

Ready to Revise

Year 9



St. George's School
A Church of England Academy

Topics, tips and techniques
To help you get organised and
ready for exams.

Exam Timetable

Subject	Exam Date	Notes
English		
Maths		
Science		
RE		
Geography		
History		
French		
Spanish		
Computing		
Technology		
Art		
Music /Drama		

Preparing for exams

Throughout your time at school onto further study and university you will have to prepare for exams. Learning the skills needed to be organised and how to revise effectively will help you be successful and fulfil your potential. Below are some tips to get you started:

- Start early, revising over a longer time instead of cramming last minute gives your brain the best chance of remembering all you need it to.
- Plan your time using a revision planner. This will help you fit in your revision and allow for some free time to.
- Make you sure have lists of what you need to revise for each subject.
- Use the techniques in this booklet to revise. Revision needs to be active simply reading through will not work. Learn good study habits now.
- Find a quiet space to work, switch off distractions such as your phone or the TV. It's better to work uninterrupted for an hour than all evening not concentrating.

Revision Planners

Example Revision Planner

- Once you have a list of topics to revise divide your time up between them.
- Be realistic and give yourself free time and breaks.
- Once you've made your plan stick to it.
- Remember to add a bit of time to test yourself on the bits you've already revised to help you remember.
- The earlier you start revising the easier it will be as you can space it out more.

Week 1	4-5pm	5.-6pm	6-7pm	7-8pm	8-9pm	9-9.30pm 9.30pm
Monday	Revise Geog topic 1	Tea time	X Box	RE revise Hinduism	Science Topic 1	Relax
Tuesday	My Maths revision	Tea time	History Topic 1	Break	Practise Maths Paper	
Wednesday		Tea time	Science Topic 2	Football Training	Football Training	Re-Test Science notes
Thursday	History Topic 2	Tea time	My Maths Revision	Break	Science topic 3	Relax
Friday	English revision	Tea time	Night off cinema	Night off cinema	Night off cinema	Re test Geog.

Revision Planners

Use the planners below to organise your time. Divide your revision time between subjects and plan in your free time as well. There are ones for during school weeks, half term and weekends. Aim to revise for 1-2 hr each night on the run up to exams.

Week 1	4-5pm	5.-6pm	6-7pm	7-8pm	8-9pm	9-9.30pm 9.30pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

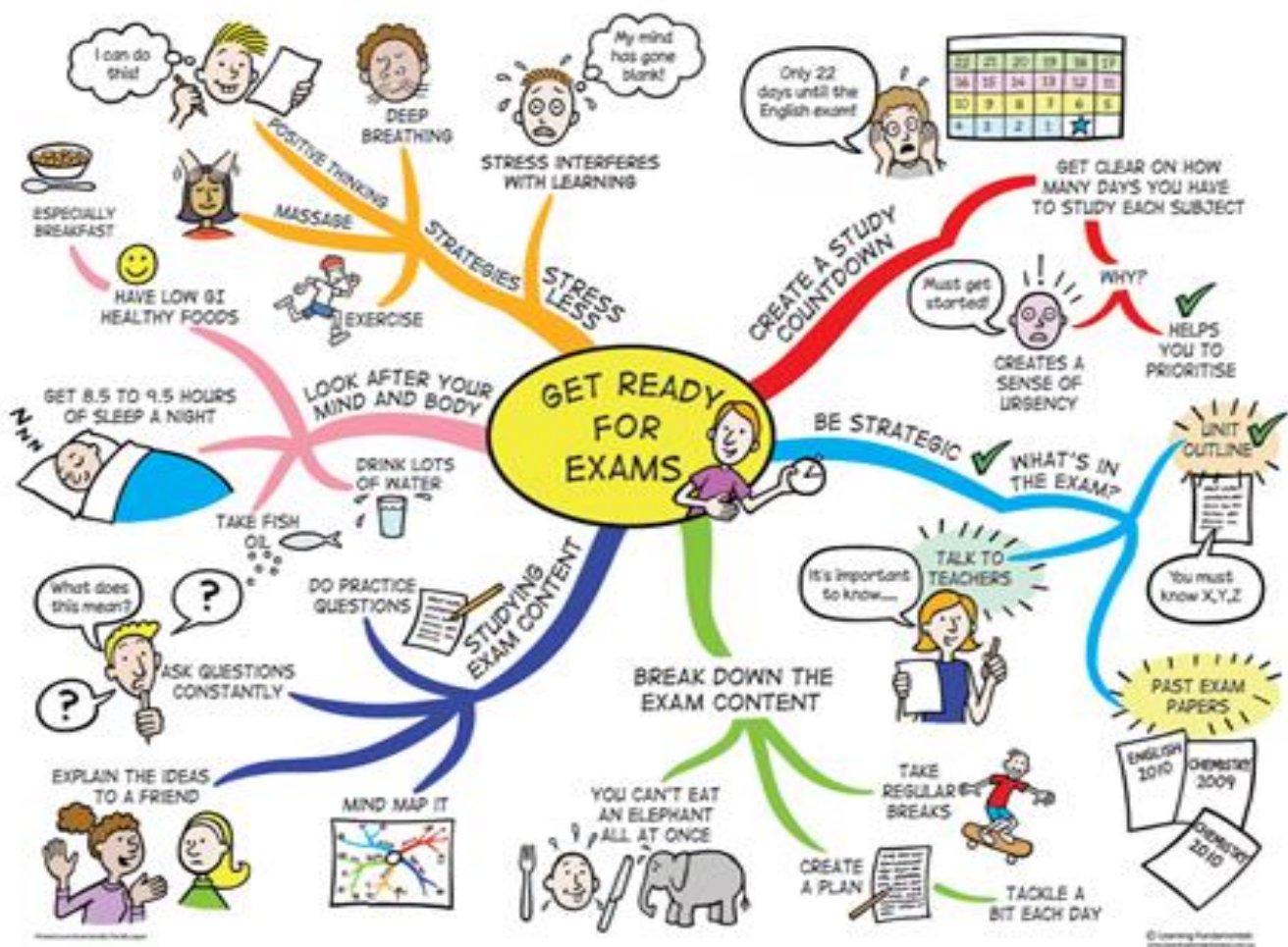
Week 2	4-5pm	5.-6pm	6-7pm	7-8pm	8-9pm	9-9.30pm 9.30pm
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

REVISION MAPS

Get yourself a piece of A3 or A4 paper. Using your class notes, re-write the most relevant information Use brainstorms, tables and information trees to organise your maps. When you have finished them stick them all around your bedroom etc.

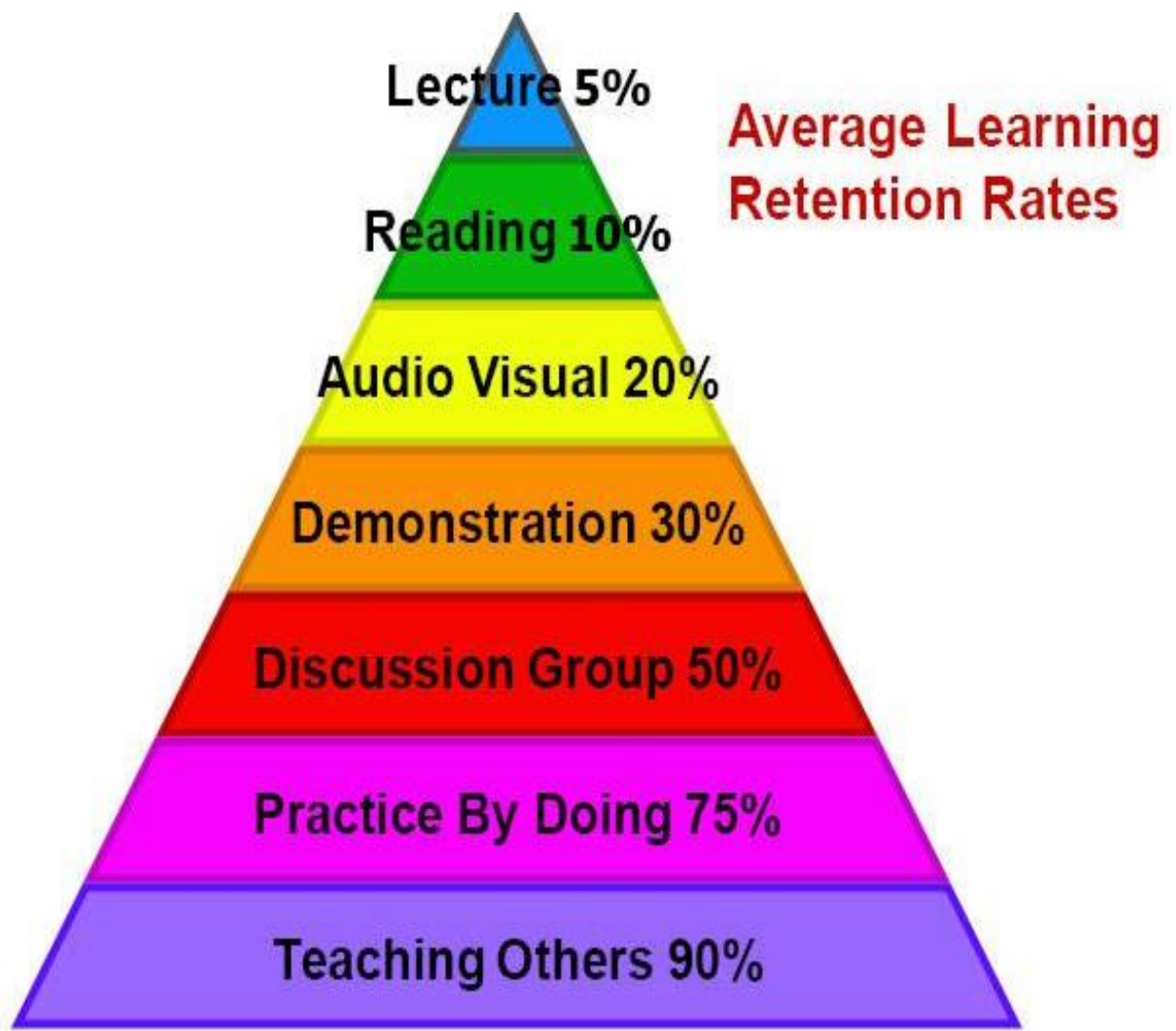
KEY TIPS.

Use lots of colour and add diagrams and sketches. These will help you remember better than just plain text.



How We Learn

The pyramid below shows us how researchers think we learn. From it we can see that over time we only remember about 5% of what is just told to us and only 10% of what we read. When learning becomes more active we get better results. If we discuss and talk about what we are learning it goes up to 50%. Once we have learnt something well enough to teach someone else about it we reach 90%. This shows us that revision needs to be active and discussing, testing and teaching someone else what you've learnt will help you remember more.



REVISION CARDS

Get yourself some pocket sized pieces of card. Using your mind maps, revision books or your class notes, summarise the main points. Use your cards for definitions, key words and lists or groups of information when you have finished them get a parent or friend to test you – to see how much information you can remember?

KEY TIPS: Use a highlighter pen and keep the information brief – no more than 5 points per card

Once you have made a set of cards test yourself every few days to help you learn the information.

EFFECT OF CATALYSTS

Sometimes a reaction might only work if we use very high temperatures, this can cost a lot of money. However we can speed up reactions by using catalysts.

A catalyst is not used up in the reaction, so it can be used over and over. We use different catalysts for different reactions.

HOW DO WE USE CATALYSTS?

We normally use catalysts in the form of particles, which is like a match. This gives them a **LARGE SURFACE AREA.**

EFFECT OF TEMPERATURE

By raising the temperature:

- particles collide more often
- particles collide with more energy

WHY?

When we heat up a substance energy is transferred to its particles, this means they move around faster and there are more chances of successful collisions, that are much more energetic!

ACTIVATION ENERGY

The minimum amount of energy required for a reaction to take place!

Hot **Cold**

EXOTHERMIC & ENDOTHERMIC REACTIONS

Some reactions transfer energy **FROM** the reacting chemicals **TO** their surroundings. We call these **exothermic** reactions. The energy transferred from the reacting chemicals often heats up the surroundings. This means we can measure a **rise** in temperature.

Some reactions transfer energy **FROM** the surroundings **TO** the reacting chemicals. We call these **endothermic** reactions. They take in energy from their surroundings, these reactions cause a drop in temperature as they happen.

effect of concentration & pressure

Concentration - There are **more particles** of the reactants moving around in the **same volume** of a solution. The more 'crowded' together the particles are the more likely they will collide. So the more frequent collisions result in a faster reaction.

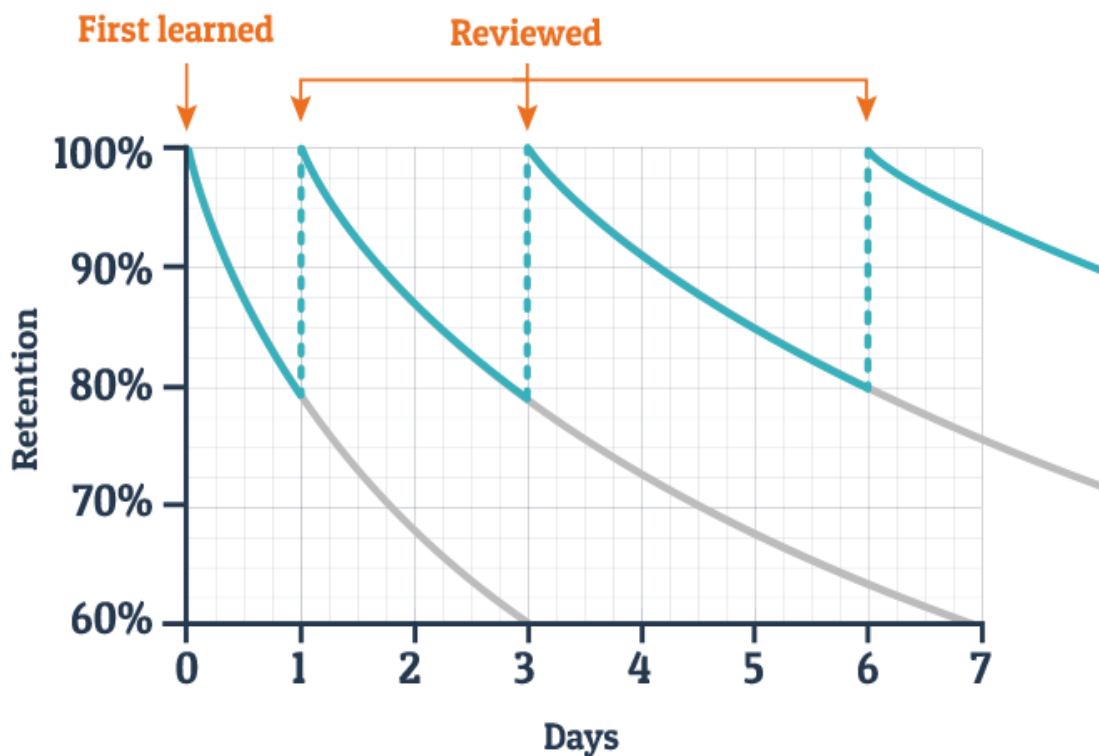
Pressure - increasing the pressure of reacting gases has the same effect, it **squashes the gas particles** closely together in a given space. This increases the chance that they will collide and react.

How to beat the 'forgetting Curve'

What the graph below shows us is that when we learn something new, after 3 days, we are lucky if we can remember 60% of what we learnt. To remember more if we review the information on the second day by the day after we will know 80% instead of 60% - handy for an exam! If we'd started working sooner and reviewed again after 6 days our memories then go up to around 90%. Repetition is easy enough – the more frequently we repeat something, the more likely it is to stick. For this reason, one suggestion given to improve memory retention when revising is to review and test yourself regularly. Research has shown that reviewing at regular intervals does increase how much we can remember and that over time, less frequent reviews are needed.

Example: Day 1 make revision cards. Day 2 spend 10 minutes reviewing or testing yourself on them. Day 3 do another quick review /test. Day 6 review & Test again. Then review weekly until your exam.

Typical Forgetting Curve for Newly Learned Information



TECHNIQUE

SUBJECT TERMINOLOGY: *metaphor, adjective, adverb, emotive language, ellipsis, paragraph, simple sentence, compound sentence... etc.*

- The writer uses a (*metaphor*) to...
- Priestley uses (*dramatic irony*) in '...' to
- The use of (*ellipsis*) at the end of '...'
- The use of a (*short sentence*) '...' at the beginning of the paragraph...

EVIDENCE

A QUOTE TAKEN FROM THE TEXT TO SUPPORT YOUR ANSWER

- The quote should be copied exactly as it is written in the text
- The quote should be written within quotation marks '...'
- Take the part of your quote that you need – don't waste time writing a whole section out!

A perfect response!

ANALYSIS

ANALYSE THE WORDS USED AND THEIR EFFECT.

Explain what the quote tells us.

Explore the author's effects on the reader / intentions.

What is being obviously (*explicitly*) stated here?

What is being implied (*suggested*) here? (through the actions of characters)

Read between the lines; what is being suggested through the author's use of words / structure.

Can we interpret something in more than one way?

How do we as a reader feel about this? (*sympathetic, alarmed, sad, concerned*)

LINK

**LINK TO SOCIAL & HISTORICAL CONTEXT
THEN, LINK THIS BACK TO THE QUESTION.**

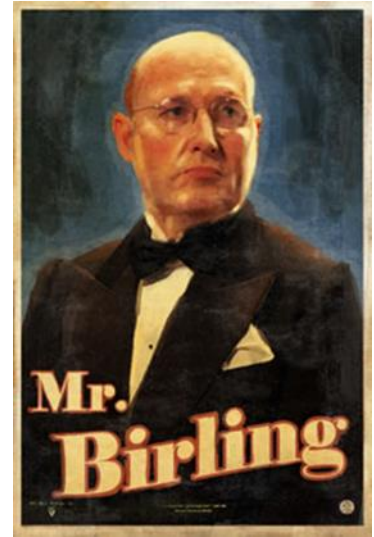
- How does this story link to the time period when it was written / set?
- What do we learn about groups of people in society through a certain character?
- What does the writer want to draw attention to and why?

An Inspector Calls – Mr Birling

The characters we see as the curtain rises are not the same as those at the play's conclusion. Inspector Goole is instrumental in disturbing the harmony; a purposeful, mysterious character who forces the characters to confront each other's social responsibility, snobbery and guilt.

But who is Inspector Goole? And who is the girl whose suicide he is apparently investigating?

Mr Arthur Birling



- He is described at the start as a "**heavy-looking, rather portentous man in his middle fifties but rather provincial in his speech.**"
- He has worked his way up in the world and is **proud** of his achievements. He **boasts** about having been Mayor and tries (and fails) to impress the Inspector with his local standing and his influential friends.
- However, he is aware of people who are his social superiors, which is why he **shows off** about the port to Gerald, "**it's exactly the same port your father gets.**" He is **proud** that he is likely to be knighted, as that would move him even higher in social circles.
- He claims the party "**is one of the happiest nights of my life.**" This is not only because Sheila will be happy, but because a merger with Crofts Limited will be **good for his business.**
- He is **optimistic** for the future and confident that there will not be a war. As the audience knows, there **will** be a war. Priestley uses **dramatic irony** here which makes the audience doubt Mr Birling's judgement. (If he is wrong about the war, what else will he be wrong about?) He also claims the Titanic is "**unsinkable, absolutely unsinkable**" further **emphasising** his **poor judgement** as he is not just wrong about one thing, he is wrong about other things too. This shows the audience **he was wrong in his judgement and treatment of Eva Smith**
- He is extremely **selfish**:
 - He wants to **protect himself and his family**. He believes that socialist ideas that stress the importance of the community are "**nonsense**" and that "**a man has to make his own way.**"
 - He wants to **protect Birling and Co**. He cannot see that he did anything wrong when he fired Eva Smith - he was just looking after his business interests.
 - He wants to **protect his reputation**. As the Inspector's investigations continue, his **selfishness** gets the better of him: he is worried about how the press will view the story in Act II, and **accuses Sheila of disloyalty** at the start of Act III. He wants to **hide** the fact that Eric stole money: "**I've got to cover this up as soon as I can.**"
- At the end of the play, he knows he has lost the chance of his knighthood, his reputation in Brumley and the chance of Birling and Co. merging with their rivals. Yet he **hasn't learnt the lesson of the play**: he is unable to admit his responsibility for his part in Eva's death.

St George's School Year 9 - Foundation Maths

Each year* student has been assigned Mathswatch revision homework which covers all content learnt this year. It is important that your child completes the homework to a high standard and watches the linked videos when they need support.

If your child is having any problems gaining access to Mathswatch they must speak to their teacher.

The topics that will be assessed are listed below, along with the video clip number on Mathswatch to aid in revision at home.

Maths - Sets 1 and 2

Paper 1 Non-Calculator		Paper 2 Calculator	
Topic	Mathswatch Clip	Topic	Mathswatch Clip
Fraction, decimal and %	87	Mean and mode	130a
LCM HCF	79, 80	Expand and factorise	93, 94
Using Place value	92	Index rules	131
Solving equations	135a	Stem and Leaf diagram	128b
Substitution	95	Standard form	83
Sequences and nth term	103	Scatter Diagram	129
Reciprocal, indices and standard form	76, 82, 83, 154	Trigonometry	168
Surds	207	Angle facts	45, 120, 121
Ratio	106	Polygons	123
Proportion	42	Mean problem solving	62
Recipe and ratio	39	Gradients and straight line graphs	97, 143
Setting up and solving equations	137		
Reverse percentage	110		
Pythagoras	150		

Maths – Sets 3, 4 and 5

Paper 1 Non Calculator		Paper 2 Calculator	
Topic	Mathswatch Clip	Topic	Mathswatch Clip
Decimals and place value	1,17	Decimals / calculator questions	17, 77
Fractions, decimals and percentages	85	Generate sequences	37
Squared / cubed numbers	81	Two-way Tables	61
BIDMAS/ order of operations	75	Scatter graphs	129
Product of primes	78	Charts	15
Lowest Common multiple (LCM)	80	Generate sequences from nth term	102
Simplify, expand and factorise	33,34,94,134a	Generate sequences from nth term	102
Simplify	33,34	Pie charts	S9, 128a
Fractions inc equivalent	24,25	Pie charts	S9, 128a
Fractions of amounts	72	Formulae	A3, A13a/b, 137
Add/subtract fractions	71a, 71b	Forming formulae and equations	137
Solving equations	135a	Forming formulae and equations	137
Solving equations / expand brackets	93, 135a	Q13?	
Solving Inequalities / number lines	138,139		
Fractions, decimals and percentages	85	Money questions	22b
Percentages of amounts	87		
Lowest Common multiple (LCM)/ generate sequences	80, 37		

St St George's School

Year 9 - Biology

Exam Board	AQA 9-1 GCSE Biology
Textbook	AQA GCSE (9-1) Biology Student Book Nick Dixon, Ali Hodgson. Hodder Education. ISBN: 9781471851339
Revision Guide	New Grade 9-1 GCSE Biology AQA Complete Revision & Practice with Online Edition ISBN: 978 1 78294 583 3

	Topics	Keywords	Required practical	
Cell Biology	Eukaryotes and prokaryotes	Bacteria Eukaryotic cells Eukaryote Ribosome	Respiration Prokaryotic cells Prokaryotes DNA	
	Animal and plant cells	Diffusion Organelle Chromosome Mitochondrion Photosynthesis	Turgid Cytoplasm Cell wall Plasmids Cell membrane	Using a light microscope to observe, draw and label a selection of plant and animal cells
	Cell specialisation	Sperm cell Nerve cell Muscle cell	Root hair cell Xylem cell Phloem cell	
	Microscopy	Eyepiece lens Objective lens Stage Specimen Mirror	Course focus Fine focus Electron microscope resolution	
	Chromosomes	Gametes Haploid Diploid	Gene Alleles	
	Mitosis and The Cell Cycle	Mitosis Daughter cells Chromatid	Cytokinesis Interphase	
	Stem Cells	Stem cell Differentiate Meristem Hormone Clone	Genetic variation Environmental variation Ethical issues In vitro fertilisation	
Organisation	Diffusion	Net Concentration gradient Alveoli Capillaries	Ventilation Villi Excretion Temperature Surface area	
	Osmosis	Osmosis Partially permeable membrane Stomata	Isotonic Hypertonic Hypotonic	Investigating the effect of a range of concentrations of salt or sugar solution on the mass of plant tissue

Active Transport	Active transport Mineral Ions Respiration		
Levels of organisation	Cell Tissue Organ	Organ System Organism	
The Human digestive system	Insoluble Soluble Enzyme Sphincter Pathogen Salivary glands Oesophagus	Stomach Liver Gall Bladder Pancreas Small Intestine Large Intestine Anus	
Human digestive enzymes	Substrate Product Carbohydrase	Protease Lipase Bile	Investigation qualitative reagents to test for a range of carbohydrates, lipids and proteins
The Lock and Key Hypothesis	Active Site Denatured Substrate	Temperature pH Optimum	Investigating the effect of pH on the rate of reaction of amylase enzyme
The Heart and blood vessels	Artery Vein Capillary Atrium Ventricle	Vena Cava Aorta Pulmonary vein Pulmonary artery Blood plasma	
Components of blood	Haemoglobin Oxyhaemoglobin White blood cells	Platelets Blood plasma	
Coronary heart disease	Coronary arteries Atherosclerosis Cholesterol Heart bypass	Stent Faulty valves Transplants	
Health issues	Balanced diet Exercise Physical and mental ill health	Cancer Malignant Benign Screening	
Non-communicable diseases	Risk factor Causation Correlation Carcinogen	Obesity Alcohol Smoking Ionising radiation	

St George's School

Year 9 - Chemistry

Exam Board	AQA 9-1 GCSE Chemistry
Textbook	AQA GCSE (9-1) Chemistry Student Book. Nora Henry, Richard Grime. Hodder Education. ISBN: 9781471851346
Revision Guide	New Grade 9-1 GCSE Chemistry AQA Complete Revision & Practice with Online Edition ISBN: 978 1 78294 584

	Topics	Keywords	Formulae & equations to learn	
Atomic Structure and the Periodic Table	Atoms, Elements & Compounds	Atom Element Compound Symbol	H, He, Li, Be, B, C, N, O, F, Ne, Na, Mg, Al, Si, P, S, Cl, Ar, K, Ca.	
	Mixtures & Separating Mixtures	Mixture Filtration Filtrate Residue Saturated Evaporation Crystallisation	Distillation Chromatography Separating funnel Fractional distillation Miscible Immiscible	
	Models of the Atom	John Dalton JJ Thompson 'Plum-pudding' model Ernest Rutherford	Gold foil experiment Nuclear model Neils Bohr James Chadwick	
	Atomic Structure & Electron Arrangement	Proton Neutron Electron Nucleus	Energy level (shell) Relative mass Relative charge	
	Isotopes (HT only)	Isotopes		
	The Periodic Table	Atomic number Mass Number Relative atomic mass Group	Period John Newlands Law of octaves Dimitri Mendeleev	
	Metals & Non-Metals	Properties Melting and boiling point Conductivity	Density Malleability Appearance Reactivity	
	Group 0	Noble gases Inert Stable		He, Ne, Ar, Kr, Xe, Rn.
	Group 1	Alkali metals Trend Reactivity		Li, Na, K, Rb, Cs, Fr. Alkali metal + water → metal hydroxide + hydrogen
	Group 7	Halogens Diatomic molecule Halides Displacement reaction		Elements: F, Cl, Br, I, At. Molecules: F ₂ , Cl ₂ , Br ₂ , I ₂ , At ₂ .

	Transition Metals (Chemistry only)	Catalyst	Co, Ni, Fe, Cu, Zn, Ti, Ag, Au, Pt, Hg.
Bonding, Structure & the Properties of Matter	Chemical Bonding	Molecular formula Molecular structure Stick diagram Dot & cross diagram	
	Ionic Bonding	Ion Cation Anion Ionic bond Giant lattice	NaCl, MgCl ₂ , MgS, CuSO ₄ , Na ₂ CO ₃ , Al ₂ O ₃ , (NH ₄) ₂ SO ₄ , Ca(NO ₃) ₂ , Fe(OH) ₃ .
	Covalent Bonding	Molecule Covalent bond Intermolecular forces	NH ₃ , CO ₂ , CO, CH ₄ , NO, NO ₂ , SO ₂ , SO ₃ , H ₂ O, H ₂ , O ₂ , N ₂ .
	Giant Covalent Structures	Diamond Graphite Silicon Silicon dioxide Macromolecular	
	Metallic Bonding	Metallic bond Delocalised electrons	
	States of Matter	States of matter Solid Liquid Gas Aqueous	
	Polymers	Monomer Polymer Polymerisation Thermosoftening polymer	
	Alloys	Alloy	
	Allotropes of Carbon	Diamond Graphite Graphene Fullerene Carbon nanotubes	
	Nanoparticles (Chemistry only)	Nanoscience Nanoparticles	

St George's School

Year 9 - Physics

Exam Board	AQA 9-1 GCSE Physics
Textbook	AQA GCSE (9-1) Physics Student Book. Nick England, Steve Witney. Hodder Education. ISBN 9781471851377
Revision Guide	<u>New Grade 9-1 GCSE Physics AQA Complete Revision & Practice with Online Edition</u> ISBN: 978 1 78294 585

	Topics	Keywords	Equations to learn
Energy	Energy Stores and Systems	Kinetic Chemical Internal (thermal/heat) Gravitational potential Magnetic Electrostatic Elastic potential Nuclear Transfer Joules	
	Calculating Energy - Kinetic and GPE	Mass Height Kinetic Gravitational Potential Kilograms Metres/second	GPE = mass x gravitational strength x change in height Kinetic energy (J) = $\frac{1}{2} \times \text{mass (Kg)} \times \text{velocity}^2$
	Calculating Energy – Spring constant and elastic potential	elastic potential energy spring constant extension	Elastic potential energy (J) = 0.5 x spring constant x (extension) ²
	Specific Heat Capacity	Energy Temperature Heat Specific Heat Capacity Immersion heater Insulation Power Mass Thermometer Voltage Current Time Work done	Heat energy = mass x SHC x temp change
	Power	Power Watts Kilowatts Electrical appliance	Power (w) = voltage (v) X current (A) Energy (J) = Power (w) x Time (s)
	Energy transfers	Input energy Output energy Efficiency Transfer Conduction Convection Radiation Insulation Dense	
	Efficiency	Useful energy Wasted energy Sankey diagram	Efficiency = $\frac{\text{Useful energy}}{\text{Input Energy}} \times 100$
	National and Global Energy Resources	Renewable energy Non renewable energy Advantages Disadvantages Evaluate Generate Wind turbine Solar cells Tidal barrage Hydroelectricity Biofuel	

Electricity	Circuit symbols	Electron Charge Current Switch Cell Battery Fuse Ammeter Voltmeter	Lamp Diode Thermistor Resistor Variable resistor LDR LED Circuit Component	
	Simple circuits and models	Current Resistance Charge Amps	Coulombs Negative terminal Positive terminal	Charge (Q) = Current (I) x Time (t)
	Series and parallel circuits	Series Parallel Conductor	Current Voltage Powerpack	
	Potential Difference	Potential difference Volts Voltmeter parallel		
	Resistance	Reduce Current Moving Electrons Collisions	Ions Vibrate Atoms Heat Ohms Resistor	
	Calculating resistance	Ammeter Voltmeter Resistance	Directly proportional Ohm's Law	Voltage (V) = Current (A) X Resistance (Ω)
	LDRs and Thermistors	Light Dependent Resistor Thermistor Resistance	Increase Decrease Light intensity	
	Mains Electricity	Power Station Generator AC – alternating current DC – direct current Live Neutral	Earth 230V Frequency Hertz Copper wire fuse	$\frac{V_p}{V_s} = \frac{N_p}{N_s}$
	The National Grid and Transformers	Generator Boiler and Furnace Turbines Electromagnetic Induction Electrons Magnetic Field Potential difference Power	Current Resistance Efficiency Step up transformer Step down transformer Primary coil Secondary coil	

St George's School
Year 9 - RE

	Half Term 1	Half Term 2
Autumn Term	<p>The Existence of God Christian Beliefs & Teachings The Trinity; Creation Incarnation; The last days of Jesus'; Salvation; Evil and Suffering;</p>	
Spring Term	<p>Islam Beliefs & Teachings</p> <p>Oneness of God Angels Predestination Prophet hood Ibrahim Muhammad Holy books</p>	
Summer Term	<p>Islam Beliefs & Teachings cont</p> <p>Oneness of God Angels Predestination Prophet hood Ibrahim Muhammad Holy books</p>	<p>Marriage & The Family – Christianity</p> <p>Marriage; Sexual Relationships; Families; Support for the family in the local parish; Family planning; Divorce and remarriage; Equality of men and women in the family; gender prejudice and discrimination</p>

St George's School

Year 9 - Geography

			Keywords
Progress Period 1	Energy and Resources	You should be able to identify different energy sources.	Renewable Social Resource Non-Renewable Economic Management Greenhouse Effect Environmental Sustainable Climate Change Consumption Energy Security
		You should be able to explain the cause of Global Warming (Greenhouse Effect) and the impacts linked to Global Warming.	
		You can define the term carbon footprint and identify and explain actions which influence carbon footprints.	
		You can explain the advantages & disadvantages of non-renewable and renewable resources when used to create electricity. Including the Greenhouse Effect.	
		You can define the term sustainability and explain the benefits of sustainability on a variety of scales.	
		Pupils can explain strategies and initiatives within the UK aimed at creating sustainable futures. E.g. BEDzed	
Progress Period 2	River Landscapes and water	You should be able to describe how a river changes from source to mouth (Long Profile).	Long Profile Erosion Flood Drainage Basin Transportation Source Deposition Discharge Mouth Bank full
		You should be able to describe a variety of 'Fluvial Processes'. (Erosion-Transportation- Deposition)	
		You should be able to explain a various erosional river landforms are formed. (Waterfalls; Gorges; Interlocking Spurs).	
		You should be able to explain a various landforms are formed by both erosion and deposition. (Meanders; Oxbow Lakes).	
		You should be able to identify and explain a variety of factors which influence water levels in rivers and therefore flood risk.	
		You should be able to identify and explain the impacts of flooding and strategies employed to reduce flood risk.	
Progress Period 3	Development	You can define the term development and can explain the terms HIC and LIC.	Poverty Death Rate Sanitation Infant Mortality Life Expectancy Birth Rate Literacy Rate
		You can identify and describe differences between LICs and HICs using development measures.	
		You should be able to describe the challenges of living in a remote rural area (countryside) in an LIC or a urban slum in an LIC.	
		You should be able to describe strategies (ways) used to improve living conditions in LICs.	
Progress Period 4	Hazards	You should be able to locate a range of global hazards and identify risk zones. Tropical Storms; Extreme Weather Events & Atmospheric Hazards.	Hazard Risk Disaster Atmospheric Tropical Storm Extreme Weather Tectonic Plates Crust Mantle Cause Effect (Impact) Response
		You should be able to explain factors that influence the location of hazard areas.	
		You should be able to define the terms cause, effect and response. You should also be able to group effects as Primary or Secondary.	
		You should be able to refer to a variety of case studies to identify the causes, effects and responses to a hazard event... CASE STUDIES: Typhoon Haiyan, Philippines (LIC) Japanese Earthquake 2011 (HIC) Storm Desmond UK	

St George's School

Year 9 - History

Topic	Knowledge	Key Words
Michael Collins	<p><u>Problems faced by Collins</u></p> <ul style="list-style-type: none"> ▪ Ireland was controlled by the British government in London ▪ Ireland was divided between Unionists, Nationalists and Republicans, between Catholics and Protestants. ▪ Collins realised he could not defeat the might of the British Army ▪ Collins signed the Treaty of London <p><u>Causes</u></p> <ul style="list-style-type: none"> ▪ Protestants from England and Scotland settled on the best land in Ireland during the 16th and 17th centuries. ▪ An Irish rebellion was crushed by Oliver Cromwell in 1649. ▪ Ireland suffered a Great Famine between 1845-1851. ▪ The Great famine was caused by the Potato Blight, a fungus causing potatoes to rot in the ground. ▪ Irish nationalists fought for Home Rule throughout the 19th century. ▪ Home Rule would give Ireland its own parliament in Dublin. ▪ Unionists wanted to keep Ireland united with the rest of the United Kingdom. <p><u>Consequences</u></p> <ul style="list-style-type: none"> ▪ On Easter Monday 1916 extreme Irish nationalists (Republicans) led the Easter Rising ▪ Sinn Fein, a political party fighting for an Irish Republic increased its vote from 7 seats to 73 seats in parliament in the 1918 election. ▪ Sinn Fein was led by Eamon De Valera ▪ Michael Collins set up the Irish Republican Army (IRA) in 1917 ▪ 21st November known as 'Bloody Sunday'. ▪ The IRA killed 14 British government agents and the British 'Black and Tans' killed 12 and injured 60 spectators at a Gaelic Football match on 'Bloody Sunday' ▪ The Treaty of London (1921) agreed to partition (split) Ireland between the Protestant north and Catholic south. ▪ The South was to be known as the Free State and swear allegiance to the British king. ▪ Collins, who signed the treaty, believed he had signed his own death warrant. ▪ Collins was assassinated by the IRA on 22nd August 1922. <p><u>Interpretations</u></p> <ul style="list-style-type: none"> ▪ Collins was a hero to Republicans until he signed the Treaty of London when he became seen as a traitor ▪ Home Rule Nationalists considered Collins a traitor until he signed the Treaty of London when he became a hero for achieving what they wanted: Home Rule ▪ Unionists considered Collins a traitor for trying to destroy the United Kingdom. 	<p>Unionist Nationalist Republican Home Rule Death Warrant Civil War Sinn Fein Bloody Sunday Traitor Catholic Protestant</p>
Causes of WWI	<p><u>Long Term Causes</u></p> <ul style="list-style-type: none"> ▪ Militarism: The main powers had been building up their armies and navies EG. Britain built modern steam powered dreadnaught ships which were copied by the Germans ▪ Alliances: The great powers belonged to two alliances: the Triple Entente—Britain, France and Russia; the Central Powers—Germany and Austria-Hungary. ▪ Russia was in a separate alliance with Serbia ▪ Imperialism: Germany wanted to build an empire like Britain's, Britain wanted to protect its empire from Germany, Austria-Hungary was afraid its empire would break up because of nationalists such as those in Bosnia, the Czech lands and Slovakia 	<p>Heir Militarism Alliances Central Powers Triple Entente Imperialism Nationalism Schlieffen Plan</p>

	<ul style="list-style-type: none"> ▪ Nationalism: Serbia wanted all Serbs to be in a greater Serbia so threatened the Austria-Hungarian Empire <p>Short Term Causes</p> <ul style="list-style-type: none"> ▪ The heir to the Austrian-Hungarian Empire was assassinated on 28th July 1914 by Gavrilo Princip ▪ Princip belonged to a Serbian nationalist group called the Black Hand Gang. ▪ Austria-Hungary blamed the Serbian government for the assassination of Franz Ferdinand and attacked Serbia leading to Russia declaring war on Austria-Hungary. ▪ Germany declared war on Russia but attacked their ally France first through Belgium using the Schlieffen Plan ▪ Britain declared war on Germany to protect Belgium, having signed the Treaty of London in 1839. <p>Consequences</p> <ul style="list-style-type: none"> ▪ The Great War (or World War I) started on 4th August 1914 and lasted until 11th November 1918 <p>Interpretations</p> <ul style="list-style-type: none"> ▪ Serbia to blame for allowing the Black Hand Gang to assassinate Franz Ferdinand ▪ Austria-Hungary to blame for using the assassination as an excuse for attacking Serbia ▪ Germany to blame for using the Russian declaration of war on Austria-Hungary as an excuse for attacking France, through Belgium. 	
Trenches	<p>Causes: why the war was fought in trenches</p> <ul style="list-style-type: none"> ▪ The failure of the Schlieffen Plan: ▪ The Belgian army slowed down the German army ▪ The British declared war to support the Belgian, which the Germans did not expect. ▪ The Russian army mobilised quicker than expected. ▪ New technology e.g. machine guns and barbed wire prevent the use of traditional strategies such as the use of cavalry <p>Problems</p> <ul style="list-style-type: none"> ▪ Machine Guns ▪ Artillery bombardment ▪ Barbed wire ▪ Trench foot <p>Interpretations</p> <ul style="list-style-type: none"> ▪ ‘Lions led by Donkeys’—it has been argued that the military leaders were either stupid because they couldn’t design new tactics to fight the war or cruel because they kept putting their men in danger by sending them over the top. <p>Consequences</p> <ul style="list-style-type: none"> ▪ Casualties: 9 million ▪ The Treaty of Versailles—Germany was blamed for WWI and heavily punished. ▪ the creation of new countries in Europe e.g. Poland, Czechoslovakia, Austria and Hungary, and Yugoslavia (which included Serbia). ▪ World War II: the First World War led to Hitler attempting to get revenge for losing. 	Mobilised Cavalry Machine guns Barbed wire Trench foot Tactics Versailles Czechoslovakia
Nazi Germany	<p>Reasons for Hitler’s rise to power:</p> <ul style="list-style-type: none"> ▪ The Treaty of Versailles of 1919 ▪ Hyperinflation in 1923 ▪ The Wall St Crash of 1929 and the rise in unemployment to 6million ▪ The Reichstag Fire and Enabling Act ▪ The Night of the Long Knives <p>Life in Nazi Germany</p> <ul style="list-style-type: none"> ▪ Building autobahns/motorways ▪ Reducing unemployment ▪ Use of concentration camps for political enemies such as the Communists ▪ Pride in Germany ▪ But, fear of arrest by the gestapo <p>Opposition to the Nazis</p> <ul style="list-style-type: none"> ▪ Communists and socialists ▪ July Bomb Plot 	Versailles Hyperinflation Unemployment Reichstag Parliament Autobahn Communist Socialist Concentration camp

	<ul style="list-style-type: none"> ▪ Religious groups 	
Medieval Medicine	<ul style="list-style-type: none"> • Natural treatments e.g. hemlock and opium, Theory of the Opposites • Supernatural treatments e.g. prayers • The ideas of Hippocratic and Galenic methods and treatments • The medieval doctor, training, beliefs about cause of illness • The contribution of Christianity to medical progress and treatment • The role of religion in medieval hospitals • The nature and importance of Islamic medicine and surgery • Surgery in medieval times, ideas and techniques. • Public health and hygiene in medieval towns and monasteries • The Black Death in Britain, beliefs about its causes, treatment and prevention 	<p>Four Humours</p> <p>Phlegm</p> <p>Black bile</p> <p>Yellow bile</p> <p>Blood</p> <p>Urine</p> <p>Emetic</p>
Renaissance Medicine	<ul style="list-style-type: none"> • The challenges to medical authority in anatomy, physiology and surgery <ul style="list-style-type: none"> ○ The work of Vesalius, Paré, William Harvey. ○ Opposition to change. ○ Traditional and new methods of treatment: ○ 'quackery' ○ Methods of treating disease. ○ The Great Plague of 1666: beliefs about causes and treatments. 	<p>Anatomy</p> <p>Physiology</p> <p>Dissection</p> <p>Quackery</p>
Enlightenment Medicine	<ul style="list-style-type: none"> ▪ The growth of hospitals. ▪ Changes to the training and status of surgeons and physicians. ▪ The work and contribution of John Hunter. ▪ Inoculation and vaccination <ul style="list-style-type: none"> ▪ Edward Jenner. ▪ Vaccination and opposition to change. 	<p>Inoculation</p> <p>Vaccination</p> <p>Cowpox</p>

St George's School

Year 9 - French

In French we have started the new Allez course which prepares students for the high standards required with the new GCSE. Students will mainly be tested on their last 2 modules, to ensure these have been fully understood.

Students will be offered access to detailed revision sheets prior to the exams

<p>A balanced diet</p> <ul style="list-style-type: none"> • Healthy eating • Healthy lifestyles • How diet affects health • How to be healthier • Life in the future 	<p>Le pain, la viande, le sure, le poisson Vivre sainement, les fruits et légumes Trop sucré, gras, bon pour la santé Je mangerai... je boirai.... Je dormirai... Dans cinquante ans, une pilule</p>
<p>Transport and holidays</p> <ul style="list-style-type: none"> • Forms of transport • Tickets and travel plans • Plan a holiday • Describe a past holiday • Transport in books and films 	<p>Le bus, le car, l'avion, le bateau Un billet, un aller-simple, un aller-retour On part en vacances, on ira... on visitera... Les vacances linguistiques, relaxantes Un roman, un livre, l'histoire</p>

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Year 9 - Spanish

Term	Topics	Keywords
Term 1	My life <ul style="list-style-type: none"> • Presenting yourself • Describing your best friend • Nationalities • Places in town • Using near future tense 	Soy alto, guapo, hablador, interesante, pesado Mi mejor amigo es tímida, fea, activa Soy francés, inglés, español Voy a ir de compras, ir a la bolera, jugar al baloncesto, ir al cine
Term 2	Media <ul style="list-style-type: none"> • Television • Cinema • Going out • Making plans and excuses 	Mi programa favorito es un documental, un concurso, una telenovela Me encantan las películas de aventura, del Oeste, las comedias Porque son entretenidas, divertidas, interesantes
Term 3	My holidays <ul style="list-style-type: none"> • Describing past holidays • Using the past tense • Describing what you did on holiday • Giving a presentation about your holiday using at least 2 tenses • Spanish speaking countries and culture 	Fui a España Fui en avión, en coche, en barco Bailé, escuché música, tomé el sol, jugué al voleibol, Lo pasé bomba, fenomenal, mal
Term 4	Food <ul style="list-style-type: none"> • Breakfast, lunch and dinner • In the market • In the restaurant • Describing a meal with a famous person 	Desayuno, como, ceno, bebo, meriendo Cereals, pizza, hamburguesa, patatas fritas, leche De primer plato, de segundo plato, de postre
Term 5	Fashion <ul style="list-style-type: none"> • Clothes • School uniform • Adjectival agreement of colours • Shopping in Barcelona • Future trip to Argentina 	Llevo un vestido, unos pantalones, un jersey, una sudadera, una corbato, unos zapatos, unas zapatillas de deporte
Term 6	Health <ul style="list-style-type: none"> • Parts of the body • In the pharmacy • Talking about healthy and unhealthy foods and diets • Healthy living 	La mano, el estómago, las muelas, los oídos, las orejas, la pierna Tengo fiebre, estoy constipado, tengo tos, tengo gripe, tengo una quemadura de sol La comida sana, la comida malsana

St George's School

Year 9 – Food Technology

Food Technology Exam

There will be a theory and a practical exam.

Students will be given a brief to investigate. They will produce four design ideas, one of which they will cook in the practical exam.

Year 9 – Scones

Students will be assessed demonstrating the following areas in a practical exam:

- Personal hygiene & food safety
- Independently following a recipe
- Time keeping
- Practical skills and working methods
- Presentation and portion control

Students will be assessed in the following areas in a theory exam:

- Understanding the key nutrients, the function of nutrients, food sources of nutrients
- Healthy eating plate
- Understanding food safety and personal hygiene
- Creative design ideas that meet the brief