Year 9
End of Year Assessment Revision Topics

Date: W/C 12th May 2025

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Contents

Biology

There will be 1 Biology paper, which will be 40 minutes long

Topics included: Plants and Photosynthesis, Biological Systems and Processes

Plants and Photosynthesis:

- ❑ Identify and label a root hair cell
- ❑ Describe how roots take up minerals, nutrients and water from the soil
- ❑ Describe photosynthesis in a word equation representing products and reactants
- ❑ Label the internal parts of a leaf
- ❑ Describe how leaves are adapted to carry out photosynthesis
- ❑ State where stomata are found and what they do
- ❑ Identify hazards and risks and suggest appropriate ways to reduce the risks
- ❑ Describe how to test a leaf for starch
- ❑ Describe the role of the xylem and phloem
- ❑ Describe how plants affects the atmospheric carbon dioxide levels
- ❑ Give examples of pollinators
- ❑ State what is meant by food security
- ❑ Describe why pollinators are important for food security

Biological systems and processes:

- ❑ Order the stages of organisational hierarchy e.g. cell, tissue etc…
- ❑ Explain the functions of the skeleton
- ❑ Describe the function of antagonistic muscle pairings, giving named examples.
- ❑ Describe how to measure the strength of different muscles
- ❑ Describe the impacts of recreational drugs like alcohol and cigarettes on behaviour, health and life process (including gestation)
- ❑ Label the respiratory system and describe the function of each part
- ❑ Describe what is meant by gas exchange and how the respiratory system is adapted for this to happen efficiently
- ❑ Describe the mechanism of breathing, including detail of the ribs, intercostal muscles, diaphragm and pressure changes
- ❑ Explain the difference between breathing and respiration
- ❑ Define the terms aerobic and anaerobic respiration and give the word equation for these processes
- ❑ Compare and contrast aerobic and anaerobic respiration
- ❑ Describe the mechanism of breathing, including detail of the ribs, intercostal muscles, diaphragm and pressure changes
- ❑ Describe how to make simple measurements of lung volume
- ❑ Describe the work of Franklin, Wilkin, Watson and Crick in the discovery of DNA
- ❑ Describe the structure of DNA, including base pairing
- ❑ Describe inheritance and draw Punnett squares for simple inheritance scenarios

<u>There is also a synoptic element meaning any Biology topics from Year 7 and 8 can be included.</u>

Useful resources:

- Knowledge organisers and curriculum details can be found at Stockport Academy > Information > Curriculum > Science (stockport-academy.org)
- Students can access revision materials at Seneca Learning. Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)

Chemistry

There is 1 Chemistry paper, which will be 40 minutes long

Topics include: Reactivity and Energetics and rates

Reactivity:

- ❑ Use the periodic table to work out numbers of protons, neutrons, and electrons for any given element
- ❑ Explain why most atoms react, but group 0 do not
- ❑ Describe what an ion is and draw a diagram to show how atoms become ions
- ❑ Use charges to write formula for ionic compounds
- ❑ Calculate relative formula mass for given compounds
- ❑ Write equations for the reactions of metals with acids
- ❑ Describe the test for hydrogen gas and the positive result
- ❑ Write word equations for the reactions of metal oxides and metal carbonates with acids
- ❑ Describe the test for carbon dioxide and the positive result
- ❑ Name the salt produced from a range of neutralisation reactions
- ❑ Know the formula for common acids – hydrochloric, sulphuric, and nitric
- ❑ Write word or symbol equations for displacement and neutralisation reactions
- ❑ Use the reactivity series to predict if a chemical reaction will take place
- ❑ Explain how metals can be extracted from their ores using carbon
- ❑ Identify oxidation and reduction in given equations
- ❑ Explain how differences in reactivity can be used to produce a voltage and how this can be varied
- ❑ Define an alloy and explain why they are often more useful than pure metals
- ❑ Link the properties of metals to their uses

Energetics and rates:

- ❑ Describe some ways of measuring the rate of a reaction
- ❑ Identify independent, dependent and control variables from a given hypothesis
- ❑ Represent rate of reaction data on a graph
- ❑ Describe and explain the effect of concentration and surface area on the rate of a reaction
- ❑ Process and plot secondary data and draw lines of best fit, which may be curves
- ❑ Write conclusions for data collected or provided, using the data to back up any statements
- ❑ Explain what a catalyst is and how it works
- ❑ Explain what endothermic and exothermic reactions are and recognise them given information regarding temperature changes in a reaction
- ❑ Suggest how to improve equipment when investigating temperature changes and explain how these improve the data
- ❑ Define the term combustion
- ❑ Write word and symbol equations for combustion reactions
- ❑ Compare complete and incomplete combustion
- ❑ Explain what is meant by the term thermal decomposition
- ❑ Write word and/or symbol equations to represent the thermal decompositions of metal carbonates
- ❑ Calculate masses in a reaction using the law of conservation of mass
- ❑ Describe the lab tests for identifying carbon dioxide, water, and oxygen

There is also a synoptic element meaning that Chemistry topics from Year 7 and 8 may also be included.

Useful resources:

- Knowledge organisers and curriculum details can be found at Stockport Academy > Information > Curriculum > Science (stockport-academy.org)
- Students can access revision materials at Sparx Science by logging onto your Sparx Science account

English

Paper One is **45 minutes** and assesses students' **reading ability**.

Students will be asked to respond to one question on one of the Sherlock Holmes stories they read last term: **A Speckled Band or A Scandal in Bohemia**.

The question will focus on either a character or theme from the text as a whole. For example:

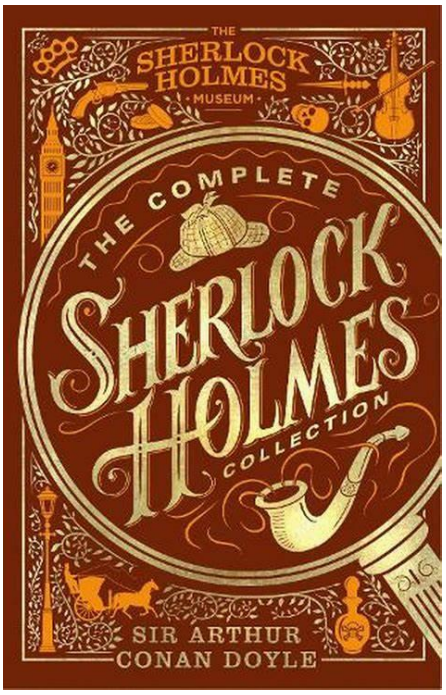
How is the character of Irene Adler presented in this story?

Or

How does the writer present ideas about deception throughout the text?

The criteria below outlines the skills students are assessed on:

- The student can present ideas about the text and give reasons for the ideas which form a developed and coherent response.
- The student can provide a detailed explanation of the impact of the writer's methods.
- The student can select a range of relevant evidence/references from different parts of the text to support ideas.
- The student can use a range of appropriate subject terminology/vocabulary specific to the text type and specifically refers to the writer's intent.



Paper Two is **45 minutes** and assesses students' **writing ability**.

Students will be asked to complete a transactional writing task. This could include writing a letter, article, speech, or review. For example:

Write a formal letter of complaint to a company.
Or
Write an article persuading young people to take up a new hobby.

The criteria below outlines the skills students are assessed on:

- A developed response with structure and vocabulary chosen for effect.
- Accurate use of a range of punctuation beyond full stops, commas, capital letters, and apostrophes.
- Accurate spelling of all words including some ambitious vocabulary.
- Accurate use of paragraphs which are shaped for effect.

Revision Materials

- Knowledge Organiser
- Revision booklet – to be provided by teacher
- BBC Bitesize

French

There will be two papers, each paper will be 45 minutes long.

1. Receptive (Listening and Reading skills)
2. Productive (Writing skills)

Both papers will cover the following units of study: -

✓	**Relationships with Family and Friends**
	Character descriptions and relationships
	Free time activities in the past and future
	A good friend
	My ideal partner
	When you were younger
	Festivals and Traditions
	Food and drink
	Festivals around the world
	Celebrations in the past and future
	Describing a photo
	The French speaking world
	Where I live and what you can do
	Now and before
	Comparing places to live in the world
	Going shopping
	The world around us
	Environmental advice
	Children's rights
	Fair trade and volunteering

✓	**Linguistic structures**
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

✓	**y7 Content**
	Greetings and Introductions
	Family
	School
	Where I live

	y8 Content
✓	Holidays
	Going out and Staying in
	Health and Fitness
	School, Future Plans and Jobs

Useful resources:

- Knowledge Organisers – Essential Knowledge
- United Learning - https://curriculum.unitedlearning.org.uk/Curriculum?r=92929
- BBC KS3 Bitesize

Geography

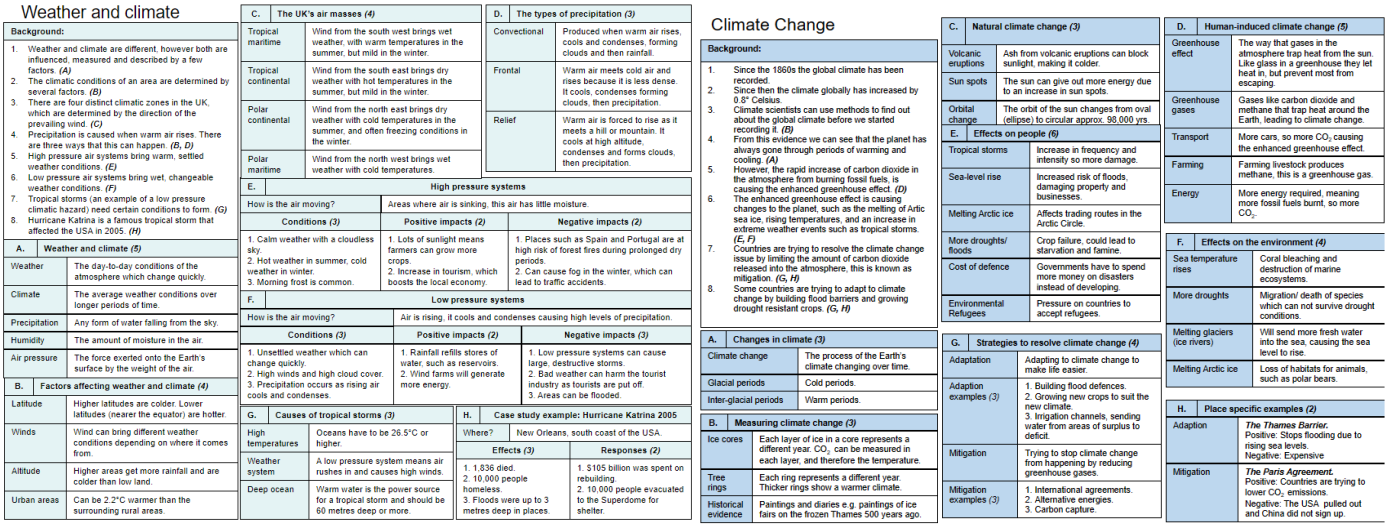
There will be one paper, which will be 60 minutes long.

It will contain questions relating to the following units:

- Climate change
- Life in a NEE

Useful resources:

- Knowledge organisers for both units are available here: [Stockport Academy > Information > Curriculum > Humanities (stockport-academy.org))]
- Fluency sheets (each pupil has these stuck in their books at the start of each unit).



Weather and climate

Background:

1. Weather and climate are different, however both are influenced, measured and described by a few factors. *(A)*
2. The climatic conditions of an area are determined by several factors. *(B)*
3. There are four distinct climatic zones in the UK, which are determined by the direction of the prevailing wind. *(C)*
4. Precipitation is caused when warm air rises. There are three ways that this can happen. *(B, D)*
5. High pressure air systems bring warm, settled weather conditions. *(E)*
6. Low pressure air systems bring wet, changeable weather conditions. *(F)*
7. Tropical storms (an example of a low pressure climatic hazard) need certain conditions to form. *(G)*
8. Hurricane Katrina is a famous tropical storm that affected the USA in 2005. *(H)*

A. Weather and climate *(5)*

Weather	The day-to-day conditions of the atmosphere which change quickly.
Climate	The average weather conditions over longer periods of time.
Precipitation	Any form of water falling from the sky.
Humidity	The amount of moisture in the air.
Air pressure	The force exerted onto the Earth's surface by the weight of the air.

B. Factors affecting weather and climate *(4)*

Latitude	Higher latitudes are colder. Lower latitudes (nearer the equator) are hotter.
Winds	Wind can bring different weather conditions depending on where it comes from.
Altitude	Higher areas get more rainfall and are colder than low land.
Urban areas	Can be 2.2°C warmer than the surrounding rural areas.

C. The UK's air masses *(4)*

Tropical maritime	Wind from the south west brings wet weather, with warm temperatures in the summer, but mild in the winter.
Tropical continental	Wind from the south east brings dry weather with hot temperatures in the summer, but mild in the winter.
Polar continental	Wind from the north east brings dry weather with cold temperatures in the summer, and often freezing conditions in the winter.
Polar maritime	Wind from the north west brings wet weather with cold temperatures.

D. The types of precipitation *(3)*

Convectional	Produced when warm air rises, cools and condenses, forming clouds and then rainfall.
Frontal	Warm air meets cold air and rises because it is less dense. It cools, condenses forming clouds, then precipitation.
Relief	Warm air is forced to rise as it meets a hill or mountain. It cools at high altitude, condenses and forms clouds, then precipitation.

E. High pressure systems

How is the air moving? Areas where air is sinking, this air has little moisture.

Conditions *(3)*	Positive impacts *(2)*	Negative impacts *(2)*
1. Calm weather with a cloudless sky. 2. Hot weather in summer, cold weather in winter. 3. Morning frost is common.	1. Lots of sunlight means farmers can grow more crops. 2. Increase in tourism, which boosts the local economy.	1. Places such as Spain and Portugal are at high risk of forest fires during prolonged dry periods. 2. Can cause fog in the winter, which can lead to traffic accidents.

F. Low pressure systems

How is the air moving? Air is rising, it cools and condenses causing high levels of precipitation.

Conditions *(3)*	Positive impacts *(2)*	Negative impacts *(3)*
1. Unsettled weather which can change quickly. 2. High winds and high cloud cover. 3. Precipitation occurs as rising air cools and condenses.	1. Rainfall refills stores of water, such as reservoirs. 2. Wind farms will generate more energy.	1. Low pressure systems can cause large, destructive storms. 2. Bad weather can harm the tourist industry as tourists are put off. 3. Areas can be flooded.

G. Causes of tropical storms *(3)*

High temperatures	Oceans have to be 26.5°C or higher.
Weather system	A low pressure system means air rushes in and causes high winds.
Deep ocean	Warm water is the power source for a tropical storm and should be 60 metres deep or more.

H. Case study example: Hurricane Katrina 2005

Where? New Orleans, south coast of the USA

Effects *(3)*	Responses *(2)*
1. 1,836 died. 2. 10,000 people homeless. 3. Floods were up to 3 metres deep in places.	1. $105 billion was spent on rebuilding. 2. 10,000 people evacuated to the Superdome for shelter.

Climate Change

Background:

1. Since the 1860s the global climate has been recorded.
2. Since then the climate globally has increased by 0.8° Celsius.
3. Climate scientists can use methods to find out about the global climate before we started recording it. *(B)*
4. From this evidence we can see that the planet has always gone through periods of warming and cooling. *(A)*
5. However, the rapid increase of carbon dioxide in the atmosphere from burning fossil fuels, is causing the enhanced greenhouse effect. *(D)*
6. The enhanced greenhouse effect is causing changes to the planet, such as the melting of Artic sea ice, rising temperatures, and an increase in extreme weather events such as tropical storms. *(E, F)*
7. Countries are trying to resolve the climate change issue by limiting the amount of carbon dioxide released into the atmosphere, this is known as mitigation. *(G, H)*
8. Some countries are trying to adapt to climate change by building flood barriers and growing drought resistant crops. *(G, H)*

A. Changes in climate *(3)*

Climate change	The process of the Earth's climate changing over time.
Glacial periods	Cold periods.
Inter-glacial periods	Warm periods.

B. Measuring climate change *(3)*

Ice cores	Each layer of ice in a core represents a different year. CO_2 can be measured in each layer, and therefore the temperature.
Tree rings	Each ring represents a different year. Thicker rings show a warmer climate.
Historical evidence	Paintings and diaries e.g. paintings of ice fairs on the frozen Thames 500 years ago.

C. Natural climate change *(3)*

Volcanic eruptions	Ash from volcanic eruptions can block sunlight, making it colder.
Sun spots	The sun can give out more energy due to an increase in sun spots.
Orbital change	The orbit of the sun changes from oval (ellipse) to circular approx. 98,000 yrs.

E. Effects on people *(6)*

Tropical storms	Increase in frequency and intensity so more damage.
Sea-level rise	Increased risk of floods, damaging property and businesses.
Melting Arctic ice	Affects trading routes in the Arctic Circle.
More droughts/ floods	Crop failure, could lead to starvation and famine.
Cost of defence	Governments have to spend more money on disasters instead of developing.
Environmental Refugees	Pressure on countries to accept refugees.

G. Strategies to resolve climate change *(4)*

Adaptation	Adapting to climate change to make life easier.
Adaption examples *(3)*	1. Building flood defences. 2. Growing new crops to suit the new climate. 3. Irrigation channels, sending water from areas of surplus to deficit.
Mitigation	Trying to stop climate change from happening by reducing greenhouse gases.
Mitigation examples *(3)*	1. International agreements. 2. Alternative energies. 3. Carbon capture.

D. Human-induced climate change *(5)*

Greenhouse effect	The way that gases in the atmosphere trap heat from the sun. Like glass in a greenhouse they let heat in, but prevent most from escaping.
Greenhouse gases	Gases like carbon dioxide and methane that trap heat around the Earth, leading to climate change.
Transport	More cars, so more CO_2 causing the enhanced greenhouse effect.
Farming	Farming livestock produces methane, this is a greenhouse gas.
Energy	More energy required, meaning more fossil fuels burnt, so more CO_2.

F. Effects on the environment *(4)*

Sea temperature rises	Coral bleaching and destruction of marine ecosystems.
More droughts	Migration/ death of species which can not survive drought conditions.
Melting glaciers (ice rivers)	Will send more fresh water into the sea, causing the sea level to rise.
Melting Arctic ice	Loss of habitats for animals, such as polar bears.

H. Place specific examples *(2)*

Adaption	***The Thames Barrier.*** Positive: Stops flooding due to rising sea levels. Negative: Expensive
Mitigation	***The Paris Agreement.*** Positive: Countries are trying to lower CO_2 emissions. Negative: The USA pulled out and China did not sign up.

- Pupils must know about a named example of a weather event. We studied Cyclone Idai. For this they must learn at least specific facts about the tropical storm (for example the city most affected), 2 impacts (for example death toll) and 2 responses (for example search & rescue).
- Pupils must learn the different types of evidence that show climate change is taking place and the causes of climate change (both natural and human).
- SENECA key stage 3 geography, the weather and climate change units will be helpful. We have set these for all Y9 classes to work through. Their log in for SENECA is the same as last year or pupils can log in using Microsoft 365, which is their school email address and password.
- Exercise books are very useful as they contain everything that has been taught. Pupils can take their books home, but must remember to bring them in when they have geography lessons. They are no use if left in the classroom in a box all the time!

History

There will be one paper, which will be 1 hour long.

Unit 1: World War One

	Who were the world's 'Great Powers'?
	Long term causes of World War One - alliances
	Long term causes of World War One – militarism
	Short term causes of World War One - assassination

Unit 2: Suffrage

	Why did women get the vote - suffragettes
	Why did women get the vote - suffragists
	Why did women get the vote – supporting the war effort

Unit 3: Shifting world orders in the modern world

	How did political ideologies shape Europe?
	How did Hitler seize control of Germany - Propaganda - Great Depression
	How did Europe fall under the control of dictators?

Unit 4: The Holocaust

	How did the treatment of Jews escalate in Nazi Germany? - Boycott, 1933 - Nuremberg Laws, 1935 - Kristallnacht, 1938 - Ghettos, 1939 - Concentration camps and death camps
	Why could you argue that leading Nazi's were responsible for the Holocaust?
	Why could you argue Hitler was responsible for the Holocaust?
	Why could you argue that no-one was responsible for the Holocaust, and it was born out of a chaotic regime?

Information Technology and Enterprise

There will be one paper, which is 30 minutes long

Programming

- Use of variables
- Use of functions
- Use of loops
- Use of if statements
- Begin to use user defined functions
- Create programming code to solve problems
- Testing / Errors

Enterprise

- Entrepreneurs
- Market research
- Research methods
- Business promotion methods

Computer Science

- Hardware inside the computer –e.g. RAM, CPU, Secondary Storage
- Binary – Numbers, Text, Images and Sound
- Basic algorithms – Inputs, Processes, Outputs
- Flowcharts

Useful resources

- KS3 Computer Science - BBC Bitesize KS3 Computer Science - BBC Bitesize
- Knowledge organisers on school's website
- **Enterprise**: the students exercise book or episodes of Dragon's Den.
- Students can access revision materials at Seneca Learning. Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) - look for ks3 computing.

Mathematics

Paper 1 – 60 minutes – non-calculator

Paper 2 – 60 minutes – calculator

Below are the topics and topic code to revise for the assessment. By going onto the independent study section on Sparx (shown below), you can use the Sparx codes to get videos and questions to complete to help you revise the topics. If you have any questions, please ask your teacher.

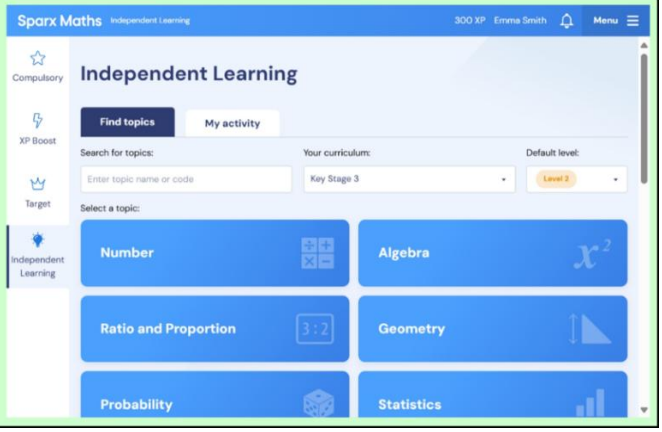
Topic		Sparx Codes
❑ 9.01	Decimal Manipulation	U417, U478, M462, U735, U127, U293, U453, U868, U976
❑ 9.02	Estimation and Limits of accuracy	U480, U298, U731, U965, U225, U657, U587, U108, U301
❑ 9.03	Related Calculations	U735
❑ 9.04	HCF & LCM of large numbers	U211, U751, U529, U236, U739, U250
❑ 9.05	Fraction Calculations	U736, U692, U793, U475, U224, U544, U538, U881, U916, U163
❑ 9.06	Algebraic Manipulation	M795, U613, M830
❑ 9.07	Index Laws	U105, U622, U103, U437, U685, U457, U824
❑ 9.08	Standard Form	U330, U534, U264, U290, U161
❑ 9.09	Expanding & Factorising 2	U179, U365, U768, U178, U963
❑ 9.10	Forming expressions & substitution	M175, M428, U201, U585, U144
❑ 9.11	Direct and Inverse Proportion	U721, U610, U357, U640, U407, U364, U138, U238, U369
❑ 9.12	Probability 1	U408, U510, U683, U166, U104, U476, U748, U296, U280, U580
❑ 9.13	Solving equations 2	U755, U325, U585, U144, U870, U599, U505
❑ 9.14	Inequalities 1	U759, U509, U738, U145
❑ 9.15	Sequences	U213, U530, M381, M241, U498, U978, U680, U958
❑ 9.16	Pythagoras	U851, U385, U541
❑ 9.17	Interior and Exterior Angles	U447, U390, U730, U628, U732, U329, M985, U427
❑ 9.18	Vectors 1	U196, U903, U564, U632, U660
❑ 9.19	Transformations 1	U196, U799, U696, U519

Log in to Sparx Maths as usual (using school email address or username and password)

Select the independent learning section on the left hand side

Search for a topic or a Sparx code (select "Key Stage 3" if the code starts with an M or select "GCSE" if the code starts with U)

Videos and questions available



Physics

There is 1 Physics paper, which will be 40 minutes long

Topics include: Forces in Action, Matter and Sound

Forces in action:

- ❑ Identify levers, pivots and forces applied
- ❑ Define a 'moment' and calculate it using data supplied
- ❑ Explain, in terms of moments, what happens when an object is balanced
- ❑ Calculate forces needed or distance from the pivot required to achieve balance
- ❑ Define the term 'simple machine' and give some examples
- ❑ Calculate work done and give the unit
- ❑ Calculate averages, ignoring anomalies, and round them to the same decimal places as original data
- ❑ Recognise and describe a proportional relationship
- ❑ Describe what is meant by 'elastic deformation' and elastic objects
- ❑ Explain what is meant by the 'elastic limit' of an object and recognise this on a graph
- ❑ Use Hooke's Law to calculate force, extension, or spring constants
- ❑ Describe the difference between reproducible data and reproducible conclusions and relate this to the Hooke's Law practical

Matter:

- ❑ Describe the arrangement, movement, and forces of attraction in solids, liquids, and gases
- ❑ Link the properties of solids, liquids, and gases to particle theory – e.g., why a gas and liquid can flow
- ❑ Explain what is meant by density and use densities of substances to predict what will float or sink
- ❑ Explain Brownian motion and diffusion
- ❑ Use Density = mass ÷ volume to calculate any of the values given the other two
- ❑ Describe pressure in liquids and how it changes with depth
- ❑ Use the pressure = Force / Area calculation to calculate pressure, force, or area
- ❑ Explain the basic principles of hydraulic systems
- ❑ Name the forces involved in floating and sinking
- ❑ Describe and explain what happens to the weight of all objects in water, including those that float and sink
- ❑ Explain why objects float or sink in terms of forces
- ❑ Describe atmospheric pressure
- ❑ Explain effects of the atmosphere and changes to pressure
- ❑ Explain why atmospheric pressure varies with altitude

Sound:

- ❑ Label the main features of a wave diagram
- ❑ Compare light and sound waves
- ❑ Describe what happens when waves meet
- ❑ Describe how pitch and loudness of sounds are determined
- ❑ Interpret oscilloscope traces
- ❑ Describe what happens when sound meets a surface
- ❑ Calculate the speed of sound in air, identifying anomalies
- ❑ Calculate uncertainty in the results and suggest sources of error
- ❑ Describe how and explain why the speed of sound varies in different media in terms of particles
- ❑ Describe how sounds are heard
- ❑ Explain what is meant by 'hearing range' and how this differs with age and in different animals
- ❑ Measure the loudness of common sounds using appropriate units

- ❑ Describe what is meant by ultrasound
- ❑ Describe uses of ultrasound
- ❑ Explain how the sound waves are used in given contexts
- ❑ Describe how a microphone works
- ❑ Describe how a loudspeaker works
- ❑ Explain why the frequency of the sound produced in the speaker is the same as the original sound wave

There is also a synoptic element meaning that Physics topics from Year 7 and 8 may also be included.

Useful resources:

- Knowledge organisers and curriculum details can be found at Stockport Academy > Information > Curriculum > Science (stockport-academy.org)
- Students can access revision materials at Sparx Science by logging onto your Sparx Science account

Religious Studies

There will be one paper which will be 1 hour long

Section A: Issues of Equality [25]

- ❑ Religion and equality
- ❑ Fight for racial equality
- ❑ Gender and equality
- ❑ LGBTQ+
- ❑ Disability

Section B: Issues of Life and Death [25]

- ❑ Natural law
- ❑ Situation Ethics
- ❑ Abortion
- ❑ Euthanasia

You should use the below to help you revise:

- Knowledge organisers
- Exercise books

Knowledge Organiser| Equality

1	Equality	The state of being equal, especially in status, rights, or opportunities.
2	Privilege	A special right, advantage, or immunity granted or available only to a particular person or group.
3	Prejudice	Pre-judging a person or group based on aspects of their identity in a negative way.
4	Discrimination	The unjust treatment of different categories of people, especially on the grounds of race, age, sex, or disability.
5	Justice	Fairness; the principle that people receive that which they deserve.
6	Diversity	The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
7	Persecution	Hostility and ill-treatment, especially because of race or political or religious beliefs.
8	Rights	A moral or legal entitlement to have or do something.
9	Universal Declaration of Human Rights	An international document that states the rights and freedoms of all human beings.
10	Status	Position or rank in relation to others.
11	Racism	Prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group.
12	Slavery	A condition of having to work very hard without proper pay or appreciation.
13	Liberation	The action of setting someone free from imprisonment, slavery, or oppression
14	Liberation Theology	A movement in Catholic Christianity which attempts to address the problems of poverty and social injustice as well as spiritual matters.
15	Social Change	Changing of the social order of a society.
16	Gender	A word that is used to talk about how people express masculine (traits most people think of as male) or feminine (traits most people think of as female) traits.
17	Gender Equality	The state in which access to rights or opportunities is unaffected by gender.
18	Feminism	The advocacy of women's rights on the ground of the equality of the sexes.
19	LGBTQ	An acronym for lesbian, gay, bisexual, transgender and queer or questioning. Terms are used to describe a person's sexual orientation or gender identity.
20	Disability	A physical or mental condition that limits a person's movements, senses, or activities.

Knowledge Organiser | Life & Death

What's the right thing to do?

- **Philippa Foot** was the thinker behind the Trolley problem. Whether to pull lever and kill 1 person or leave the train to hit 5 people.
- This is a moral dilemma which questions people's ethical choices.

Natural Moral Law

Thomas Aquinas was the **Christian** thinker behind the Natural Moral Law. There were 5 primary **precepts** (rules) that humans must follow (use '**POWER**' to remember them):

Preserve Life
Live in an **O**rdered society
Worship God
Educate Children
Reproduce

To assist with these Aquinas developed Secondary precepts which help people to live by the Primary ones. E.g. **E**ducate children by sending them to school, and **P**reserve Life by not having an abortion.

Criticisms of Natural Moral Law

- Some Christians interpret these rules in an **absolutist** way – they want to follow them completely, so that may create a moral dilemma for them if they, for example, need an abortion due to health reasons.
- Taking into account the whole person
- They are based on a Christian idea of God (not everyone is Christian).

Situation Ethics

- Joseph Fletcher was the thinker behind Situation ethics. Fletcher said that we should do "the most loving thing" in any situation and focused on the use of the word **Agape**.
- For example, in the issue of **Abortion** if the woman's life is at risk from giving birth maybe the most loving thing to do is to have an abortion.
- This focuses on Quality of Life.

Criticisms of Situation Ethics

- **Slippery Slope**: For some things we need important guidelines for important choices, as just doing things on a case-by-case basis could be counter intuitive.
- Is "love" a good guiding principle? What love means to one person might be different to another- instead we should have clear, concise rules
- Some people use "love" to do "unloving" things - Scientists using animals for testing medicine.

Euthanasia

Types of Euthanasia; Voluntary Euthanasia, Active Euthanasia, Passive Euthanasia and Involuntary Euthanasia.

Euthanasia is illegal in the UK under the suicide act of 1961.

Capital Punishment

This is the legally authorised killing of someone as punishment for a crime. Known as the Death Penalty.

Examples: Electric Chair and Lethal injection

Abortion: A procedure to end a pregnancy.

Pro-life people would say that abortion is wrong because many believe that life starts at **conception** (when an egg and sperm meet). **Thomas Aquinas**' First primary precept to 'Preserve Life' also goes against abortion.

Christians and Muslims believe in the **sanctity of life** – this means that life is special (sacred) and a gift from God.

A **Christian** might say "do not kill". This is one of the Ten Commandments from the **Bible**.

They might also say "**"God created mankind in our own image"** which suggests that humans look like God – so ended a human life is like ending God's life and destroying God's creation.

A **Muslim** might say "do not take a life which Allah has made sacred". This is from the **Qur'an**.

They might also say "**"If anyone kills a person, it would be as if he killed the whole of mankind"** which shows that killing is not permitted in Islam, and causing one death is as terrible as killing everyone.

Pro-choice people would say that there are circumstances that need to be considered, such as the woman's health – is her life at risk? Joseph Fletcher's Idea of doing the "most loving thing" is important here.

Everyone has the "right to life" in the UDHR– this includes the pregnant woman, who's life may be at risk; Some people are not ready to have a child; Some people may be pregnant due to assault; some people may fear than another child will cause poverty for their family due to the cost of living crisis.

Spanish

There will be two papers, each paper will be 45 minutes long.

1. Receptive (Listening and Reading skills)
2. Productive (Writing skills)

Both papers will cover the following units of study: -

✓	Relationships with Family and Friends
	Character descriptions and relationships
	Free time activities in the past and future
	A good friend
	My ideal partner
	When you were younger
	Festivals and Traditions
	Food and drink
	Festivals around the world
	Celebrations in the past and future
	Describing a photo
	The French speaking world
	Where I live and what you can do
	Now and before
	Comparing places to live in the world
	Going shopping
	The world around us
	Environmental advice
	Children's rights
	Fair trade and volunteering

✓	Linguistic structures
	Infinitives
	Present tense verbs
	Reflexive verbs
	The Perfect tense
	The Future tense
	Negatives
	Opinions and justifications
	Agreement of adjectives
	Connectives
	Quantifiers
	Time expressions

✓	y7 Content
	Greetings and Introductions
	Family
	School
	Where I live

	y8 Content
✓	Holidays
	Going out and Staying in
	Health and Fitness
	School, Future Plans and Jobs

Useful resources:

- Knowledge Organisers – Essential Knowledge
- United Learning - https://curriculum.unitedlearning.org.uk/Curriculum?r=92927
- BBC KS3 Bitesize

Revision Timetable

Day	Morning	Afternoon	Review points
Saturday			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
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Day	Morning	Afternoon	Review points
Saturday			
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