

Year 9

Information and Support for Students and Parents/Carers 2023

This guide includes:

1. How to prepare an effective environment for studying or revising
2. How to manage your time effectively
3. Learning and memory tools – tips for revision

4. Exam day checklist
5. What to do during the exams
6. Support and Guidance for KS3 Examined Subjects

1. How to prepare an effective environment for studying or revising

It is important to find a place where you can concentrate and study properly. You need to have the resources you need available e.g. textbooks, revision guides, school exercise books and access to the internet for online resources. However, you should also try and avoid having too many distractions.

It is advisable to work in a quiet room with an open window for plenty of fresh air. Make sure you have a bottle of water as it's hard to concentrate if you are dehydrated.

Some pupils find listening to quiet music helps concentration. Having the television on or loud music is likely to be a big distraction. It would be a good idea to leave your mobile phone in a different room so this doesn't become a distraction.

2. How to manage your time effectively?

When should I start revising?

Revision can be done at any time throughout the year. Whenever you learn something new at school, or especially if you find something difficult, it is good to read through your notes again; then to test yourself to see whether you remember the information.

Most pupils like to start preparing for their Summer Exams a few weeks before they take place. Exam timetables and details of what to revise for the Summer Exams will be on the school website just before the Easter holidays. Many subjects will do some revision in lessons prior to the exams but it is important to do your own revision as well.

Do I need a revision schedule?

It is important that you know when your exams are taking place. The exam timetable will be on the school website. Your tutors and subject teachers will also tell you when your exams are taking place. It is a good idea to plan a revision schedule to ensure you are ready for each exam. You are likely to be better prepared if you plan ahead and don't leave your revision until the last minute. Some pupils will put a copy of their revision schedule on their bedroom wall. Others like to write their revision schedules in their school planner. Whilst it is important to do plenty of revision you can't revise the whole time so don't forget to schedule in breaks or fun activities as well! Once you have made a revision schedule try to keep to it as best you can.

How much time should I spend revising?

You will probably want to spend more time on subjects you find more difficult. 20 minutes per session is recommended having a break and moving on to another topic or subject in the build-up to exams, though the amount will vary from subject to subject. Follow your teachers' advice.

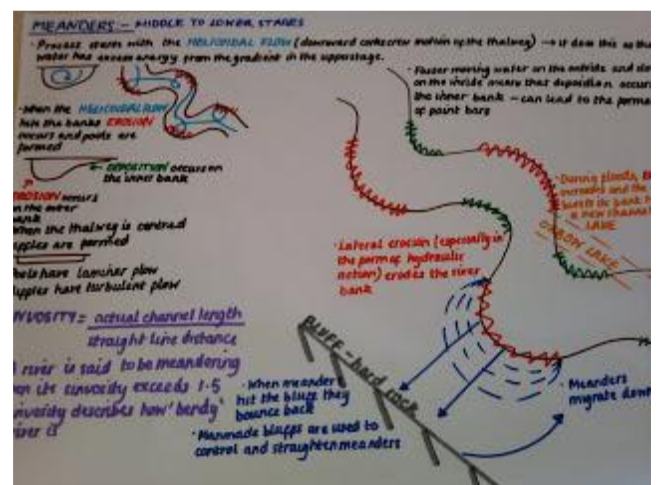
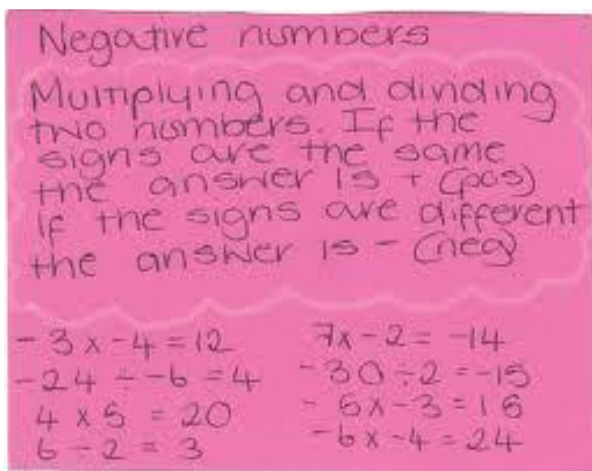
3. Learning and memory skills – tips for revision

What should I revise?

Follow your subject teachers' advice on what to revise. Use the revision information for your year group from the support and guidance section for subjects. You can also use the notes in your exercise books, revision guides and revision websites to help. If you are not sure ask your teachers!

Write revision notes/cards

This means writing your class notes or subject information in a shorter form. This can be done on paper, on revision cards or post it notes. It can be useful to write down key words, phrases, definitions or rules you need to learn. For example:



Use memory techniques

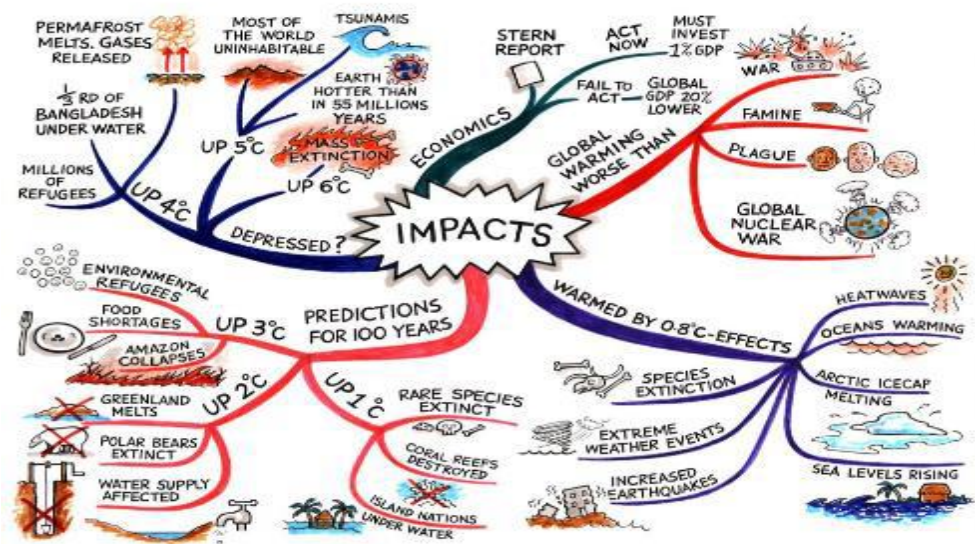
A variety of memory techniques can be used such as

- Making up rhymes/songs

Draw mind maps

Mind maps (sometimes called flow diagrams or spider diagrams) are a great way to summarise things you have

read, your ideas or what you have learnt. They can also be used to test what you can remember and can be applied to any subject. Examples are below:

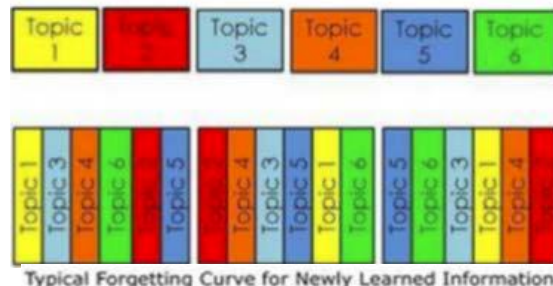


Organising Revision

What does the research say?

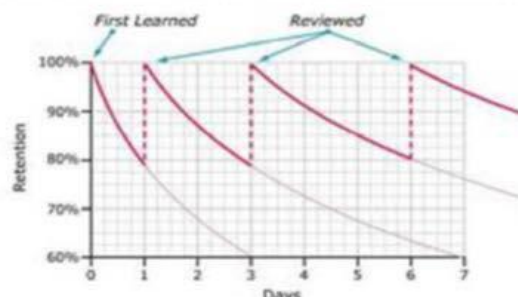
Blocking your revision- focusing on one topic for a long time then moving on to a new topic – is not the best way to revise.

Blocking vs interleaving



What does the research say?

Ebbinghaus's famous forgetting curve shows that the brain naturally "forgets" information. If we revisit Previously covered topics after some time has elapsed, we have a greater chance of remembering more of the information.



Interleaving your topics is far more effective! The research suggests that when you plan your revision timetable, mix your topics and your subjects up (Interleaving). It may *seem* sensible to concentrate on a single topic in History for 3 straight nights, but actually you will remember more if you interleave with different subjects and topics. Remember to revisit (Spacing) what you are revising regularly.

Reading Around the topic

Reinforce your knowledge by reading different textbooks and revision guides or using other websites with the same content as the topics you are learning/revising. Your teachers may suggest good resources to use.

Get Tested

Write down all you can remember about the topics you have been revising. Do this several times on different days just to make sure you can still recall the information. You can also ask your parents or older siblings to test you. Alternatively you could explain what you have learnt to a friend.

Do practice questions

Some subjects will provide revision sheets with practice questions. Revision guides and revision websites often include practice questions too. You can also make up your own practice questions to answer or ask a parent to do so for you.

4. Exam day (or night before) check list

Get a good night's sleep

Pack your bag with the correct equipment

Check the time of your exam so there are no last minute surprises

Eat a healthy breakfast

Have plenty to drink (water is best)

Leave home in plenty of time so you are not rushed and are as calm as possible

Read through any revision notes, revision cards and mind maps you have made the night before the exam or in the morning

5. What to do during an exam

- Try to relax and not to worry
- Read the instructions on the front of the exam paper
- Read the questions carefully
- Highlight any key words/command words to help you understand the question
- Complete all the questions you are asked to
- Keep an eye on the clock – don't spend all your time on one question and then run out of time to answer others
- If you get stuck, move on to the next question and come back to it later
- Leave time at the end to check through your answers carefully
- If you are really unsure what the question is asking you then have a guess.

You might be right. You won't get any marks if you leave a question blank!



Revision Planner

Month											
Week		Mon		Tue		Wed		Thu		Fri	
#	w/c	am	pm	am	pm	am	pm	am	pm	am	pm
1											
2											
3											
4											
5											
Exam Week 1											
Exam Week 2											

will assess the knowledge students have obtained since September and general mathematical skills.

Topics to be covered in the assessment:

Half Term	Topic and Content
HT1	9.01 – Decimal Manipulation <i>All operations for integers and decimals, B-I-DM-AS</i>
	9.02 – Estimation and Limits of Accuracy <i>Round, estimate, error intervals</i>
	9.03 – Related Calculations <i>Recognise and use relationships between operations</i>
	9.04 – HCF and LCM of Large Numbers <i>Prime factor decomposition, index form</i>
	9.05 – Fraction Calculations <i>Fraction arithmetic, fraction of amounts, reciprocals</i>
HT2	9.06 – Algebraic Manipulation <i>Collect like terms, operate with algebraic fractions</i>
	9.07 – Index Laws <i>Index notation, laws of indices, estimate powers and roots, fractional</i>
	9.08 – Expanding and Factorising <i>Single brackets, double brackets, difference of 2 square</i>
	9.09 – Expressions and Substitution <i>Functions, derive a simple formula, terminology</i>
HT3	9.10 – Percentages (Calc) <i>Of amount, increase/decrease, reverse, real life applications</i>
	9.11 – Proportion <i>Unitary Method, Recipes, Best Buys, Currency, direct and inverse</i>
	9.12 – Probability <i>Systemic listing, probability scale, frequency trees, mutually exclusive events, expectation, relative frequency, sample spaces, set theory, Venn diagrams</i>
HT4	9.13 – Linear Equations <i>Use algebraic methods to solve linear equations</i>
	9.14 – Linear Inequalities <i>Solve, represent on a number line, compound inequalities</i>
	9.15 – Sequences <i>term-to-term rules, recognise special sequences, nth term</i>
	9.16 – Pythagoras <i>Apply theorem to find solve problems with right angled triangles</i>
HT5	9.17 – Angles in Polygons <i>Find interior and exterior angles, prove sum of interior angles</i>
	9.18 – Parallel Lines <i>Solve missing angle problems, alternate, co-interior, corresponding</i>
	9.19 – Column Vectors <i>Translate shapes by vectors, operate on vectors, parallel vectors</i>
	9.20 – Transformations <i>Reflection and rotation (and symmetry), enlarging shapes</i>

Below is a list of resources to help students revise and prepare for their exam:

- Sparx Maths
- Class Exercise books
- Review Starters - completed in class
- Year 9 revision pack with answers attached on Satchel:one

Students will be tested via formative and summative assessments throughout the year and in addition to this they will sit a mid-year and an end of year assessment. End of year assessment: Play text Literature based question and a Non-Fiction writing assessment.

The skills looked at for this exam are as follows:

Literature:

- Identify and interpret explicit and implicit information and ideas.
- Recognise word class, literary devices and structural techniques.
- Explain, comment on and analyse how writers use language and structure.
- Comment on the effects of the writer's language and structural choices.
- Evaluate texts critically and support this with appropriate textual references.

Writing:

- To communicate clearly, effectively and imaginatively, selecting and adapting their tone, style and register for different forms, purposes and audience.
- To organise their ideas using paragraphs and other structural and grammatical features.
- To use a range of ambitious vocabulary.
- To use a range of literary devices (like similes and personification) for effect.
- To use correct grammar and punctuation.
- To use a range of sentence structures.
- To use accurate spelling.

School Resources:

- Class exercise books
- Mid-year exam
- Topic sheets
- Knowledge organisers

Youtube:

- Mr Bruff grammar videos <https://www.youtube.com/watch?v=ECFDyuu0DKk>

Websites:

- Geoff Barton vocabulary lists http://geoffbarton.co.uk/files/student-resources/GCSE-A*/GB-Top-level-vocab.pdf
- <https://www.literacyshed.com/the-images-shed.html>
- <https://www.pobble365.com>
- <https://www.bbc.com/bitesize/subjects/z3kw2hv>
- <https://alwayslearningweb.wordpress.com/student-page/>

Books:

- CGP [Spelling, Punctuation and Grammar for KS3 - Workbook \(with answers\)](#)

Science

Contact: w.butler@northampton-academy.org

Students will be sitting 3 End of Year papers, focusing on a selection of topics covered this year. The papers will be 40 minutes in length each and will be out of a total of 40 marks.

The paper will contain a mixture of exam style questions which will be designed to test their scientific knowledge, practical skills, graphing and mathematical abilities as well as their explanation skills in extended answer questions.

The End-of-Year Papers will cover the following topics:

Paper	Topic	Sub topics
EOY Paper 1 - Biology	<ul style="list-style-type: none"> 9BP – Plants and Photosynthesis 9BB – Biological Systems 	<p>Plants and photosynthesis, Rates of photosynthesis, Leaf adaptations, Transport in plants, Plants and atmosphere, Plants as food</p> <p>Musculoskeletal system, Respiratory system, Effects of exercise, Smoking and other drugs, DNA and inheritance</p>
EOY Paper 2 - Chemistry	<ul style="list-style-type: none"> 9CR – Reactivity 9CE – Energetics 	<p>Reactivity, reactions and bonding, Formula mass, Acid reactions, Salt preparation investigation, Reactivity series, Reactions of metals, Properties and uses of metals</p> <p>Rates of reactions, Effects on rates, Endothermic and exothermic reactions, Combustion and thermal decomposition</p>
EOY Paper 3 - Physics	<ul style="list-style-type: none"> 9PF – Forces in action 9PM – Matter 9PS – Sound Waves 	<p>Forces and effects, Moments and machines, Hooke's law</p> <p>Particle model, Density, Pressure in liquids, Atmospheric pressure</p> <p>Waves, Sound waves, Hearing, Ultrasound, Microphones and speakers</p>

Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books.
- Use the keyword grids (in your books and/or (Satchel:one) to revise your key scientific terms.
- Use the Knowledge Organisers (in your topic booklets and/or on (Satchel:one).
- Revision booklets (either given to you in lesson, or available on Satchel:one) with summary questions



for each topic.

- Use BBC Bitesize to help remind you of the content and try the quizzes to test your knowledge (<https://www.bbc.com/bitesize/subjects/zng4d2p>).
- Use Seneca to help remind your of the content and answer the questions to help you practice applying your knowledge.
- Oak National academy lessons, which can be found at: <https://continuityoak.org.uk/Lessons> KS3 science, look for Year 9 topics

History

contact : d.mcnelly@northampton-academy.org

Students will sit a 60-minute end of term assessment which will cover the topics that have been studied throughout the academic year.

The assessment will consist of the following:

Topic	Content
World War One	<ul style="list-style-type: none"> Long-term causes of WW1 The assassination of Archduke Franz Ferdinand Why did men join the war? Trench life The Battle of the Somme
The Suffragettes	<ul style="list-style-type: none"> Why was the electoral system unfair in the 19th century? Why did more men gain the vote in the 19th century? The Suffragettes and Suffragists The impact of WW1 on the Suffragette movement Why did some women gain the right to vote in 1918?
The rise of European dictators	<ul style="list-style-type: none"> Political ideologies in the 20th century How did Russia become a communist state. Stalin and the USSR. Why did Hitler become the leader of Germany
The Holocaust	<ul style="list-style-type: none"> Historical antisemitism in Europe What life was like for Jews before the Nazis. What life was like for Jews under the Nazis. The impact of WW2 on Jews in Europe. The Final Solution and Nuremburg Trials

Section A

- 5 multiple choice knowledge-based questions
- 5 open knowledge-based questions
- Chronology task – placing events and years into chronological order

Section B

- Name two things you can infer from a source
- What is the purpose of the source
- Identify which interpretation may have used Source A to form their argument.
- Why do they think Source A was used for that interpretation?
- Identify the argument made in an interpretation
- Do you agree with the argument made in the interpretation

Section C

- Extended writing in which students will need to argue how far they agree with a given statement.

Below is a list of resources to help students revise and prepare for their exam:

- Class exercise books
- Seneca
- Knowledge organisers
- YouTube
 - Causes of WW1 - <https://www.youtube.com/watch?v=Cd2ch4XV84s>
 - Assassination of Franz Ferdinand - <https://www.youtube.com/watch?v=OfO7TduevHA>

- BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zk26n39>

Religious Studies

Contact: a.nicholson@northampton-academy.org

Students will complete one assessment in Religious Studies which will be 45minutes long.

The assessment will cover everything the students have been taught including Ethics, Philosophy of Religion, Equality and Extremism.

Mid Year – Ethics and Philosophy of Religion (Year 9)					
1	Morality	Principles concerning the distinction between right and wrong or good or bad behaviour (how we know right from wrong)	11	Sanctity of life	The idea that all life is sacred (special to God)
2	Ethics	Moral principles that govern a person’s behaviour or the conducting of an activity	12	Complexity	How complicated something this; something made up of lots of smaller parts
3	The Trolley Problem	An ethical dilemma that forces you to choose between 2 bad options; letting a runaway trolley hit five people, or redirecting it so it only hits one	13	Purpose	The reason or function behind something, why it has been created
4	Natural Moral Law	An ethical system presented by Thomas Aquinas, that says human beings know by instinct what is right and wrong	14	Contradiction	When it is impossible for two claims to be true at the same time
5	Precepts	A rule for behaviour; in Natural Law, the precepts are preserve life; reproduce; educate children; worship God; live in an ordered society	15	Omnibenevolent	All-loving, possessing perfect and unlimited goodness
6	Situation Ethics	An ethical system presented by Joseph Fletcher, that says the right thing to do is dependent on what is most loving in the specific situation	16	Omnipotent	All powerful, having unlimited power or authority
7	Agape	Unconditional love; the love without limits shown by God to mankind	17	Moral Evil	Evil caused by the actions of human beings (e.g. murder, theft)
8	Absolute morality	Mortality that is always the same, whatever the situation (what is wrong is always wrong)	18	Natural Evil	Evil that is not caused by human actions; evil that occurs in nature (e.g. earthquakes, floods)
9	Relative	Morality that is dependent on the situation	19	Atheist	Someone who believes that God does not exist

Below is a list of resources to help students revise and prepare for their exam:

- Class Exercise books
- Show My Homework. Homework will be added with revision material
- Lessons taught will be on SMHW
- Knowledge Organisers



Geography

Contact: j.ryrie@northampton-academy.org.uk

Students will sit a 30 minute assessment which will assess their knowledge on the topic 'climate change'. Students will answer a range of short answer questions, 4 questions, which will test their knowledge and understanding and a 9 mark question, where they will have to apply their case study knowledge.

Students will be assessed on the following KPIs:

Climate Change

- To be able to explain the natural and human causes of climate change
- To be able to explain the available evidence of past and present climate change
- To be able to explain the impacts of climate change
- To explain what can be done to manage climate change

Key Case Studies: Impacts in the UK

Below is a list of resources to help students revise and prepare for their exam:

- Year 9 Knowledge Organisers
- Class exercise books
- Seneca
- Bitesize



Art

Contact: r.hunter@northampton-academy.org

The end of year assessment is a stand-alone 45 minute test of drawing from observation.

The assessment will follow a revision of drawing skills using shading light and tone, completed in class prior to the assessment lesson. Preparatory work will facilitate pupils to begin working on a still life drawing – adding tone, textures, shading and additional details to a pre drawn still-life, in a 50 minute controlled assessment. Students will receive a black and white image of a still-life to work from.

Success Criteria

- Understanding of tonal range
- Applying prior skills and knowledge of drawing with control Shadows - Identifying and using a range of tones to show depth
- Observational drawing skills
- Shading and blending in pencil.
- Selecting a suitable area of the drawing to work on, to match the students skills and understanding

Year 9 Knowledge Organiser
Skills practice in lessons
Open book in exam

Drama

Contact: s.lyon@northampton-academy.org

Year 9 Monologues

Students will be assessed on their rehearsal and performance of a monologue. To access the higher marks for this assessment, they should learn their monologues and practice them at home.

Additionally, they will be given a short quiz testing them on the knowledge gained from this year's curriculum.

Content to be covered in lesson in preparation for assessment:

- Creating convincing characters
- Close textual analysis to understand character
- The rehearsal techniques of Konstantin Stanislavski including objectives and super objectives
- How to sustain solo work for an extended period.

Knowledge Quiz will contain questions relating to all of the modules studied this year:

- Brecht and Epic Theatre
- Devising Drama
- Greek Theatre
- Verbatim Theatre
- Monologues

Below is a list of resources to help students revise and prepare for their exam:

- Pupils will be given ample rehearsal time in order to create a performance that will enable them to achieve.
The following is guidance that will help them to achieve this:
 - Ensure that you feature sufficiently in both the rehearsal process (by contributing ideas and being an active participant) as well as in the performance (you can only be marked on what you show, therefore you will need stage time to show this).
 - Make sure to commit to the performance and showcase your physical and vocal skills
- Your exercise books and work booklets

PE

Contact: n.barry@northamptonacademy.org

The end of year assessment is based on progress and attainment made in the last term of learning in year 9. As with BTEC Sport, you will be assessed based on the practical ability, fitness knowledge and understanding as well as leadership skills. These link to our three strands of PE which are taught through KS3: Fit to Perform, Fit to Lead and Fit for Life.

Success Criteria:

Year 9 – GOLD			
3 strands of Physical Education:			
	Fit to Perform	Fit to Lead	Fit for Life
7	<p>I can perform advanced skills and demonstrate problem solving and decision-making in a competitive situation or performance.</p> <p>I can identify and apply full game rules to one sport/event.</p>	<p>I can lead an activity to a group and adapt the activity for different abilities. (E.g. a lower ability alternative and a higher ability alternative).</p> <p>I can officiate a game with support.</p> <p>I can analyse strengths and areas for improvement for my own and/or other's performances and set future targets by reflecting on their progress and performance.</p>	<p>I can complete a series of fitness tests and identify strengths and weaknesses in the components of fitness.</p> <p>I can design my own fitness training session.</p> <p>What are the principles of training?</p>
8	<p>I can perform advanced skills and demonstrate problem solving and decision-making in a variety of competitive situations or performance.</p> <p>I can identify and apply full game rules to a range of sports/events.</p>	<p>I can lead an activity to a group and adapt the activity for different abilities. (E.g. a lower ability alternative and a higher ability alternative) using the STEP principle (Space, task, equipment, people).</p> <p>I can officiate a game independently for a minimum of 10 minutes.</p>	<p>I can design my own safe and effective fitness training session.</p> <p>Can you describe some of the principles of training that you have identified?</p>
9	<p>I have the ability to modify my existing skills in order to excel in a range of competitive situations or a performance.</p> <p>I can identify and apply full game rules to a range of sports/events.</p>	<p>I can lead an activity to a group and effectively overcome at least one setback whilst leading, e.g. difficulties with equipment, challenging behaviour, space or time etc.</p> <p>I can officiate a game independently and accurately for a minimum of 10 minutes</p>	<p>Can you describe all the principles of training that you have identified?</p> <p>I can analyse the impact of my personal exercise programme and the impact it has had on my performance, making recommendations for future training.</p>



	using verbal and non-verbal communication skills.	
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For the 'Fit to Perform' and 'Fit for Life' strand, you will be assessed during your practical PE lesson where the teacher will assess your practical ability as well as your ability to lead. For the 'Fit for Life' strand, you will complete a quiz on Sachel:One. Below are some resources you can use to support learning at home:

Fit to Perform

<https://www.telegraph.co.uk/men/relationships/fatherhood/10973423/How-can-you-turn-your-child-into-a-sports-star.html>
<https://books.google.co.uk/books?hl=en&lr=&id=h2m7I96ZStgC&oi=fnd&pg=PA184&dq=skill+development+in+sport&ots=5dRERhhZJV&sig=ZxLu6wacInqZle2Zlcw6l24w65k#v=onepage&q=skill%20development%20in%20sport&f=false>
<https://www.activekids.com/parenting-and-family/articles/how-to-help-kids-develop-basic-athletic-skills/slide-2>

Fit to Lead

https://www.sportsleaders.org/media/878646/sl0702_blueprintforyouthleadership_jun15.pdf
<https://www.youtube.com/watch?v=rSYbrd2vOHc> <https://www.youtube.com/watch?v=UlaAVRtMTbQ>

Fit for Life

https://www.irishprimarype.com/wp-content/uploads/2014/12/WarmUp_CoolDown.pdf
<https://www.brianmac.co.uk/trnprin.htm>
<https://www.brianmac.co.uk/conditon.htm>
<https://www.mayoclinic.org/healthy-lifestyle/fitness/in-depth/exercise-intensity/art-20046887>
<https://www.bbc.co.uk/bitesize/guides/zyqd2p3/revision/2>

Key topics in the fit for life quiz include:

- The stages of a warm up and cool down
- The importance of a warm up and cool down
- Healthy and active lifestyle
- Intensity
- Components of fitness
- Methods of training
- Fitness testing
- Principles of training



Computer Science

Contact: h.davies@northampton-academy.org

Students will sit a paper testing their knowledge of topics covered this year. The exam will be 45 minutes long and will include a number of single mark and extended answer questions.

Topics to be covered in the exam:

- Hardware vs software
- Inputs vs outputs
- Binary to denary conversion
- Denary to binary conversion
- Binary addition
- Image representation
 - What is a bitmap image?
 - Colour depth
 - Resolution
- Artificial Intelligence
 - Feature extraction
 - Machine learning vs traditional programming
 - Social, ethical and legal issues of AI
- What is a network?
- Malware (virus, worm, trojan)

Below is a list of resources to help students revise and prepare for their exam:

- BBC bitesize
- Student class books
- Home learning quizzes
- Oak academy lessons



French and Spanish

Contact: b.devonshire@northampton-academy.org

Students will be tested on 3 skills: Listening, Reading and Writing. During 1 lesson, students will complete the Receptive skills (listening, reading and translation). Students will complete a succession of listening tasks, reading tasks and finally translate 4 sentences into English. During 1 lesson, students will complete the Writing and Translation sections. Students will firstly have 3 questions to answer in Spanish/French. They will then have a choice of 2 writing tasks where they will answer one – they can look at the bullet points first and then make the decision according to which questions they are most confident with. Lastly, they will have 4 sentences to translate into French/Spanish. All assessments will cover the topics and grammar listed below.

FRENCH

Vocabulary and structures that will be covered are:

All of the year 8 vocabulary and grammar should be revised and revisited in preparation for the Year 9 assessments.

- Greetings
- Numbers 1-100
- Personality descriptions with Etre
- Physical descriptions with Avoir
- Relationships between family and friends
- Free time activities
- Food
- Festivals
- My Town and Region
- Environmental problems and solutions

Grammar

- Using the present tense of regular verbs and the most common irregular verbs
- Reflexive verbs in the Je form
- Conditional tense (Je voudrais)
- Perfect tense with Je form and Avoir (+ important irregular)
- Adjectival agreement
- Using negatives
- Giving opinions and justifications

Skills

- Listening, Reading, Phonics, Pronunciation, Spontaneity

Resources to help students revise and prepare

- Sentence Builder Term 1 and 2
- YEAR 9 FRENCH on [Quizlet](#)
- [KS3 French on Seneca](#)
- [BBC Bitesize](#)
- Exercise books
- Linguagenut

SPANISH



Vocabulary and structures that will be covered are:

All of the year 8 vocabulary and grammar should be revised and revisited in preparation for the Year 9 assessments.

- Greetings
- Numbers 1-100
- Character and Personality descriptions with SER
- Physical descriptions with TENER
- Relationships between family and friends
- Free time activities
- Food
- Festivals
- My Town and Region
- Environmental problems and solutions
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Grammar

- Using the present tense of regular verbs and the most common irregular verbs
- Reflexive verbs in the 1st person
- Conditional tense
- Future tense
- Past tense
- Adjectival agreement
- Giving opinions and justifications

Skills

- Sentence Builder Booklets – this should be their main source of revision
- YEAR 9 SPANISH on [Quizlet](#)
- [BBC Bitesize](#)
- Exercise books
- LanguageNut



DT

Contact: j.ribbins@northampton-org

Year 9 DT -

Students will sit a 45 minute exam which will include a mixture of multiple choice questions, short and long answer questions. These questions will focus on the skills and techniques they have covered throughout the year.

Topics to be covered in the exam:

- Analysing the work of others
- Mark making techniques
- Decorative techniques - Appliqué and Embroidery
- Block printing techniques
- Health and safety in the workshop
- Contexts: informing possible outcomes
- Identifying client and user needs
- Environmental, social and economic challenges that influence designing and making
- Metals
- New and emerging technologies
-
- Food labelling
- Allergens
- Factors affecting food choice
- British and International Cuisines

Below is a list of resources to help students revise and prepare for their exam:

Exercise books

Year 9 Knowledge organisers



Music

Contact: f.carney@northampton-academy.org

Students will perform in groups 'Greece Lighting' (bass part, chords, melody, vocals)

They will be quizzed on their learnt theoretical knowledge on the below topics

Success Criteria

- Repetitive leitmotif (melody line)
- Chordal accompaniment
- Bassline ostinato
- Successfully enhancing the given stimulus

Resources to help students revise and prepare:

- KS3 Booklets
- Bitesize (Film Music)
- Use of Mac suite and practice rooms during Monday + Wednesday lunch times