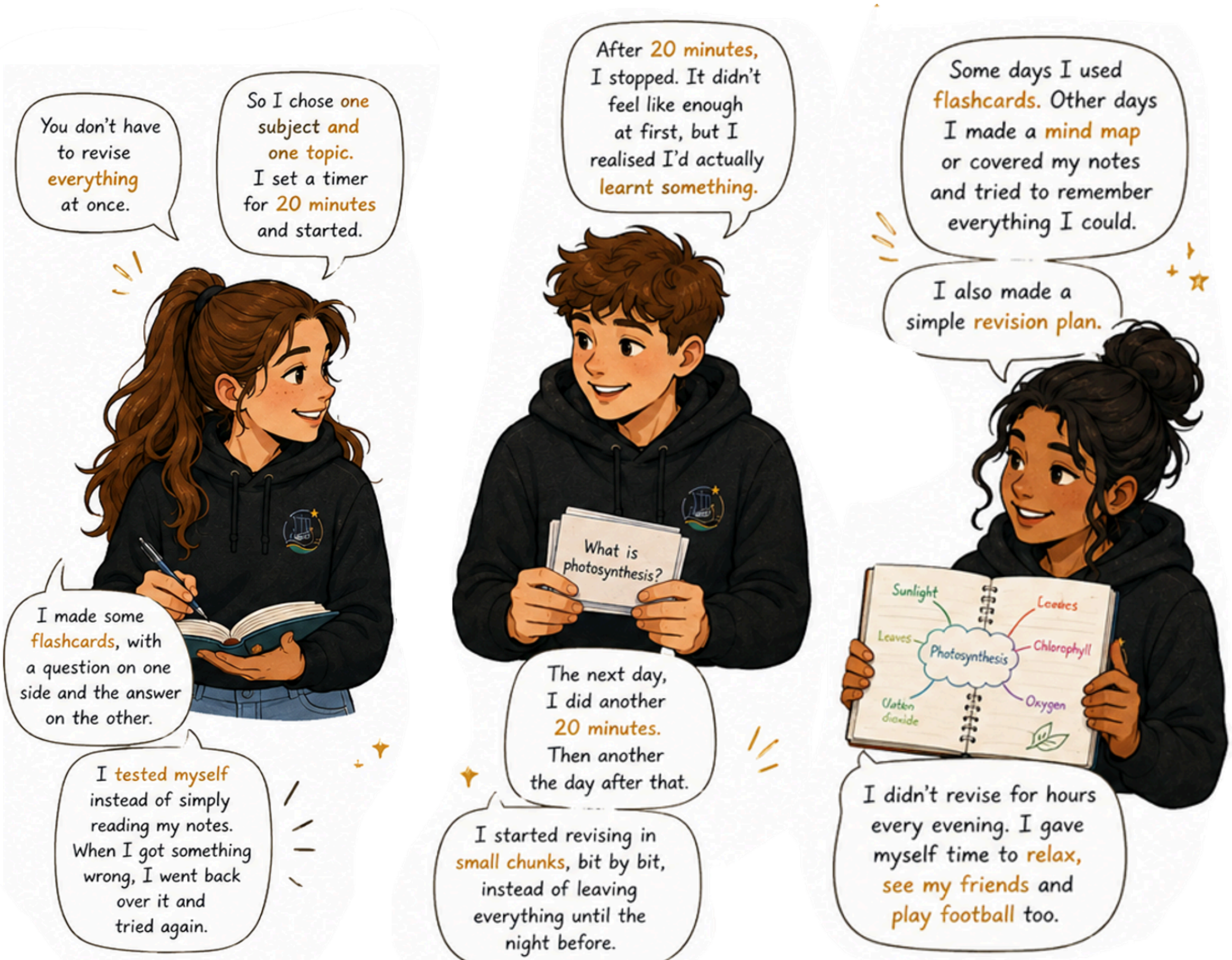


Quiz yourself

Use Quizlet - make your own flashcards or practise sets that someone else has created.

Use Seneca Learning -work through short, interactive quizzes and see what you can remember.

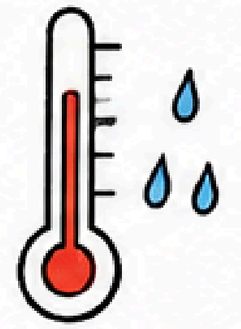
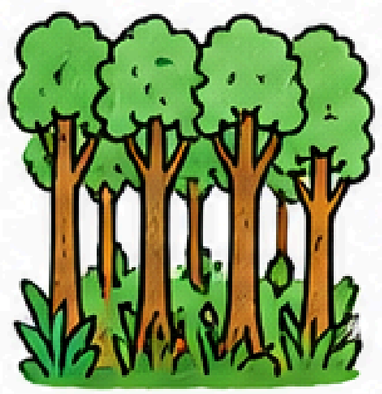
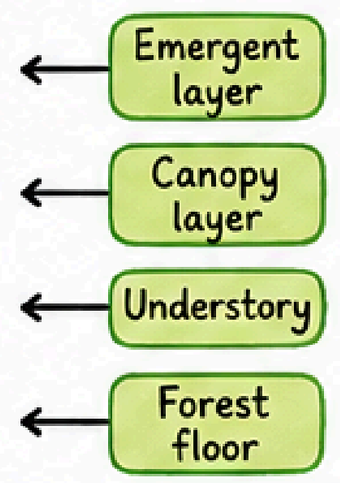
Advice from your friends



"Your effort today becomes your confidence tomorrow."

Example mind map



FRONT (QUESTION)	BACK (ANSWER)
1 Where in the world are tropical rainforests found? 	1 Tropical rainforests are found near the Equator, between the Tropic of Cancer and the Tropic of Capricorn. 
2 What is the climate like in tropical rainforests? 	2 The climate is hot and wet all year round. It has high temperatures (around 25–28°C) and lots of rain (over 2,000mm a year). 
3 Name two layers of the rainforest. 	3 Two layers are: 1. Emergent layer – tallest trees 2. Canopy layer – tops of most trees (underneath is the understory and forest floor). 

TOP TIP: Cover the answers and test yourself! Put the cards you get wrong in a "Need to learn" pile.

Example flash cards

Useful websites

Satchel One
www.satchelone.com

BBC Bitesize
www.bbc.co.uk/bitesize

Seneca Learning
www.senecalearning.com

Educake
www.educake.co.uk

Oak National Academy
www.thenational.academy

Quizlet
www.quizlet.com

Anki Flashcards
www.ankiweb.net

YouTube
www.youtube.com

How to make a revision timetable

Tips for creating your own Year 9 revision timetable

Specific topics, not just subjects
Plan exactly what you will revise, for example "cell structure" not just "science". This makes your revision focused and effective.

Mix of subjects
Subjects are spread out across the week to keep it interesting and help you remember more.

Focused after school
Revision mainly takes place after school, when you are at home and have had a break.

30-minute dinner break
Dinner is 30 minutes each day and short breaks are included to give your brain a rest.

Includes real life commitments
Time for sport, hobbies, family and friends is included, so the timetable is realistic and achievable for a Year 9 student.

	3–4pm	4–5pm	5–6pm	6–6:30pm	6:30–7:30pm	7:30–8:30pm	8:30–9:30pm
Monday	**English** Creative writing practice (rhetorical questions)	**Maths** Expanding brackets	**Geography** Rainforest biomes and their characteristics	**Dinner** (time to relax)	**Science** Cell structure	**Free time** (TV / gaming / see friends)	**History** The role of women in WW1
Tuesday	**Science** How to use microscopes and magnification	**History** Colonial soldiers in WW1	**Maths** Converting fractions to decimals and percentages	**Dinner** (time to relax)	**Geography** Layers of the rainforest and adaptations	**Sport or hobby** (e.g. football training)	**English** Creative writing practice (emotive language)
Wednesday	**Maths** Fractions, decimals and percentages	**Science** Atomic structure	**History** Trench conditions in WW1	**Dinner** (time to relax)	**English** Creative writing practice (sensory language)	**Free time** (TV / gaming / see friends)	**Geography** Characteristics of the tundra biome
Thursday	**Geography** Rainforest food webs and nutrients	**History** Plastic surgery in WW1	**Science** Density (calculations and graph skills)	**Dinner** (time to relax)	**Maths** Expanding and factorising brackets	**Free time** (TV / gaming / see friends)	**Spanish** Vocabulary and conjugation practice
Friday	**Science** Cell structure (diagrams and functions)	**Geography** Rainforest biomes (plant and animal adaptations)	**English** Creative writing practice (varied sentence types)	**Dinner** (time to relax)	**History** The impact of colonial soldiers in WW1	**Free time** (TV / gaming / see friends)	**Maths** Converting fractions and mixed numbers
Saturday	**Free time** Liverpool game (watch or go)		**Spanish** Vocabulary and conjugation practice	**Dinner** (time to relax)	**Science** How to use microscopes (practice and lab skills)	**Family time or hobby**	**Geography** Tundra biome (climate and adaptations)
Sunday	**Review week** Use flash cards to go over key topics	**Mixed revision** Complete practice questions (choose any subject)	**Plan for the week** Check homework, pack bag, tidy notes	**Dinner** (time to relax)	**Light revision** Topics you find more difficult	**Free time** (TV / gaming / see friends)	**Wind down** Get ready for the week ahead

1 Be realistic
- Include travel time, meals and breaks.
- Make sure you include time for exercise, hobbies and seeing friends.
- Aim for a timetable that you can stick to.

2 Plan a balanced week
- Include a variety of subjects.
- Mix up the type of revision, for example notes, flash cards, practice questions and past papers.
- Try to do a little of each subject every week.

3 Take regular breaks
- Your brain works best with short breaks.
- Aim for 45–60 minutes of revision followed by a 10–15 minute break.
- Use break time to move around, get a drink or do something relaxing.

4 Include your commitments
- Keep time for sport, clubs, hobbies, family and friends.
- These activities help reduce stress and make your revision more effective.
- A balanced timetable is more likely to be realistic and sustainable.

5 Review and adjust
- Try your timetable for a week and see what works.
- Make changes if needed.
- Keep it flexible but make sure you stick to the plan as much as possible.

Make your own revision timetable

NESTON HIGH SCHOOL

	3 – 4pm	4 – 5pm	5 – 6pm	6 – 6:30pm	6:30 – 7:30pm	7:30 – 8:30pm	8:30 – 9:30pm
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

Good luck!

NESTON
HIGH SCHOOL

Aspiration | Community | Respect