

Glastry College

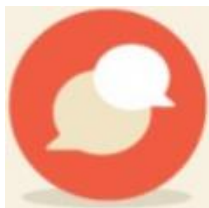


KS3 Summer 2021

Assessment and Revision Guide



Art



Drama



English



French



Geography



History



Home Economics



ICT



Learning for Life and Work



Maths



Music



Physical Education



Religious Studies



Science



Technology

A digital version of this assessment and revision guide is available on the pupil zone page of the College website www.glastrycollege.org.uk

KS3 Summer 2021 Assessment and Revision Guide

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KS3 Assessment Timetable

Period	Year 8	Year 9	Year 10
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Tuesday 1 June

1	<i>Revision</i>	<i>Revision</i>	<i>Revision</i>
2	11am History	10:45am Technology	11:00am French
3	<i>Revision</i>	<i>Revision</i>	<i>Revision</i>
4	Religious Studies	History	Home Economics
5	Drama	<i>Revision</i>	<i>Revision</i>

Wednesday 2 June

1	English	French	Drama
2	<i>Revision</i>	<i>Revision</i> 10:45am 9A Music (IT1)	10:45am Maths
3	11:30am Geography	12pm Science	<i>Revision</i>
4	<i>Revision</i> 8E Music (IT3)	<i>Revision</i>	History
5	Art	Home Economics	Religious Studies

Thursday 3 June

1	Maths	English	<i>Revision</i>
2	Maths	<i>Revision</i>	11:00am Geography
3	<i>Revision</i>	12pm Religious Studies	<i>Revision</i>
4	8A Spanish 8U Music (IT3)	9A Spanish	Science
5	French	Drama	Technology

Friday 4 June

1	Home Economics	Geography	<i>Revision</i>
2	<i>Revision</i>	Art	11:00am English
3	11:30am Science	<i>Revision</i>	<i>Revision</i>
4	<i>Revision</i>	Maths	10A Spanish 10I Music (IT3)
5	Technology	Maths	French

Assessment and Revision Guidance and Tips

Get Organised:

It really helps your brain to remember things if you are able to order your thoughts. This means that to help your brain do this you need to organise all aspects of your learning:

1. Find the best place for your revision – bedroom, dining room table etc
2. Find your favourite styles of revision – see the points below
3. Find the best times for you to revise
4. Keep the area where you revise organised – neat, tidy, room to spread out
5. Create a detailed revision plan – what are you going to revise and when?
6. Make sure you know what you are revising – see the subject guidance in this booklet
7. Stay healthy - get fresh air, drink water and eat healthy food

Brain facts:

1. Your brain has an ability to remember everything and anything you want it to!
2. To do this we all need to give our brains some help to store information.
3. It is important to try different ways to revise as this will help your memory to improve.
4. Your memory works best if you stimulate your imagination.
5. **Your brain needs rest and breaks – so revise in chunks of 30 to 45 minutes and then take a break, have a healthy snack for 15 to 20 minutes and then get back to another chunk of revision.**

Revision Techniques/Memory Aids:

Retrieval is the key. We do this in class but you need to practice it at home too. It is the act of challenging your memory and taking things out of it. The more you take information out of your memory and use it the stronger your memory becomes. Here are some ways you can do retrieval.

1. Test Yourself:

Research has proven that the most effective way to revise is to regularly test yourself on what you know. There are a number of ways you can do this, point 6 and 8 are some examples. However, the most effective is to do the following:

- a) Make organised notes as above in point 1
- b) Rest, take a break etc
- c) Write out everything you can remember from what you have made notes on.
- d) Compare what you have written out with your organised notes.
- e) Read over, make more notes, highlight etc what you missed.
- f) Repeat b to e, until you are able to recall everything!

2. Spider diagrams/Memory/Mind Maps:

These are a quick and excellent way of summarising information. Your brain is much more likely to remember things when you use words, colours and images than if you were to use any of them on their own. This is called DUAL CODING.

1. Start with the paper in landscape.
2. Use your favourite colours.
3. Start in the centre with an image that summarises the topic and write this on it.
4. From the centre draw lines. In capitals write a main idea linked to the theme.
5. From these branches use smaller lines to expand the ideas and illustrate them with small images.
6. Stick them around your bedroom!

3. Acrostics and acronyms:

Often these can seem like things you used in Primary School, but they can be very effective in sparking ideas and helping you to remember. Use this concept to sequence information or remember a list. Turn the initials of the words into another word. A classic is 'King Richard Of York Gave Battle In Vain' for remembering the colours of the rainbow.

4. Quiztastic:

Turn revision for a subject into 10 or 20 quiz questions and test your friends. You could make answering them a text or email challenge. Swap quizzes with your friends. Writing a quiz, completing a quiz and marking a quiz are all methods of retrieval.

5. Repetition:

Repeating something 5 times helps your brain to remember. Doing this over time is called SPACING.

1. First repetition just after you have first learnt it.
2. Second repetition one day after.
3. Third repetition one week after.
4. Fourth repetition one month after.

5. Fifth and final repetition 3 to 6 months after.

6. Babble Gabble:

This is a brilliant way to check what you know and understand as if you can talk about it clearly and concisely, you know you've learnt it! Find a friend and tell them everything you know about a topic in 60 seconds. They should then repeat it back in 30 seconds. At the end you can discuss what you missed out.

Assessments are just ways to measure your progress now and to help you go further so keep it in perspective 😊

1. You can complain about assessments and why you have to do them until the cows come home, but whatever your opinion, assessments are inevitable and you need to accept this as soon as possible.
2. Listen to your teachers. They are professionals with a wide range of experience and they will be able to help you!
3. Talk to your family. Explain to them that you need their support over the coming weeks and there may be moments when you are stressed or anxious and you may be even more grumpy than usual. Ask them to be understanding and help you to get through this and succeed.
4. Make an agreement with your friends. You must still have a social life but try to include revision in it somewhere and ask your friends not to pressurise you into going out if there is work you want to finish.
5. In your revision plan, include lots of relaxation breaks. These give your brain a chance to learn and remember your work.
6. Consider your health. If you are feeling overwhelmed or unusually sad or tired, speak to someone.
7. Eat healthily and drink plenty of water. Bananas are supposed to help your brain remember things!
8. Plan a celebration event with all of your friends at the end of the final assessment.
9. Everyone can improve and get better at something. To do this you just need to keep trying, listen to and act on feedback and advice and believe you can do it.
10. Finally, be positive and remind yourself that with hard work and effort you are someone who can do well and who deserves to succeed. Be proud of your abilities and efforts and support others by being positive about school, learning, revision, hard work and success.



Art

Year 8	Year 9	Year 10
<p><u>Practical Task – assessed in an assessment</u> <u>Design Brief</u></p> <ul style="list-style-type: none"> ▪ You will be given a Design Brief that you will have to complete within the time specified. ▪ This year you will need to use all of your knowledge of COLOUR, so you will need to revise your Colour Theory. ▪ Colour Wheel, Colour combinations and colour mixing, Primary, Secondary Colours, Complementary Colours, Tones, Tints and Shades. <p><u>Preparation</u></p> <ul style="list-style-type: none"> ▪ It would also be a good idea to familiarise yourself with the kind of designs on Crisp Packets for example, Logos, Characters, Colour Combinations. ▪ You may wish to do some online research before you come to the assessment and bring your original ideas too! <p><u>Equipment</u></p> <ul style="list-style-type: none"> ▪ You will need all basic drawing and writing equipment as well as Colouring Pencils. 	<p><u>Practical Task – assessed in an assessment</u> <u>Design Brief</u></p> <ul style="list-style-type: none"> ▪ You will be given a Design Brief that you will have to complete within the time specified. ▪ You will be asked to design a UNIQUE Clock for your bedroom. ▪ The SHAPE and THEME of the clock should be personal to you, and this should shine through in your original design. <p><u>Preparation</u></p> <ul style="list-style-type: none"> ▪ It would also be a good idea before your assessment to do some research and see what designs are out there that relate to YOUR Hobbies and Interests, OR maybe you want to think about the materials that you could use as well? <p><u>Equipment</u></p> <ul style="list-style-type: none"> ▪ You will need all basic drawing and writing equipment as well as Colouring Pencils. 	<ul style="list-style-type: none"> ▪ The Year 10 Art summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place.



Drama

Year 8	Year 9	Year 10
<p><u>Written Assessment (1 hour)</u></p> <p><u>Section 1: Costume Design (25 mins)</u></p> <ul style="list-style-type: none"> ▪ Draw and label a costume ▪ Colour it in ▪ Include one prop ▪ Write an explanation for your choices <p><u>Section 2: Stage Positions (5 mins)</u></p> <ul style="list-style-type: none"> ▪ Centre Stage (left and right) ▪ Upstage (left and right) ▪ Downstage (left and right) <p><u>Section 3: Set Design (10 mins)</u></p> <ul style="list-style-type: none"> ▪ Design and clearly label your ideas for an effective set including a backdrop and all scenery <p><u>Section 4: Script Writing (20 mins)</u></p> <ul style="list-style-type: none"> • Correct layout and conventions of a script <p>*You will need* black pen, pencil, rubber, colouring pencils.</p>	<p><u>Written Assessment (1 hour)</u></p> <p><u>Section 1: Costume Design (25 mins)</u></p> <ul style="list-style-type: none"> ▪ Draw and label a costume ▪ Colour it in ▪ Include one prop ▪ Write an explanation for your choices <p><u>Section 2: Stage Positions (5 mins)</u></p> <ul style="list-style-type: none"> ▪ Centre Stage (left and right) ▪ Upstage (left and right) ▪ Downstage (left and right) <p><u>Section 3: Set Design (10 mins)</u></p> <ul style="list-style-type: none"> ▪ Design and clearly label your ideas for an effective set including a backdrop and all scenery <p><u>Section 4: Script Writing (20 mins)</u></p> <ul style="list-style-type: none"> • Correct layout and conventions of a script <p>*You will need* black pen, pencil, rubber, colouring pencils.</p>	<p><u>Written Assessment (1 hour)</u></p> <p><u>Section 1: Costume Design (25 mins)</u></p> <ul style="list-style-type: none"> ▪ Draw and label a costume ▪ Colour it in ▪ Include one prop ▪ Write an explanation for your choices <p><u>Section 2: Stage Positions (5 mins)</u></p> <ul style="list-style-type: none"> ▪ Centre Stage (left and right) ▪ Upstage (left and right) ▪ Downstage (left and right) <p><u>Section 3: Set Design (10 mins)</u></p> <ul style="list-style-type: none"> ▪ Design and clearly label your ideas for an effective set including a backdrop and all scenery <p><u>Section 4: Script Writing (20 mins)</u></p> <ul style="list-style-type: none"> • Correct layout and conventions of a script <p>*You will need* black pen, pencil, rubber, colouring pencils.</p>



English

Year 8	Year 9	Year 10
<p>You will have a 1-hour English summer assessment. This will be your last Tracked Assessment of the year.</p> <p><u>Reading Assessment</u></p> <ul style="list-style-type: none"> ▪ Read and understand a text ▪ Comprehension questions ▪ Alphabetical ordering ▪ Full stops and capital letters ▪ Nouns ▪ Verbs ▪ Adjectives ▪ Adverbs ▪ Paragraphing ▪ Similes ▪ Homonyms/ homophones ▪ Antonyms ▪ Synonyms 	<p>You will have a 1-hour English summer assessment. This will be your last Tracked Assessment of the year.</p> <p><u>Reading Assessment</u></p> <ul style="list-style-type: none"> ▪ Read and understand a text ▪ Comprehension questions ▪ Homonyms/Homophones ▪ Apostrophes ▪ Alliteration ▪ Onomatopoeia ▪ Personification ▪ Speech marks ▪ Commas ▪ Verbs ▪ Similes ▪ Metaphors ▪ Word meanings 	<p>You will have a 1-hour English summer assessment. This will be your last Tracked Assessment of the year.</p> <p><u>Reading Assessment</u></p> <ul style="list-style-type: none"> ▪ Read and understand a text ▪ Comprehension questions ▪ Types of narrative ▪ Sensory language ▪ Similes ▪ Metaphors ▪ Personification ▪ Alliteration ▪ Onomatopoeia ▪ Apostrophes ▪ Homonyms ▪ Ellipsis ▪ Word meanings ▪ Effect of sentence structure ▪ P.E.E. Paragraphs



MFL – French

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ▪ Numbers 1 – 60 ▪ Animals ▪ Days ▪ Time ▪ Accents ▪ Months ▪ Colours ▪ Family ▪ The verb TO HAVE ▪ The verb TO WATCH ▪ Names, ages ▪ Where I live- verb TO LIVE ▪ Houses and rooms ▪ School subjects ▪ Opinions ▪ -ER verbs ▪ The verb TO BE - <p style="text-align: center;">Reading Writing Translation Grammar</p>	<ul style="list-style-type: none"> ▪ Numbers 1 – 100 ▪ -ER verbs ▪ -IR verbs ▪ -RE verbs ▪ Negatives NE...PAS ▪ Days, months, dates ▪ Personal Details ▪ Family ▪ Physical Descriptions ▪ Types of Transport ▪ Bedroom Furniture ▪ The verb ALLER – to go ▪ The verb PRENDRE – to take ▪ Places in town ▪ Activities in town ▪ Countries ▪ Nationalities <p style="text-align: center;">Reading Writing Translation Grammar</p>	<ul style="list-style-type: none"> ▪ Numbers 1 - 110 ▪ Personal details- live, age, siblings, pets etc ▪ Environment and recycling ▪ Parts of body ▪ J'ai mal . . . ▪ General hobbies and sports <p>Past Tense</p> <ul style="list-style-type: none"> ▪ 3 Parts - (pronoun, auxiliary, verb in past) ▪ The verbs AVOIR ▪ Regular past endings (ER,IR,RE) ▪ Irregular past tense verbs ▪ The verb ÊTRE ▪ DRAPERSVANMMT table <p style="text-align: center;">Reading Writing Translation Grammar</p>



MFL – Spanish

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ▪ Numbers 1 – 60 ▪ Animals ▪ Days ▪ Time ▪ Accents ▪ Months ▪ Colours ▪ Family ▪ The verb TO HAVE ▪ The verb TO WATCH ▪ Names, ages ▪ Where I live- verb TO LIVE ▪ Houses and rooms ▪ Opinions ▪ -AR verbs 	<p>Days and dates Numbers 1-100 Age Present Tense – Regular verbs Present Tense – Irregular verbs Areas to live in Types of houses Adjectives to describes towns and houses Rooms in the house Furniture My bedroom Morning routine Evening routine Places in the town Asking the way Giving directions</p> <p style="text-align: center;">Reading Writing Translation Grammar</p>	<p>Days and dates Numbers 1-100 Family Adjectives to describe character and appearance Opinions Food Meals Quantities The Preterite Tense – regulars and irregulars Gifts Feelings The simple future</p> <p style="text-align: center;">Reading Writing Translation Grammar</p>



Geography

Year 8	Year 9	Year 10
<p><u>Humans Managing or Damaging?</u></p> <p>Managing tourism</p> <ul style="list-style-type: none"> To be able to give 3 reasons why tourism has increased in the last 50 years. To be able to explain the difference between eco-tourism and mass tourism. To give 2 problems tourism has caused in Kenya. To give 2 advantages of tourism for Kenya. <p>Managing Water</p> <ul style="list-style-type: none"> To be able to define drought and dam To be able to describe some of the problems caused by drought in places like Australia. To be able to explain why we need dams. <p>Managing Antarctica</p> <ul style="list-style-type: none"> To be able to describe what life is like in Antarctica (animals and climate) To be able to give 2 reasons why we need to conserve Antarctica To be able to give 2 reasons why we should develop Antarctica. <p>Skills</p> <ul style="list-style-type: none"> To be able to read a bar graph To be able to read a pie chart To be able to describe location (Kenya) 	<p><u>Population , Food and Farming</u></p> <p>Population</p> <ul style="list-style-type: none"> To explain why the world's population has increased so rapidly in the last 50 years. To define densely populated with an example. To be able to explain why a place is sparsely populated. To define birth rate and death rate. To give reasons why death rates are different in poorer (LEDC) countries and richer countries (MEDC) To be able to identify different types of migration (temporary, voluntary. Forced, rural to urban, internal and international). <p>Farming</p> <ul style="list-style-type: none"> To define arable farming To choose 3 reasons why a place may be suited to pastoral farming To define organic farming To explain two advantages of intensive farming <p>Food</p> <ul style="list-style-type: none"> To identify foods grown locally and globally To explain 2 reasons why buying food locally is good. To explain 2 reasons why buying global food is good. <p>Skills</p> <ul style="list-style-type: none"> To be able to read a line graph To calculate natural increase/decrease To complete a bar graph. 	<p>Development : A Fashion Faux Pas</p> <p>Development Indicators</p> <ul style="list-style-type: none"> To define an LEDC and an MEDC with an example To identify reasons why the UK is an MEDC To sort indicators into social and economic categories To be able to use indicators to compare an LEDC and an MEDC <p>Globalisation</p> <ul style="list-style-type: none"> To define globalisation To give 3 examples of TNCs To explain 3 reasons why globalisation helps countries like China To explain 3 reasons why globalisation hinders countries like China. <p>How Fair is Fashion</p> <ul style="list-style-type: none"> To describe the working conditions in a factory. To identify the problems of sweatshops To explain the benefits to a town of having a TNC located there. To describe how Fairtrade can improve the fashion industry <p>Skills</p> <ul style="list-style-type: none"> To annotate an image of a sweatshop To analyse data to support your answer Using a resource



History

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ▪ Who were the Normans and where did they come from? ▪ Who were the three men wanting to be King of England in 1066 and what were their claims? (source exercise) ▪ Why did Edward not have a successor? ▪ What are the 5 questions beginning with W that we use when we ask historical questions? ▪ What happened at the Battle of Hastings e.g. what were the armies like and what weapons did they use? Why did the Normans win? ▪ What happened after the Battle of Hastings- in the correct chronological order ▪ How did William keep control after the Battle of Hastings? ▪ What is the Feudal System and how does it work? ▪ What was the survey William carried out to find out what everyone owned? ▪ Why did Dermot MacMurrough invite the Normans to Ireland? ▪ Why did Henry give his Normans permission to go to Ireland? ▪ Why did Strongbow come to Ireland? ▪ Who am I questions 	<ul style="list-style-type: none"> • Reasons for tension between England and Spain before the Armada • Reasons for the Spanish Armada's failure • The Transatlantic Slave Trade (slave trade triangle, Middle passage conditions, slave auctions, Life on the plantations) • Abolition (why did the slave trade become illegal in the UK) • Source work – How to judge if a source is USEFUL • How to judge if a source is RELIABLE 	<ul style="list-style-type: none"> ▪ Unionism and Nationalism ▪ Act of Union/Union flag ▪ Nationalism – Constitutional and Militant ▪ Gaelic Revival ▪ Home Rule ▪ Why did Ulster Unionists not want Home Rule? ▪ How did Ulster Unionists oppose Home Rule? ▪ The Larne and Howth Gunrunnings ▪ The Easter Rising (in particular results of ER) ▪ The 1918 General Election/The War of Independence ▪ Why was Ireland partitioned? ▪ The Great Famine



Home Economics

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> ▪ Name and describe the use of a range of equipment Wooden spoon, grater, rolling pin, sieve, pot stand, spatula, vegetable peeler, chopping board, cooling rack, pastry brush, fish slice, palette knife, masher, flour dredger. ▪ Name the 4 dietary goals. ▪ Have an understanding of the cooking techniques grilling, baking, frying and boiling. Identify a range of foods that can be cooked using each method. ▪ The importance of eating breakfast ▪ Identify a range of foods from plant and animal sources ▪ Distinguish between savoury and sweet foods. ▪ Be aware of the techniques used in the making of scones/queen cakes. Hygiene, safety, Rubbing- In, Glazing, Sieving, Selection of equipment Oven Temperature/fan oven, reading a recipe, use of an equipment list. ▪ Advantages and disadvantages of using a microwave oven. ▪ Measurement of solids and liquids, l, ml, g, kg correct use of a measuring jug and scales (balance/spring/digital). 	<p style="text-align: center;">Dietary Goals</p> <ol style="list-style-type: none"> 1. Eat less fat (visible fat/invisible fat/heart disease/lower fat alternatives) 2. Eat less sugar (obesity/ways to reduce sugar in the diet) 3. Eat less salt (high blood pressure, less than 6g daily/reasons why the body needs salt) 4. Eat more fibre (eating more than 5 portions daily) <p style="text-align: center;">Nutrients</p> <ol style="list-style-type: none"> 5. Protein (growth and repair/food sources) 6. Carbohydrates (energy/sugar/starch) 7. Fat (energy/warmth/protection) 8. Calcium (bones and teeth/sources) 9. Iron (haem/non haem iron, sources of iron rich foods red blood cells haemoglobin/carry oxygen/anaemia symptoms paleness tiredness) 10. Vitamin C (prevents scurvy/sources oranges, lemons, kiwi/ symptoms of scurvy/ ways Vitamin C can be destroyed) 11. Dietary Fibre (prevents constipation/fruit and vegetables) 12. Classification of vegetables <ol style="list-style-type: none"> a. Root below the ground e.g. carrot b. Green above the ground e.g. cabbage c. Pulse in a pod e.g. mangetout sweetcorn 14. Diabetes (glucose /insulin/pancreas/type I AND 2 15. Tooth decay prevention 16. Accurately reading a recipe 	<ul style="list-style-type: none"> ▪ Definition of perishable, non-perishable and semi perishable. List foods in each group. ▪ Micro-organisms responsible for food poisoning. ▪ Symptoms of food poisoning. ▪ Conditions for bacteria growth. ▪ Suitable temperatures body, room, safe cooking, danger zone, safe fridge and freezer temperature. ▪ Ways to avoid cross contamination. ▪ High Risk foods. ▪ Hygiene Rules and reasons. ▪ Costing a recipe. ▪ Use by dates and best before dates ▪ Role of the Environmental Health Practitioner ▪ Correct storage in a fridge ▪ Interpreting a recipe.



ICT

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> The Year 8 ICT summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. 	<ul style="list-style-type: none"> The Year 9 ICT summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. 	<ul style="list-style-type: none"> The Year 10 ICT summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place.



Music

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> The Year 8 Music summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. 8E and 8U are the exceptions and have slots in the assessment week. 	<ul style="list-style-type: none"> The Year 9 Music summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. 9A is the exception and has a slot in the assessment week. 	<ul style="list-style-type: none"> The Year 10 Music summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. 10 I is the exception and has a slot in the assessment week.



Physical Education

Year 8	Year 9	Year 10
<ul style="list-style-type: none"> The Year 8 PE summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. 	<ul style="list-style-type: none"> The Year 9 PE summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. 	<ul style="list-style-type: none"> The Year 10 PE summer assessment will take place during class practical lessons prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place.



Learning for Life and Work

Personal Development

Year 8, 9 and 10 students complete their Personal development summer assessment in class prior to the assessment week. Each class teacher will let the class know the exact lessons/dates when the assessment will take place. Below are summaries of the tasks students are required to complete and the success criteria for each one.

Year 8	Year 9	Year 10
<p><u>Anti-Bullying</u> <u>Task</u> Design an Anti-Bullying Poster that could be used/displayed around College.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ▪ Beautiful presentation ▪ Include illustrations (pictures) ▪ Colour ▪ Include types of bullying ▪ Include advice for someone being bullied ▪ Include consequences of bullying 	<p><u>Safety Risks</u> <u>Task</u> Design a leaflet for teenagers with information and advice about potential risks to their safety, consequences of risk-taking behaviour and prevention of risks.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ▪ Beautiful presentation ▪ Include illustrations (pictures) ▪ Colour ▪ Include potential safety risks (e.g.: smoking, alcohol, internet use, etc..) ▪ Include consequences of taking risks ▪ Include prevention of risks (what could they do instead?) <p><u>Suggested Layout</u></p> <ul style="list-style-type: none"> ▪ Cover page/Page 1 – Title of topic ▪ Pages 2 and 3 – safety risks ▪ Pages 4 and 5 – consequences ▪ Page 6 – Prevention of risks. 	<p><u>Alcohol</u> <u>Task</u> Design an Alcohol Awareness poster or leaflet for teenagers that could be used as a teaching tool in an LLW class.</p> <p><u>Success Criteria</u></p> <ul style="list-style-type: none"> ▪ Beautiful presentation ▪ Include illustrations (pictures) ▪ Colour ▪ Include dangers of underage drinking ▪ Include consequences of underage drinking ▪ Include alternatives to underage drinking (what could teens do instead?) <p><u>Suggested Layout (if choosing leaflet)</u></p> <ul style="list-style-type: none"> ▪ Cover page/Page 1 – Title of topic ▪ Pages 2 and 3 – dangers of underage drinking ▪ Pages 4 and 5 – consequences of underage drinking ▪ Page 6 – Alternatives



Maths – E, I, O, U

Year 8	Year 9	Year 10
<p>Data</p> <ul style="list-style-type: none"> Bar Chart, Pictogram, Line Graph Mode, Median, Range, Mean <p>Calculating</p> <ul style="list-style-type: none"> Add/Subtract/Multiply/Divide Negative Numbers BIDMAS Working with decimals and money Factors/Multiples Prime and square numbers Money Calculations Fractions and percentages <p>Algebra</p> <ul style="list-style-type: none"> Function Machines Collecting Like terms Substitute <p>Angles and lines</p> <ul style="list-style-type: none"> Measuring, drawing and working out angles on a straight line and around a point Symmetry <p>Shape and measure</p> <ul style="list-style-type: none"> Area and Perimeter <p>Equipment needed</p> <ul style="list-style-type: none"> Pen, Pencil, Rubber, Ruler <p>*No calculators allowed*</p>	<p>Number Properties and Calculations</p> <ul style="list-style-type: none"> $+$, $-$, \times and \div including negatives and decimals Fractions and Percentages Writing Ratios Squares, cubes and roots BIDMAS including negatives LCM/HCF and prime factors Money calculations <p>Shape and measure</p> <ul style="list-style-type: none"> 3D solids – names, nets, volumes and surface areas Bar charts <p>Algebra</p> <ul style="list-style-type: none"> Collecting Like terms/simplifying Solving equations Using brackets <p>Angles and lines</p> <ul style="list-style-type: none"> Measuring, drawing and working out angles Vertically opposite angles Angles in triangles <p>Equipment needed</p> <ul style="list-style-type: none"> Pen/Pencil/Rubber <p>*No calculators allowed*</p>	<ul style="list-style-type: none"> Language of number Money calculations and rounding and estimation Triangles and quadrilaterals Circles – area and circumference Fractions, Percentages, Decimals Ratio Negative numbers Perimeter, Area of rectangles and triangles Volume of cuboids Algebra – simplifying, substitution Solving equations Expanding brackets, factorize Charts and Graphs Travel graphs. (Including finding the Speed.) Conversion graphs Reading Pie Charts Mean, Median, Mode, Range Frequency tables <p>*Calculator required*</p>

Please note that equipment will NOT be available in each room, so a pencil and ruler is a MINIMUM.
Year 10 MUST bring a calculator – they will not be available in each room.



Maths – 8A, 9A, 10A

All of the topics on previous page with the addition of the following:

8A	9A	10A
<p><u>Number properties and calculations</u></p> <ul style="list-style-type: none"> ▪ Equivalent fractions ▪ Rounding decimal places ▪ Ratio – simplify and share ▪ Squares, cubes and roots ▪ Fractions/decimals and percentages conversion <p><u>Algebra</u></p> <ul style="list-style-type: none"> ▪ Expand brackets ▪ Nth term sequences ▪ Draw linear graphs <p><u>Data</u></p> <ul style="list-style-type: none"> ▪ Probability – use a scale, calculate, an event not happening, experimental <p><u>Shape</u></p> <ul style="list-style-type: none"> ▪ Angle properties <p><u>Equipment needed</u></p> <ul style="list-style-type: none"> ▪ Pen/Pencil/Rubber <p>*Calculator required*</p>	<p><u>Calculations</u></p> <ul style="list-style-type: none"> ▪ Calculate with fractions and mixed numbers ▪ Product of prime factors ▪ Ratios - sharing <p><u>2D/3D Shapes</u></p> <ul style="list-style-type: none"> ▪ Area of Triangle, Rectangle <p><u>Data</u></p> <ul style="list-style-type: none"> ▪ Mean, Median, Mode & Range ▪ Mean from a frequency table ▪ Pie Chart ▪ Stem & Leaf Diagram <p><u>Algebra</u></p> <ul style="list-style-type: none"> ▪ Expanding Brackets <p><u>Angle/shape Properties</u></p> <ul style="list-style-type: none"> ▪ Alternate/corresponding etc ▪ Angles in a triangle/quadrilateral etc <p><u>Equipment needed</u></p> <ul style="list-style-type: none"> ▪ Pen ▪ Pencil ▪ Rubber ▪ Sharpener ▪ Protractor <p>*Calculators required*</p>	<p><u>Number Work</u></p> <ul style="list-style-type: none"> ▪ Product of Prime Factors ▪ Finding the HCF and LCM of Large numbers using the Product of Prime Factors ▪ Rules of Indices ▪ Percentage Increase Formula ▪ Simple and Compound Interest ▪ Fractions <p><u>Algebra</u></p> <ul style="list-style-type: none"> ▪ Sequences and nth term ▪ Trial and Improvement <p><u>Shape and Measures</u></p> <ul style="list-style-type: none"> ▪ Compound Measures eg Speed/Distance/Time ▪ Pythagoras <p><u>Equipment Needed</u></p> <ul style="list-style-type: none"> ▪ Pen ▪ Pencil ▪ Rubber ▪ Sharpener <p>*Calculator required*</p>



Religious Studies

Year 8	Year 9	Year 10
<p><u>The Bible</u></p> <ul style="list-style-type: none"> ▪ What is it? ▪ What types of writing? ▪ Number of books and 1st books of old and new testaments <p><u>The Gideon Association</u></p> <ul style="list-style-type: none"> ▪ What is it, who created it and when? ▪ What do they give out and what symbol is on the front? ▪ What must you be to join> <p><u>Abraham</u></p> <ul style="list-style-type: none"> ▪ Abraham facts – birthplace, wife, son, God’s covenant with Abram ▪ The story of Abraham and God’s test of his faith. <p><u>Founders of Sikhism</u></p> <ul style="list-style-type: none"> ▪ Who founded the religion ▪ Key facts about the religion. ▪ Place of worship ▪ Number of Sikhs in the world. ▪ The Five Ks ▪ The Golden Temple. <p>Also see the quizlet supplied by teachers on google classroom. Link on class stream.</p>	<p><u>Moses</u></p> <ul style="list-style-type: none"> ▪ Birth, family and early years e.g. Moses in bulrushes ▪ Life with Pharaoh’s daughter ▪ Murder of an Egyptian soldier ▪ The 10 Commandments ▪ The Burning Bush ▪ Plagues sent to Egypt when Pharaoh says ‘no’ to letting the Israelites go. ▪ Escape across the Red Sea <p><u>Parables of Jesus</u></p> <ul style="list-style-type: none"> ▪ What are they and why did Jesus use them? ▪ Rich man and Lazarus ▪ Lost son (prodigal son) ▪ Unforgiving servant <p><u>William Booth</u></p> <ul style="list-style-type: none"> ▪ Facts about his life e.g. birth place and year etc ▪ Formation of Salvation Army ▪ How he put Jesus’ words into practice e.g. help those in need <p><u>Introduction to ethics</u></p> <ul style="list-style-type: none"> ▪ God and the devil. ▪ Why do people suffer? ▪ Philosophy of existence and greater existence. <p>Also see the quizlet supplied by teachers on google classroom. Link on class stream.</p>	<p><u>Pentecost and the Holy Spirit</u></p> <ul style="list-style-type: none"> ▪ What happened on the day of Pentecost? ▪ Work of the Holy Spirit – birth of the Christian Church ▪ Early church worship compared to 21st century church worship <p><u>Prayer and Worship – World Religions</u></p> <ul style="list-style-type: none"> ▪ Islam <ul style="list-style-type: none"> ○ Salah prayer ○ Du’a prayer ○ Ablution/wadu ○ Mosque features and lay out ○ Prayer mat features and meaning ○ <p><u>Miracles of Jesus</u></p> <ul style="list-style-type: none"> ▪ What are they? ▪ 4 types of miracles and examples: <ul style="list-style-type: none"> ○ Raising from dead – Jairus’ daughter ○ Nature – calming the storm, feeding 5000 ○ Exorcism – legion ○ Healing – blind man, lame man <p>Also see the quizlet supplied by teachers on google classroom. Link on class stream.</p>



Science

Year 8	Year 9	Year 10
Apparatus and the Bunsen Burner Scales Equipment Drawing Line Animal Cells Plant Cells Organs MRS Gren Acids and Alkalis Universal indicator Neutralisation Hazard Symbols Forces Balanced and Unbalanced Forces Types of Forces	Plants Parts of the Flower Pollination Germination Reproduction in plants Ecology Food Chains Food webs Food and Digestion Food Sources Food Tests Digestive system Graph Skills	The Heart Structure of the Heart Photosynthesis Structure of the Leaf Testing a leaf for Starch Photosynthesis equation Respiration Respiratory System and the Bell Jar Gas exchange and the Alveoli Respiration Equation Aerobic and Anaerobic Respiration Materials Metals Reactivity Displacement



Technology

Year 8	Year 9	Year 10
<p><u>Design assessment</u> Revise the topics below:</p> <ul style="list-style-type: none"> ▪ Safety ▪ Safety when using machines ▪ Joining materials together by different ways ▪ Tools that you have used ▪ Plastic and wood ▪ How to make a product ▪ Designing, modifying and evaluating a product <p>Your final piece of work should be one A3 page of ideas / sketches which are detailed with annotations.</p> <p><u>Key points to think about</u></p> <ul style="list-style-type: none"> ▪ Focused design idea ▪ An analysis of the good and the bad points ▪ Specification Points ▪ Range of 3D sketches ▪ Rendering (Shade and/or colouring) ▪ Presentation techniques – border, logo, title etc. ▪ Detail of materials, joining methods and finishes. 	<p><u>Design assessment</u></p> <p>Tools</p> <ul style="list-style-type: none"> ▪ Steel rule ▪ Try square ▪ Coping saw ▪ Tenon saw ▪ Vice <p>Machines</p> <ul style="list-style-type: none"> ▪ Vertical drill ▪ Band facer <p>Your final piece of work should be one A3 page of ideas / sketches which are detailed with annotations.</p> <p><u>Key points to think about</u></p> <ul style="list-style-type: none"> ▪ Focused design idea ▪ An analysis of the good and the bad points ▪ Specification Points ▪ Range of 3D sketches ▪ Rendering (Shade and/or colouring) ▪ Presentation techniques – border, logo, title etc. ▪ Detail of materials, joining methods and finishes. 	<p><u>Design assessment</u> In your 1 hour assessment, you are required to produce a design with annotation and extra sketches showing how the product will work.</p> <p>Your final piece of work should be one A3 page of ideas / sketches which are detailed with annotations.</p> <p><u>Key points to think about</u></p> <ul style="list-style-type: none"> ▪ Focused design idea ▪ An analysis of the good and the bad points ▪ Specification Points ▪ Range of 3D sketches ▪ Rendering (Shade and/or colouring) ▪ Presentation techniques – border, logo, title etc. ▪ Detail of materials, joining methods and finishes.

Notes



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