



The Sutton Academy



## YEAR 9 TRACKING 2 ASSESSMENT

Week Commencing 19<sup>th</sup> January 2026

Student Name: \_\_\_\_\_ Form Tutor \_\_\_\_\_

### SUPPORTING STUDENT SUCCESS

*Information, advice and guidance for students, parents and carers to support success in tracking assessments.*

# A Message from your Achievement Leader

Dear Year 9 Student,

Your Tracking 2 assessments will consist of a mix of in class assessments and formal exams for your core subjects, English Maths and Science. As you approach these important exams I wanted to take a moment to share some thoughts on why exams are so significant in your education and how they can positively impact you in the future.

Exams may seem like a daunting challenge, but they are not just a way to test your knowledge—they are an opportunity to demonstrate your hard work, perseverance, and growth. They provide a chance for you to reflect on everything you've learned so far and to show how well you can apply your knowledge and skills under pressure. This process is a valuable part of your academic development.

The process of studying, preparing, and sitting for exams teaches you time management, discipline, and the ability to stay focused in the face of challenges. These skills are crucial not just for school but for many areas of your life, whether in future studies or in your career.

Exams also give you a sense of accomplishment when you do well, boosting your confidence and motivating you to continue striving for excellence. But remember, exams are not the only measure of your abilities. If things don't go as planned, don't be discouraged—use it as an opportunity to learn and improve for the future.

Finally, the results of these exams can play a role in your future choices, whether that's deciding on subjects for the next year, selecting courses for your GCSEs, or even considering different career paths. How you perform in exams will give you and your teachers valuable insights into your academic strengths and areas that may need further attention.

I encourage you to approach this time with a positive mindset, stay organized, and remember that you are capable of achieving great things. Don't hesitate to ask for help if you need it, and most importantly, believe in yourself. This is an important step in your journey, and I am confident you will rise to the challenge.

**Miss Flynn**

Achievement Leader – Year 9



# Planning Your Revision

## Key points:

- Performing well in assessments requires time out of school preparing.
- Your outcome will depend on how well you use this time.
- Revision plans vary from student to student but should be well structured.

*It's never too soon to make a plan and start revising!*

The main reason to begin revision early to avoid cramming just before the assessment which can cause stress and affect performance. By completing small amounts of revision regular and often, you will have revised all of the topics you need.

- Ensure you know when all your tracking 1 assessments are.
- Write the dates on the assessment timetable in this booklet
- Make sure you know what you need to revise – revision lists are included in this booklet.
- Topics don't always need to be revised in the exact same order they were taught
- Starting revision with topics you find easier will help boost confidence, but starting with topics you struggle with will have more impact.
- Make sure you have a balance between revision and social time
- Be flexible if something special comes along such as family celebrations
- Don't plan a revision timetable which is unrealistic.

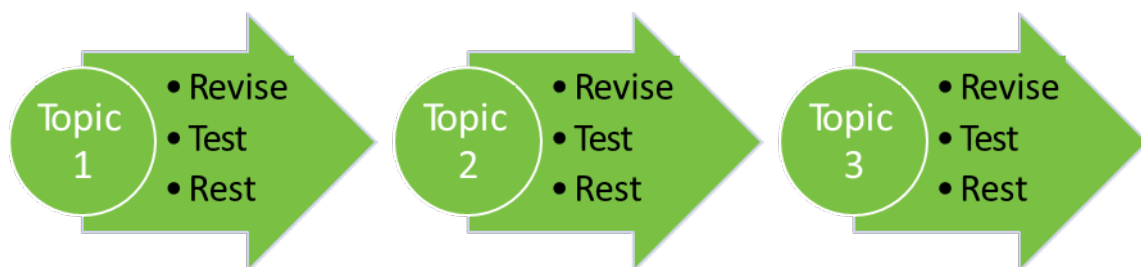
Step 1	Use the timetable template in this booklet.
Step 2	Make a list of all your subjects.
Step 3	Add in any non-school commitments for the week such as leisure activities, going out, seeing friends, time to relax, etc.
Step 4	Enter in when to revise each subject for the week, keeping in mind the following: <ul style="list-style-type: none"><li>• balance of revision time between subjects</li><li>• space out the revision for each subject</li><li>• vary the subjects revised on each day.</li></ul>
Step 5	Keep this timetable to you can tick off when you have completed each subject.

## Effective Revision: How to Avoid the trap of 'Busy Work':

Busy work is when you spent time completing activities that may feel easy to do in the moment, but have little value to your revision. This could include things like making posters or highlighting information!

- Effective revision strategies involve active processing.
- A proven strategy is creating flashcards.
- Create flashcards from reliable sources such as knowledge organisers.
- Once you have made flash cards, test yourself on them.
- Pull out any flash cards that you are unsure of.
- Keep testing yourself on these flash cards until you are confident.

*Revision sessions should be structured as so:*



An effective revision session should be a reasonable length of time with regular short breaks. A suggested session could be timed as follows:

1. 40 minutes revising, 10 minutes testing, 10 minutes resting
2. 20 minutes revising, 5 minutes testing, 5 minutes resting.

The best way to keep concentration levels high is to take regular breaks. A general guide is for every hour of revision you should take a 10 minute break.

## Effective Revision: Tackling the Tough Stuff!

Teachers have spent time inputting your marks for individual questions to identify precisely your **gaps in knowledge** or your **misconceptions**.

They have used this information to create Personal Learning Checklists (PLCs) which will focus your time, effort and revision on the most important things.

Topics	What do I need to revise?	
Definition and types of natural hazard	Use the link to watch the video and answer the following questions on 'what is a natural hazard?' <a href="https://continuityoak.org.uk/Lessons?r=593">https://continuityoak.org.uk/Lessons?r=593</a>	Green
Drawing a pie chart	Using SPARX complete the following: Drawing Pie Charts - U508, U172	Red
Basic % calculation	Using SPARX complete the following: Percentages of amounts (non calc) - U554 Percentages of amounts (calc) - U349	Green
Two differences continental vs oceanic crust?	Create a table to show the differences between oceanic and continental crust. <a href="https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/2">https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/2</a>	Red
Describe world distribution of volcanoes	Use TEA (Trend, example, anomalies) to describe the distribution (spread) of earthquakes & volcanoes <a href="https://rossettgeography.weebly.com/distribution-of-earthquakes-and-volcanoes.html">https://rossettgeography.weebly.com/distribution-of-earthquakes-and-volcanoes.html</a>	Yellow
Does higher magnitude = worse earthquake effects	Watch the video and make notes on why magnitude of an earthquake does not always determine worse effects. <a href="https://www.youtube.com/watch?v=4BFPx5o2Dwo">https://www.youtube.com/watch?v=4BFPx5o2Dwo</a>	Green
One reason why largest earthquakes = most deaths	Use the earthquake timeline to determine if the largest earthquakes do cause more deaths. Write a summary paragraph to explain your findings. <a href="https://www.bbc.co.uk/news/world-12717980">https://www.bbc.co.uk/news/world-12717980</a>	Yellow
The three plate margins: Constructive/Destructive/Conservative	Watch the video to draw three annotated diagrams of the three plate boundaries. <a href="https://www.youtube.com/watch?v=Uqwf6laE_k">https://www.youtube.com/watch?v=Uqwf6laE_k</a>	Green
Conservative plate margins	Create a flash card on the San Andreas fault line and conservative plate boundaries. <a href="https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/7">https://www.bbc.co.uk/bitesize/guides/zss8rwx/revision/7</a>	Green
How earthquake and volcanoes form at destructive plate margins.	Draw a flow diagram to outline how earthquakes and volcanoes form at destructive plate boundaries. <a href="https://www.internetgeography.net/topics/destructive-plate-margins/">https://www.internetgeography.net/topics/destructive-plate-margins/</a>	Yellow
Long and short term responses to tropical storms	Create a table to outline the short and long term responses of tropical storms. <a href="https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z8dk8hv#:~:text=Tropical%20storms%20can%20cause%20devastation,the%20wealth%20of%20a%20">https://www.bbc.co.uk/bitesize/topics/zn476sg/articles/z8dk8hv#:~:text=Tropical%20storms%20can%20cause%20devastation,the%20wealth%20of%20a%20</a>	Yellow
Spelling, Punctuation and Grammar		Yellow
One advantage of living near volcano	Mind map the advantages of living near a volcano. <a href="https://www.bgs.ac.uk/discovering-geology/earth-hazards/volcanoes/living-with-volcanoes/">https://www.bgs.ac.uk/discovering-geology/earth-hazards/volcanoes/living-with-volcanoes/</a>	Green
How can we reduce the effects of earthquakes	Describe and explain one way we can predict, protect and prepare for	Yellow

- ✓ In every subject, there will be certain topics we don't like, so when it comes to revision we avoid them.
- ✓ It is typical for students to 'pray and hope' that this topic just won't come up on the exam.
- ✓ Use the time before you assessments to **tackle the tough stuff**.
- ✓ Use your teachers if you need to.

## Expectations before the assessment:

- ✓ Remain in silence once you have entered the classroom
- ✓ Check you've got all of your equipment out on the desk ready
- ✓ Fill in your name on the front your paper and wait for instructions from your teacher.

## Expectations whilst you complete the assessment:

- ✓ Assessments are a great opportunity to demonstrate at least a good ATL.
- ✓ Your teacher will be circulating the classroom every 15 minutes to monitor your progress.
- ✓ Remain in silence at all times.
- ✓ If you need anything during the assessment raise your hand – do not shout out.
- ✓ No communication of any kind, either verbal or non verbal.
- ✓ Answer every question to the best of your ability
- ✓ No heads on desks
- ✓ No graffitiing/drawing on your assessments

## If you think you have finished...

- You must go back through from the beginning and check your answers carefully
- Remain silent until every paper has been collected by your teacher.

Assessments will last for approximately  
55 minutes.



# Tracking 2 Assessment Timetable

Use this table to record when each assessment is taking place.

Week Commencing 19 <sup>th</sup> January 2026 (Week B)					
Period	Monday 19 <sup>th</sup>	Tuesday 20 <sup>th</sup> (PSHE)	Wednesday 21 <sup>st</sup>	Thursday 22 <sup>nd</sup>	Friday 23 <sup>rd</sup>
1	English 1 Hour	No Exams	Maths Paper 1 1 Hour	Maths Paper 2 1 Hour	Science 1 Hour
2					
3					
4					
5					

# Tracking 2 Assessment Timetable










Use this table to record when each assessment is taking place.

Week Commencing 26 <sup>th</sup> January 2026 (Week A)					
Period	Monday 26th	Tuesday 27th	Wednesday 28 <sup>th</sup>	Thursday 19 <sup>th</sup>	Friday 30 <sup>st</sup>
1	English <i>1 Hour</i>				
2					
3					
4					
5					











# Revision Lists & Knowledge Organisers

*This section of the guide contains your revision lists and knowledge organisers. Revision lists clearly identify the topics you need to revise in preparation for the assessment. Many of the revision lists contain internet links to useful websites where you can find the information. Alternatively there will be a **knowledge organiser** included in this booklet which will contain the information you need.*

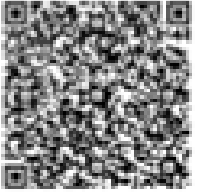
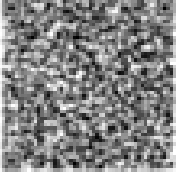
# Revision List for English

Topic	Revision links	Tick when revised
Social Class	<a href="https://www.bbc.co.uk/bitesize/guides/zd9bd6l/revision/3">https://www.bbc.co.uk/bitesize/guides/zd9bd6l/revision/3</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	
Repeat Reload	<a href="https://www.youtube.com/watch?v=1pRYQpHwn5w">https://www.youtube.com/watch?v=1pRYQpHwn5w</a> Watch the video and write 5 of your own sentences	
End-loaded	<a href="https://www.youtube.com/watch?v=sKV_BLnUNYU">https://www.youtube.com/watch?v=sKV_BLnUNYU</a> Watch the video and write 5 of your own sentences	
So, So sentence	<a href="https://www.youtube.com/watch?v=3a-CFZYaYKI">https://www.youtube.com/watch?v=3a-CFZYaYKI</a> Watch the video and write 5 of your own sentences	
Pathetic Fallacy	<a href="https://www.youtube.com/watch?v=3v8lyzplLM8">https://www.youtube.com/watch?v=3v8lyzplLM8</a> Watch the video and create a flashcard of the key elements of Pathetic Fallacy	
Narrative Arc	<a href="https://www.bbc.co.uk/bitesize/articles/z4-8cmfntzsdin8g">https://www.bbc.co.uk/bitesize/articles/z4-8cmfntzsdin8g</a> Complete the reading and answer the questions	
Conflict	<a href="https://www.youtube.com/watch?v=f1Fe0uRwDPI">https://www.youtube.com/watch?v=f1Fe0uRwDPI</a> Watch the video and make a flashcard	
Symbolism	<a href="https://www.bbc.co.uk/bitesize/articles/zwnq3316">https://www.bbc.co.uk/bitesize/articles/zwnq3316</a> Complete the reading and complete the quiz	
Metaphor/Simile	<a href="https://www.youtube.com/watch?v=h3qk8V_GUE8">https://www.youtube.com/watch?v=h3qk8V_GUE8</a> Watch the video. Write a definition on a flashcard and provide examples. Annotate the tenor and the ground.	

# Revision List for English

Abstract noun	<a href="https://www.youtube.com/watch?v=3AF_rN-yN-Y">https://www.youtube.com/watch?v=3AF_rN-yN-Y</a> Create a list of abstract nouns and write a definition of an abstract and concrete noun on a flashcard.	
Word Classes	<a href="https://www.youtube.com/watch?v=YHMF77EhONG">https://www.youtube.com/watch?v=YHMF77EhONG</a> Create a flashcard for each word type and give an example	
Punctuating speech	<a href="https://www.bbc.co.uk/bitesize/topics/z6jpn8q/articles/z7266g8">https://www.bbc.co.uk/bitesize/topics/z6jpn8q/articles/z7266g8</a> Read the article and complete the tasks	
Caesura	<a href="https://www.youtube.com/watch?v=Y8XYbWCjgRD&amp;t=23s">https://www.youtube.com/watch?v=Y8XYbWCjgRD&amp;t=23s</a> Write a definition of a Caesura and list some of its effects on a flashcard.	
Foreshadowing	<a href="https://www.grammarly.com/blog/literary-devices/foreshadowing/">https://www.grammarly.com/blog/literary-devices/foreshadowing/</a> Read the definition of foreshadowing and put it into your own words on a flashcard. Why may a writer use foreshadowing?	
Tension	<a href="https://www.youtube.com/watch?v=rS_-UeTzZ-Y">https://www.youtube.com/watch?v=rS_-UeTzZ-Y</a> Watch the video and make flashcards of the techniques	
Suspense	<a href="https://www.youtube.com/watch?v=xjKruwAfZWk&amp;list=PL3jCp_AqXNT0900PIDVc8yCylS8EopKd">https://www.youtube.com/watch?v=xjKruwAfZWk&amp;list=PL3jCp_AqXNT0900PIDVc8yCylS8EopKd</a> Watch the video and create flashcards of the techniques	
Tragic conventions	<a href="https://www.youtube.com/watch?v=eYRUSMvYNIw">https://www.youtube.com/watch?v=eYRUSMvYNIw</a> Watch the video and write down the conventions of a tragedy on a flashcard. List the texts we have studied that are tragedies.	
Planning Grid Practice	<a href="#">Planning Grid.pptx</a> Learn the elements of the grid and fill it in to prepare for the writing exam	
Inference	<a href="https://www.bbc.co.uk/bitesize/guides/zxxqg8z/revision/1">https://www.bbc.co.uk/bitesize/guides/zxxqg8z/revision/1</a> Complete the lesson and take the quiz. You can screen shot your result or print it to show it to your teacher	

# Revision List for English

Practice Question 1:	<p><a href="#">Year 9 Practice 1 2026 Tracking 2.pptx</a></p> <p>Write a descriptive piece about a race that builds in suspense</p>	
Practice Question 2:	<p><a href="#">Year 9 Practice 2 2026 Tracking 2 1.pptx</a></p> <p>Write a descriptive piece set in a spooky house that builds tension</p>	

# Revision List for Maths

*Use the detailed revision lists with Sparx clips and alternative videos to practise and revise solving mathematical problems in the following topics:*

Topic	Tick when revised
Place Value	
Calculations Rounding and Estimations	
Factors Multiples and Primes	
Powers and Roots	
Fractions Decimals and Percentages	
Ratio and Proportion	
Algebraic Expressions	
Expressions and Equalities	
Sequences and Graphs	
Units of Measure	
Angles	
Constructions, Loci and Bearings	
2D Shapes, Area and Perimeter	
3D Shapes, Surface Area and Volume	
Similarity Congruence and Transformation	
Representing and Interpreting Data	
Probability	

# Revision List for Science

Topic	Revision Website	Revision Task	Tick when revised
Biotic and Abiotic definitions and examples	<a href="https://www.abpschools.org.uk/topics/ecosystems-and-ecology/biotic-and-abiotic-factors/">https://www.abpschools.org.uk/topics/ecosystems-and-ecology/biotic-and-abiotic-factors/</a>	Dual Code Biotic and Abiotic factors with examples	
Series and Parallel circuits	<a href="https://www.bbc.co.uk/bitesize/articles/zs3htrd#zwb66g8">https://www.bbc.co.uk/bitesize/articles/zs3htrd#zwb66g8</a>	Mind map the key differences between Series and Parallel circuits	
Mass and Weight	<a href="https://www.bbc.co.uk/bitesize/articles/z6xjdp3">https://www.bbc.co.uk/bitesize/articles/z6xjdp3</a>	Create flashcards on mass and weight	
Exothermic and Endothermic reactions, including practical	<a href="https://www.bbc.co.uk/bitesize/articles/zb7wwnb">https://www.bbc.co.uk/bitesize/articles/zb7wwnb</a>	Watch the video clip on exothermic and endothermic reactions and	
Food Chains and Food Webs	<a href="https://www.bbc.co.uk/bitesize/articles/zjh4r2p">https://www.bbc.co.uk/bitesize/articles/zjh4r2p</a>	Create a labelled poster of a food chain and then your food chain in a food web showing the direction of energy.	
Interdependence within an ecosystem	<a href="https://www.bbc.co.uk/bitesize/guides/z9pd6yc/revision/1#:~:text=All%20organisms%20in%20an%20ecosystem,the%20rest%20of%20the%20ecosystem.">https://www.bbc.co.uk/bitesize/guides/z9pd6yc/revision/1#:~:text=All%20organisms%20in%20an%20ecosystem,the%20rest%20of%20the%20ecosystem.</a>	<a href="https://www.youtube.com/watch?v=mQNIK4NraM4">https://www.youtube.com/watch?v=mQNIK4NraM4</a> Watch the video link and produce flashcards on Interdependence in an ecosystem	

# Revision List for Geography

	Revision Topic	Tick When Flash Card Created	Tick when revised
Migration	Describing global migration trends		
	Types of migrants		
	Push and pull factors of migration		
	Source & host country impacts		
	Reasons for a European migrant crisis		
Geographies of Conflict	Difference between conflict and war		
	Causes of conflict		
	Conflict and climate change		
	How does geography influence conflict		
	Russia and the curse of geography		
	Conflict in the DRC – Cobalt mining		
	Blood diamonds – Sierra Leone		
Changing Climates	What is climate, and what factors influence it?		
	Is Earth's climate only changing now?		
	Anthropogenic (Human) Climate Change		
	How are individuals responsible: Carbon footprints		
	How will climate change impact Africa?		
	How will climate change impact the Arctic?		
	How is climate change creating positive feedback cycles in the Arctic?		
	What opportunities has melting sea ice created?		

## Migration

Lesson title:	Key takeaways
<p><b>What are the current trends of migration?</b></p>	<ul style="list-style-type: none"> <li>• Students will know what migration is and what global current migration trends look like.</li> <li>• Migration: is the movement of people from one place to another.</li> <li>• Students will know how migration has impacted the UK populations demographics.</li> <li>• Students will know the main source countries of migrants into the UK as well as the main countries UK citizens migrate to.</li> <li>• Students will know that census data is used to track population changes such as international migration.</li> <li>• Students will know the difference between national and international migration.</li> </ul>
<p><b>How do migrants vary?</b></p>	<ul style="list-style-type: none"> <li>• Students will know about the different types of migrants including; economic, forced, short term, long term and climate migrants.</li> <li>• Students will know the difference between the term's emigrant and immigrant.</li> <li>• Students will know the reasons why people migrate and why some countries have higher immigration rates than others.</li> <li>• Students will know what push and pull factors are in relation to migration.</li> <li>• Emigrant: leaving one country to move to another.</li> <li>• Immigrant: Moving into a new country.</li> </ul>
<p><b>How does migration affect people and places?</b></p>	<ul style="list-style-type: none"> <li>• Students will know that there are positive impacts of migration for both the source and host countries facing migration.</li> <li>• Students will know that there are negative impacts of migration for both the source and host countries facing migration.</li> <li>• Source country: Where migrants move from.</li> <li>• Host country: Where migrants move to.</li> <li>• Students will know that the UK has had positive impacts such as skills gaps filled and cultural enrichment, whilst recognising negative impacts such as pressures on housing availability and language barriers.</li> </ul>
<p><b>How are people migrating to the UK?</b></p>	<ul style="list-style-type: none"> <li>• Students will know the reasons for people choosing to migrate to the UK.</li> <li>• They will begin to understand the difference between legal and illegal entry into the UK and how transport influences migration to the UK.</li> <li>• Students will understand the risk people are willing to take to enter the UK illegally and the issues regarding small boats to cross the Channel.</li> </ul>

## Geographies of Conflict

Lesson title:	Key takeaways
To investigate the terminology used in conflict writing	<ul style="list-style-type: none"> <li>Conflict - Conflict arises from disagreement between two parties where parties perceive a threat to their needs and interests.</li> <li>War -To be classified as a war, the conflict must be widespread, intentional, and declared. It requires mobilization of personnel and fighter or soldiers moving to front positions to defend territories.</li> <li>Ideology - a system of ideas and ideals, especially one which forms the basis of economic or political theory and policy.</li> <li>Students will know that an international conflict is India Pakistan Kashmir conflict which has led to three full-fledged wars between these two countries and remains a potential flash point.</li> <li>Civil War- a war between citizens of the same country.</li> <li>Students will know that civil war in South Sudan is an example where conflict led to war.</li> </ul>
To explore global conflict trends since 1946.	<ul style="list-style-type: none"> <li>Students will know that trends can be positive, negative or fluctuating.</li> <li>Fluctuating - rising and falling irregularly in number or amount.</li> <li>Students will be able to describe the global trends in armed conflict.</li> <li>Students will be able to describe the trends in global refugee numbers.</li> <li>Refugee: a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.</li> <li>Students will be able to identify the distribution of state fragility, which is denser in Africa, the Middle East and Asia.</li> </ul>
The explore the root causes of geopolitical tension	<ul style="list-style-type: none"> <li>Students will know that many African countries are prisoner of the political geography created by European powers, in particular the drawing of political boundaries.</li> <li>Political boundaries: an imaginary line separating one political unit, such as a country or state</li> <li>Students will know that as the population grows closer to its nine billion projection, it will be the depletion of resources which will be the main cause of war.</li> <li>Students will know that climate change will exacerbate these issues.</li> </ul>
How can Geography influence Conflict?	<ul style="list-style-type: none"> <li>Geopolitics is the study of how geography affects politics and international relations.</li> <li>In the Arctic, nations such as the USA and Russia are all competing for the 'now exposed' natural resources in the Arctic e.g. gas/oil.</li> <li>In the future, this could result in full blown conflict, as nobody 'own's the Arctic.</li> </ul>
How can Geography influence conflict?  Desert Warfare: Afghanistan and Iraq	<ul style="list-style-type: none"> <li>Students will know that relief such as mountains, unstable land and low-lying land can influence conflict in a positive and negative way.</li> <li>Students will know that in Iraq, the desert biome impacted coalition troops.</li> <li>Students will know that the flat, even terrain encouraged a rapid pace of advance, while the lack of cover favoured coalition forces because their equipment has a greater range.</li> <li>Students will know that desert climate impacts conflict, such as cars overheating due to high daytime temperatures.</li> </ul>
How can Geography influence conflict?  "The Resource Curse"	<ul style="list-style-type: none"> <li>Students will know that the DRC home to about 60% of the world's known cobalt reserves, an essential component of lithium-ion batteries used to power electric vehicles.</li> <li>Students will know that government corruption has led to the profits from the mineral leaving the country.</li> <li>Students will know that this has had a negative impact on development, in particular life expectancy and literacy rate.</li> </ul>
How can Geography influence conflict?  "Russia-Ukraine Crisis"	<ul style="list-style-type: none"> <li>Students will know that the great expanse of flatland that is the European Plain is an inviting territory for the invaders who have attacked Russia from there repeatedly through history.</li> <li>Students will know that historically, 'buffer zones' were created as a form of protection.</li> <li>Students will know that two of Russia's chief preoccupations—its vulnerability on land and its lack of access to warm-water ports—came together in Ukraine in 2014.</li> <li>Students will know that the 2022 crisis is born of physical factors, along with the ideological conflict with NATO</li> </ul>

# Knowledge Organiser for Geography











## Changing Climates

Lesson title:	Key takeaways
How can we distinguish between weather and climate?	<ul style="list-style-type: none"> <li>Weather describes the current atmospheric conditions.</li> <li>Climate is the average weather conditions in a region, for a longer period of time.</li> <li>Climate data is shown using a climate graph.</li> <li>Climate graphs show precipitation as a bar chart and temperature as a line graph.</li> </ul>
What influences climate?	<ul style="list-style-type: none"> <li>Climate is influenced by 4 factors: Latitude, Relief, Prevailing Wind and the ocean</li> <li>The prevailing wind influences the climate of the UK according to its characteristics. The South of the UK is warmer partly due to tropical winds rather than polar winds</li> <li>Temperature reduces with altitude, which influences the climate of the area</li> <li>Countries at the equator have warmer climates because solar radiation is more concentrated there.</li> <li>The ocean keeps the land cool in summer, and warm in winter</li> </ul>
Is Earth's climate only changing now?	<ul style="list-style-type: none"> <li>Climate change refers to a change in global or regional climate patterns</li> <li>The Earth's temperature has fluctuated over the past 500 million years</li> <li>Volcanic activity that created the Siberian Traps triggered volcanic winters and long-duration climate warming.</li> <li>Larger eruptions can reduce solar radiation reaching earth, and change atmospheric circulation patterns. This lowers global temperatures.</li> </ul>
What is anthropogenic climate change?	<ul style="list-style-type: none"> <li>Anthropogenic climate change refers to the theory that humans are influencing climate change</li> <li>The enhanced greenhouse effect is the disruption to the earth's equilibrium caused by increasing concentrations of greenhouse gases.</li> <li>The three drivers of anthropogenic climate change are fossil fuels, agriculture and deforestation.</li> </ul>
How am I contributing to climate change?	<ul style="list-style-type: none"> <li>Climate change causes can be measured on a local, as well as national scale.</li> <li>Carbon footprint refers to the amount of CO<sub>2</sub> that is released from the action of individuals, organisations and communities.</li> <li>Carbon footprints are influenced by choices of travel, food, consumer items and domestic habits.</li> <li>Reducing beef consumption is a significant factor in reducing carbon footprint.</li> </ul>
How will climate change impact Africa?	<ul style="list-style-type: none"> <li>Temperatures in Africa are expected to increase above the global mean.</li> <li>Drought is expected to impact large areas of the Horn of Africa, in particular Somalia, Kenya and Ethiopia. This is as a result of lower rainfall patterns in some areas.</li> <li>Locust swarms have been forming in Chad, northern Mali and northern Niger, which have the potential to reduce crop yields.</li> <li>Snowmelt from Kilimanjaro can lead to flooding in some areas of Africa.</li> </ul>
How is climate change impacting the Arctic?	<ul style="list-style-type: none"> <li>Sea level rise results from the melting of arctic land ice, not ocean ice.</li> <li>Sea level rise will lead to the loss of arctic ecosystems.</li> <li>Changing ocean conditions will lead to a reduction in plankton levels, and subsequent ecosystem damage.</li> <li>Climate change and ice melting may open up new potential fishing grounds.</li> </ul>
How is climate change creating positive feedback cycles in the Arctic?	<ul style="list-style-type: none"> <li>A positive climate feedback system creates change, which in turn creates enhanced change.</li> <li>Arctic ice is important as it acts as an 'air conditioner' for the planet.</li> <li>The Albedo effect is where light surfaces reflect more light than dark surfaces. In the Arctic, this acts as a way of reflecting solar radiation back into space, cooling the planet.</li> <li>Permafrost is a thick sub layer of soil that remains frozen all year, and its melting can cause the release of large amounts of methane gas.</li> </ul>
What opportunities has melting sea ice created?	<ul style="list-style-type: none"> <li>Between 1984 and 2019, arctic sea ice levels have reduced dramatically.</li> <li>Sea ice melting may offer the opportunity for new shipping routes in the Arctic.</li> <li>Melting arctic sea ice may open the opportunity for oil reserve extraction.</li> <li>While oil extraction may have economic benefit, there are large environmental costs such as being almost impossible to clean in the region.</li> </ul>

# Revision List for History

	Revision Topic	Tick When Flash Card Created	Tick when revised
Woman's Suffrage	Life for women in 1900		
	The Suffragists		
	The Suffragettes		
	The role of women during WW1		
	The Representation of the People Act		
World War One	What were the long-term causes of WW1?		
	What were the short-term causes of WW1?		
	Life in the trenches		
	Soldiers of Empire – Contribution to WW1		
	Life on the Home Front		
	Pals Battalions- Contribution to WW1		
The Russian Revolution	Russia before Communism		
	Impact of the Tsar's abdication		
	Who was Lenin and the Bolsheviks?		
	The Russian Civil War (1917-1922)		
	How did life in Russia change when it became Communist?		

## Knowledge Organiser EQ1: Why did the women's suffrage movement turn violent?

<p>What was the role of Women in 1900 and how were they viewed in society?</p>	<ol style="list-style-type: none"> <li>1. Women were viewed as 'less than' men in the 1900.</li> <li>2. Women were not allowed to vote or earn as much as men.</li> <li>3. Women were often confined to the home or in stereotypical female roles in the domestic service.</li> </ol>	  
<p>Who were the Suffragists?</p>	<ol style="list-style-type: none"> <li>1. Women started to peacefully protest for the vote into the 20th century.</li> <li>2. The peaceful protests consisted of lobbying politicians, making leaflets and going on marches.</li> <li>3. Millicent Fawcett was the leader of this <u>group</u> and it was set up in 1897.</li> </ol>	
<p>Who were the Suffragettes?</p>	<ol style="list-style-type: none"> <li>1. The peaceful protests turned violent after 6 years of campaigning. Violent protests consisted of blowing up post boxes, chaining themselves to railings and blowing up the chancellor's house.</li> <li>2. Emmeline Pankhurst was the leader of this group and it was set up in 1903.</li> <li>3. Emily Davison ran in front of the king's horse at the Epsom Derby to become a martyr.</li> </ol>	  
<p>Were the aims of the Suffragists and Suffragettes achieved by 1918?</p>	<ol style="list-style-type: none"> <li>1. Campaigning from the Suffragists, Suffragettes and World War One were reasons why some women were granted the right to vote in 1918.</li> <li>2. The Representation of the People's Act was passed in 1918 giving women over 30 the vote if they owned property.</li> <li>3. Women were not given equal voting rights until 1928.</li> </ol>	  

Patriarchy	Suffrage	Militant	Lobbying	Martyr	Equal Rights
<p>Male dominated society.</p>	<p>Right to vote.</p>	<p>Using violent methods for a political cause.</p>	<p>Persuading an MP to support your cause.</p>	<p>Someone who dies for their beliefs.</p>	<p>The legal right to be treated equally.</p>

# Knowledge Organiser for History

## Knowledge Organiser EQ3: Did communism completely transform Russia?

What was Russia like before Communism?	<ol style="list-style-type: none"> <li>Before 1914, Russia was not as advanced in terms of economy and politics as the likes of Britain and France.</li> <li>The Russian ruler was known as the 'Tsar'. He was an absolute monarch (had total power)</li> <li>There was no parliament in Russia until 1905, even after that it had little power. Some people wanted change.</li> </ol>
Why did Communism become popular?	<ol style="list-style-type: none"> <li>The Tsar, Nicholas II became increasingly unpopular during WWI as Russia was doing <u>badly</u> and people were starving due to food shortages.</li> <li>A group called the Bolsheviks, led by Lenin wanted to change Russia and make things more equal for the workers and peasants.</li> <li>In 1917, Nicholas II was replaced in a revolution by a temporary government - Lenin and the Bolsheviks replaced the temporary government in October 1917 to become Russia's new rulers.</li> </ol>
How did the Russian Civil War change Russia?	<ol style="list-style-type: none"> <li>Lenin faced difficulties on taking over Russia due to Russia still being involved in WWI and suffering from casualties and starvation.</li> <li>Lenin only controlled the main <u>cities</u>, he had enemies across Russia who wanted the Tsar or Provisional government to return.</li> <li>The Russian Civil War took place from 1918, Reds vs Whites - Lenin and the Bolsheviks won.</li> </ol>
What was Russia like as a Communist country?	<ol style="list-style-type: none"> <li>Lenin made economic changes in Russia to enforce communism. This included war communism and the new economic policy.</li> <li>Social changes included women getting more freedom and more of a focus on education.</li> <li>The Tsar and his family were murdered by the order of Lenin.</li> </ol>

Autocracy	Revolution	Tsar	Abdication	Communism
One leader having <u>all of the power</u> .	A sudden and great change.	Russian Emperor.	Leaving the throne.	A classless society with state ownership of industry.

Reds	Whites	Economy	Society	Bolsheviks
Supporters of the Communists.	Supporters of the Tsar.	The system of trade, industry and wealth.	The way people live together.	Communist group led by Lenin.

# Knowledge Organiser for History

## Knowledge Organiser EQ2: How was Britain impacted during World War One?

<p>What were the causes of WW1?</p>	<ol style="list-style-type: none"> <li>1. Causes of WW1 were militarism, alliances, imperialism and nationalism.</li> <li>2. The Triple Alliance was Germany, Austria and Italy and the Triple Entente was Britain, France and USSR.</li> <li>3. The catalyst for the declaration of war was the assassination of Archduke Franz Ferdinand.</li> </ol>	
<p>How were British soldiers impacted by life in the Trenches?</p>	<ol style="list-style-type: none"> <li>1. Trenches were man made narrow ditches used to fight out of. Conditions were horrendous which often led to trench foot.</li> <li>2. The Battle of the Somme was the deadliest battle in British army history</li> <li>3. Soldiers suffered from shell shock and this included shaking, crying and vomiting.</li> </ol>	
<p>How did Soldiers of Empire contribute to World War One?</p>	<ol style="list-style-type: none"> <li>1. David Olusoga believes the contributions of soldiers of empire have largely been forgotten.</li> <li>2. Many soldiers were discriminated against given the hardest tasks for example, the Chinese Labour Corps had to clear the battlefields.</li> <li>3. Students will know that the contribution of soldiers from the empire helped Britain win for example, India contributed 1.3 million soldiers.</li> </ol>	

<p>How was life at home impacted by World War One?</p>	<ol style="list-style-type: none"> <li>1. There was a recruitment campaign in Britain to encourage men to volunteer. This included propaganda making war seem like an advantage.</li> <li>2. Women filled the jobs left empty by men and became nurses. Women were also behind the white feather campaign.</li> <li>3. Britain was bombed by the Germans who used Zeppelins.</li> </ol>	
<p>How was St Helens impacted by World War One?</p>	<ol style="list-style-type: none"> <li>1. Pals Battalions encouraged volunteering with your friends and there was one in St Helens.</li> <li>2. This meant that in some cases the whole male population of a village/town may not have returned.</li> <li>3. St Helens was an important area for the war effort for the Pals Battalions and also because of its industry.</li> </ol>	


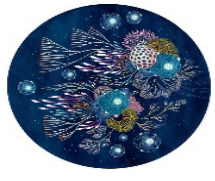







Militarism	Alliances	Imperialism	Nationalism	Assassination	Shell Shock	Trench	Soldiers of Empire	Discrimination	Propaganda	Pals Battalions
<p>Maintaining a strong military.</p>	<p>A friendship between countries.</p>	<p>The practise of expanding your empire.</p>	<p>The belief that your country is the best.</p>	<p>The murder of a prominent figure.</p>	<p>Modern day PTSD.</p>	<p>A long narrow ditch used to fight out of.</p>	<p>Soldiers fighting in WW1 from a country in the British Empire.</p>	<p>The unjust treatment of someone based on gender or race etc.</p>	<p>Misleading information used to influence,</p>	<p>Groups of men who volunteered together.</p>

# Revision List for Spanish

Topic	KO Page	Revision Link to Test Knowledge	Tick when revised
<b>Describing Role Models</b> <i>You will have studied adjectives to describe the personality of your role model.</i>	2	<a href="https://quizlet.com/gb/987373389/y9-tracking-2-adjectives-for-role-models-flash-cards/?i=2fpt5n&amp;x=1jqt">https://quizlet.com/gb/987373389/y9-tracking-2-adjectives-for-role-models-flash-cards/?i=2fpt5n&amp;x=1jqt</a>	
<b>Describing what your role model has done.</b> <i>You will have studied 8 verbs to describe what your role model has done.</i>	2	<a href="https://quizlet.com/gb/987373545/y9-tracking-2-key-infinitive-verbs-flash-cards/?i=2fpt5n&amp;x=1jqt">https://quizlet.com/gb/987373545/y9-tracking-2-key-infinitive-verbs-flash-cards/?i=2fpt5n&amp;x=1jqt</a>	
<b>The perfect tense</b> <i>You will have studied how to for the perfect tense.</i>	3/4	<a href="https://quizlet.com/gb/987373685/y9-tracking-2-key-perfect-tense-verbs-flash-cards/?i=2fpt5n&amp;x=1jqt">https://quizlet.com/gb/987373685/y9-tracking-2-key-perfect-tense-verbs-flash-cards/?i=2fpt5n&amp;x=1jqt</a>	
How to describe a photo card <i>You will have studied how to describe photocard using the acronym 'PALM'</i>	5	<a href="https://quizlet.com/gb/987382375/y9-tracking-2-photocard-flash-cards/?i=2fpt5n&amp;x=1jqt">https://quizlet.com/gb/987382375/y9-tracking-2-photocard-flash-cards/?i=2fpt5n&amp;x=1jqt</a>	

# Revision List for Art

Revision Topic	Revision Task	Tick when revised
Mark making	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
The Work of Yellena James	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Organic Shapes	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Texture	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Clay Modelling Process	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Application of Techniques Using Tone and Texture	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Colour Theory	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Composition	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Photography Techniques	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

	<h2 style="text-align: center;">ART Knowledge Organiser</h2>		<p><b>YEAR: 9</b></p> <p><b>TERM: 1</b></p>
<p><b>Topic:</b> Under The Sea: Yellena James</p>	<p><b>History/Context:</b></p> <p>Students will study a variety of skills, techniques and processes: <b>Colour theory</b>, drawing techniques, photography, textiles and ceramics and then further into realistic <b>observational drawings</b> inspired by <b>natural forms</b>. The Formal Elements still underpin our artwork. The art elements are <b>line, shape, form, tone, texture, pattern, colour</b> and <b>composition</b>. They are often used together, and how they are organised in a piece of art determines what the finished piece will look like. Students will study the work of the artist <b>Yellena James</b> and explore the artists use of media and processes. Students will then look at how to create artist interpretations in order to create a personal final outcome.</p>	<p><b>Ar</b></p> <p><b>Natural forms/Sea Life:</b> A natural form is an object found in nature that has not been changed or altered. It is still in its natural state. For example, coral, shells, seedpods, petals, plants, rocks, seaweed, driftwood etc.</p> <p><b>Modelling Clay:</b> Modelling clay is soft, pliable, and available in a range of different colours. Typically, this type of clay will be blendable, and colours will easily melt together to create new ones, so you won't need every colour under the sun to get creative.</p>	  <p>Yellena James: She creates highly detailed and intricate works of art that are inspired by our environment, natural forms and organic shapes. Her colourful arrangements of organic shapes and tangled lines are at once floral and alien, organic and sci-fi. Each intimate world she creates seems to possess its own ethos and its own special ability to radiate emotion.</p>
<p><b>Skills/Techniques:</b></p> <ul style="list-style-type: none"> <li>Composition</li> <li>Textiles</li> <li>Observational drawing</li> <li>Colour analysis</li> <li>Watercolour</li> <li>Sgraffito</li> <li>Artist Research Page</li> <li>Photography</li> <li>Acrylic painting</li> <li>Modelling Clay</li> </ul>		<p><b>Careers/Opportunities:</b></p> <p><b>Art and Design GCSE:</b> All of the skills you will be learning during this topic are the essential skills needed for GCSE in Art and Design.</p> <p><b>Nature walks:</b> Go to your local beach and create up close photos of natural objects and visit an aquarium to get lots of ideas.</p> <p><b>Careers:</b> Sculptor, painter, photographer, illustrator, interior designer, textile designer. For more info visit : <a href="https://www.studentartguide.com/articles/art-careers-list">https://www.studentartguide.com/articles/art-careers-list</a></p> <p><b>Embellish:</b> make (something) more attractive by the addition of decorative details or features.</p> <p><b>Critical Analysis:</b> It is an argument based on your own visual evidence that takes a stance and creates an interesting discussion from the formal elements of the work.</p>	<p><b>Careers/Opportunities:</b></p> <p><b>Art and Design GCSE:</b> All of the skills you will be learning during this topic are the essential skills needed for GCSE in Art and Design.</p> <p><b>Nature walks:</b> Go to your local beach and create up close photos of natural objects and visit an aquarium to get lots of ideas.</p> <p><b>Careers:</b> Sculptor, painter, photographer, illustrator, interior designer, textile designer. For more info visit : <a href="https://www.studentartguide.com/articles/art-careers-list">https://www.studentartguide.com/articles/art-careers-list</a></p>
<p><b>Relevant Images:</b></p>		 	 

# Revision List for Design & Technology

Revision Topic	Revision Task	Tick when revised
Workshop hand tools	<a href="https://technologystudent.com/despro_flnh/mats_basiceq1.html">https://technologystudent.com/despro_flnh/mats_basiceq1.html</a> <a href="https://technologystudent.com/equip1/try1.htm">https://technologystudent.com/equip1/try1.htm</a> <a href="https://technologystudent.com/equip1/coping1.htm">https://technologystudent.com/equip1/coping1.htm</a>	
Workshop safety: hand tools	<a href="https://technologystudent.com/health1/ed1.htm">https://technologystudent.com/health1/ed1.htm</a> <a href="https://technologystudent.com/health1/safetyr1.htm">https://technologystudent.com/health1/safetyr1.htm</a> <a href="https://www.bbc.co.uk/bitesize/articles/zq89qyc">https://www.bbc.co.uk/bitesize/articles/zq89qyc</a>	
Electronic components	<a href="https://www.technologystudent.com/elec1/stelec1.htm">https://www.technologystudent.com/elec1/stelec1.htm</a> chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.technologystudent.com/mobapps/PCB1.pdf	
Input process outputs	<a href="https://www.bbc.co.uk/bitesize/guides/zkrvgdm/revision/2">https://www.bbc.co.uk/bitesize/guides/zkrvgdm/revision/2</a>	

# Revision List for Digital Literacy

Revision Topic	Revision Task	Tick when revised
Advanced Programming - Variables	<a href="https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=vtacc01">https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=vtacc01</a>	
Advanced Programming – inputs and outputs	<a href="https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=0lc01">https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=0lc01</a>	
Advanced Programming - Selection	<a href="https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=suic01">https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=suic01</a>	
Advanced Programming – Operators and Comparators	<a href="https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=MOc01">https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=MOc01</a>	
Advanced Programming – Arrays including Lists and List elements	<a href="https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=itlc01">https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=itlc01</a>	
Advanced Programming – Iteration (For and While Loops)	<a href="https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=ruwc01">https://www.pythonsponge.com/pages.html?bk=.%2Ftutorial%2Fbook.json&amp;chid=ruwc01</a>	
Digital Manipulation – Pre-production documents	<a href="#">Digital Manipulation Lesson 1 Resources on MS Teams</a>	
Digital Manipulation – Logo creation	<a href="#">Digital Manipulation Lesson 2 Resources on MS Teams</a>	
Digital Manipulation –creating digital advertisements	<a href="#">Digital Manipulation Lesson 3 Resources on MS Teams</a>	
Digital Manipulation –creating digital media	<a href="#">Digital Manipulation Lesson 4 Resources on MS Teams</a>	
Networks and Communications – Networks and protocols	<a href="#">Networks and Communications Lesson 1 Resources on MS Teams</a>	
Networks and Communications – Networking Hardware and Topology	<a href="#">Networks and Communications Lesson 2 Resources on MS Teams</a>	
Networks and Communications – Wired and wireless networks	<a href="#">Networks and Communications Lesson 3 Resources on MS Teams</a>	
Networks and Communications – The Internet	<a href="#">Networks and Communications Lesson 4 Resources on MS Teams</a>	
Networks and Communications – Network Services	<a href="#">Networks and Communications Lesson 5 Resources on MS Teams</a>	

## Networks and Communication Knowledge Organiser

### Networks

- A computer network is when two or more devices are connected together to allow them to communicate.
- Local Area Network (LAN) – a small network such as a school network.
- Wide Area Network (WAN) – a network across a large geographical area such as the Internet.
- Messages are sent by being transmitted to several different servers until it gets to the recipient's computer.
- Benefits of a network include:
  - Sharing resources – computers can share resources such as printers, photocopiers and software.
  - Communication – able to communicate with other computer devices using emails, video calls and instant messaging.
  - Online storage – accessible from any device, anywhere

### Network Hardware

- Network Cable – Used to make a wired connection with all of the hardware and devices in the network. Data can be sent in both directions.
- Hub – Connects a number of computer devices together. Receives a message from the computer and passes it on to all the computers connected to it.
- Router – Connects a network (LAN) to a large area network (WAN). This is commonly the gateway for connecting the network to the internet.
- Server – A powerful computer which provides a service to the network. A file server centrally stores all the files so that they can be accessed from all of the computers in a network.
- Other servers could be printer server or email server.

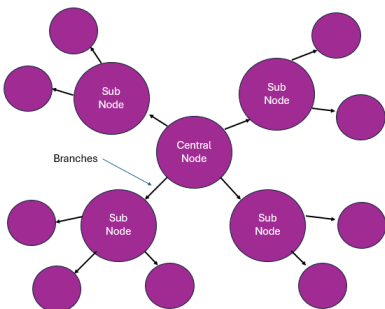
### Protocols

- Protocols are sets of rules which must be followed.
- All methods of communication need rules in place in order for the hardware and software of a computer device to pass on the message successfully.
- Protocol for an email address – An email address must always include an @ symbol.
- Protocol for a website address – a website address must always start with http or https.
- These are protocols need to access websites on the internet.
- Protocol for greeting a person in the UK – When we greet someone, we smile and say "Hello" and shake right hands.

## Digital Manipulation Knowledge Organiser

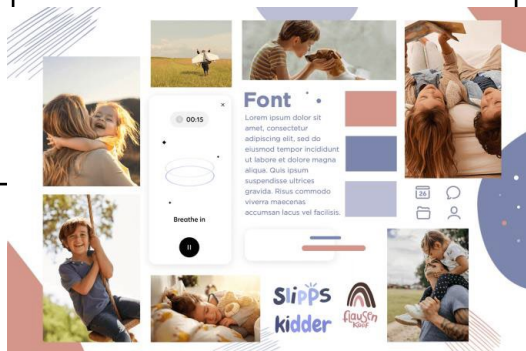
### Pre Production Mind Map

- A pre-production document is for the planning of the key elements before a product is created.
- Mind Map
- Purpose: To gather ideas together and make links between them.
- Components:
- Central node – This is the main theme and what the product will be.
- Sub nodes – These are the sub-headings such as target audience, colours, information etc.
- Branches – These are the arrows which show how the ideas link to each other.



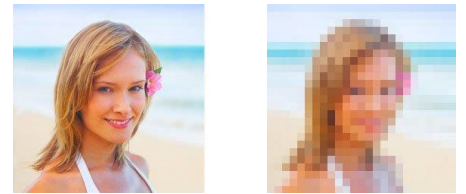
### Pre Production Mood Board

- A pre-production document is for the planning of the key elements before a product is created.
- Mood Board
- Purpose: To gather ideas together and get an impression/feel of what the product will be like.
- Components:
- Images – This is a collection of images to give an idea of what the product could include.
- Colour schemes – This is a few colours that will be used consistently on the actual product.
- Fonts – This will show ideas for the different fonts that could be used for the text on the product.
- Annotations – These are the reasonings or explanations to the design ideas.



### Bitmap v Vector

- Bitmap graphics, also known as raster graphics, are composed of pixels containing colour information. These are often detailed. Think of photographs.
- When you zoom in or scale the size of the image up, you will notice the individual pixels will become more visible.



- Vector graphics are composed of mathematical paths and colour information. These often use less colour/detail. Think of cartoons.
- When you zoom in or scale the size of the image up, you will notice that the quality of the graphic will not be affected.



# Revision List for Food Technology

Revision Topic	Revision Task	Tick when revised
What is Meat?	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Cooking Methods	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Safety in Handling Poultry	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Popular Cuts	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	
Other Meat Products	<i>Use knowledge organiser on Class Charts to make flash cards and then complete multiple choice quiz to check your understanding</i>	

## Nutrients in Meat & Poultry

- Protein: growth and repair of body tissues.
- Iron: helps prevent anaemia.
- B-group Vitamins: helps release energy.
- Zinc: supports immune system.

## Examples of Reared Foods

- Beef, Lamb, Pork, Chicken, Turkey, Duck, Venison.

## Tender and Tough Cuts of Meat

- Tender cuts: Lamb chops, Loin, Fillet.
- Tough cuts: Shin, Brisket, Shoulder, Neck.



## Cooking Methods

- Quick cooking: Grilling, Frying, Roasting (suitable for tender cuts).
- Slow cooking: Stewing, Braising, Casseroling (suitable for tougher cuts).



## Why Poultry is Healthier than Red Meat

- Lower in saturated fat.
- Reduces risk of heart disease.
- Lower in cholesterol.



## Safe Storage of Meat & Poultry

- Store raw meat in a covered container on the bottom shelf of the fridge.
- Keep fridge temperature 5°C or below.
- Use separate chopping boards for raw and cooked foods.

## Bacteria & Cross-Contamination

- Common bacteria: Salmonella, Campylobacter.
- Cross-contamination: bacteria transferred between raw and cooked food.
- Prevent by washing hands, cleaning equipment, and using separate boards.

## Internal Cooking Temperatures

- Poultry must be cooked to 75°C.
- Juices should run clear, no pink meat.

## Washing Raw Poultry

- Washing is not recommended as it spreads bacteria by splashing contaminated water.

## Pâté Ingredient

- Liver is the key ingredient in pâté.

## Safe Preparation of Raw Chicken

- Store in fridge (bottom shelf, covered).
- Use separate boards and knives.
- Wash hands after handling raw chicken.
- Cook to 75°C and ensure juices run clear.

## Cross-Contamination Risk & Prevention

- Risk: raw juices contaminating other food.
- Prevention: separate equipment, wash hands, clean surfaces thoroughly.



# Revision List for RE

*Next assessment in Religious Education (RE) is the end of unit assessment on Matters of Family, Life and Death. The topics we have covered should be revised.*

There is an assignment for you to complete on Microsoft Teams. You will find more information about this by logging on. Attached to this assignment you will see copies of Power Point Presentations and information sheets that will help you to revise

	Revision Task	Tick when revised
Homosexuality	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Prejudice and Discrimination	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Sex Outside Marriage	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Abortion	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Euthanasia	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

## Matters of Family, Life and Death

### Prejudice & Discrimination

Prejudice is pre-judging someone based on a group they belong to and that discrimination is acting on a prejudice by treating someone differently based on a group they belong to.

There are different types of prejudice, they will know about sexism (based on gender), homophobia (based on sexuality), racism (based on skin colour, race or ethnicity) and ageism (based on age). They will also know about more specific types: Islamophobia (prejudice directed towards Muslims) and antisemitism (prejudice directed towards Jewish people).

There are many reasons for prejudice: ignorance, upbringing, the media influence, stereotyping (a stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing)

Islam teaches tolerance towards non-Muslims within Islamic societies, this stems from the Prophet Muhammad's teaching that all 'People of the Book' should be treated with respect. This means followers of other monotheistic religions who have a sacred text given to them by God, and at the time included mainly Christians and Jews. Non-Muslim beliefs should be respected and that forcibly converting people to Islam is considered wrong. The Qur'an says "There shall be no coercion in matters of faith."

### Homosexuality

Homosexuality is sexual attraction to the same gender. Homophobia is prejudice and discrimination against members of the LGBTQ+ community.

There are different views about homosexuality within Islam and within Christianity. Most Muslims agree that homosexuality is haram (forbidden). Some Muslims argue that the Qur'an does not condemn homosexual love, just sexual attacks and adultery. They say that if someone is born homosexual, it's their nature and God must have created them that way. In Christianity the Bible says in the Old Testament "If a man lies with a man as one lies with a woman, both have done what is detestable but liberal Christians would say that Jesus' teaching of loving your neighbour applies in this case. If someone is in a committed and faithful relationship, then it doesn't matter what their sexuality is.

The Bible says "Do not lie with a man as one lies with a woman; that is an abomination" Some Christians disagree saying this verse refers to idolaters not homosexuality.

Jesus taught the Golden Rule – "Treat other people the way you want to be treated".

Jesus also taught that you should "Love your neighbour".

St Paul taught that "There is neither Jew nor Greek, slave nor free, male nor female, we are all one in Christ Jesus".

Evangelicals are most likely to disagree with homosexuality.

### Abortion

The 1967 law on abortion in the UK states that, for abortion to be allowed, two doctors should agree on either of the following conditions: That the pregnancy caused risk to the life or the physical or mental health of the mother. That there was a substantial risk that if the child were born it would suffer serious physical or mental handicap.

Pro-choice is a term that refers to a woman having the right to choose what happens to her body, a right to choose abortion and that pro-life is a term that refers to a belief that the rights of the unborn child should be protected.

Most Christians are against abortion. The Catholic church teaches that abortion is never right as life begins at conception, abortion is only accepted if it happens because of life saving treatment given to the mother. Some Christians may be guided by situation ethics (doing the most loving thing in any situation) and would say that abortion may be the right thing in certain circumstances.

The Bible says God knew us before we were born.

### Sex outside Marriage

Promiscuity is sleeping around with different partners without being committed to any of them, adultery is being married to one person but having sex with someone else, faithfulness is only having sex with your partner and pre-marital sex is having sex with your partner before you are married to them.

Different denominations within Christianity may have different views on sex outside marriage. The Roman Catholic belief is that when a man and woman have sex, it is the most intimate physical expression of their total union. For this reason, the Roman Catholic Church teaches that this union is sacred and is a key element in marriage.

Most Christians accept the teaching that sexual relationships should only happen in marriage. This is supported by one of the Ten Commandments in Exodus: "You shall not commit adultery." Some Christians believe premarital sex is a matter of choice and is between the couple to decide, some Christians say that sex between a couple who love one another and intend to get married is okay. Biblical teachings remind Christians that their body is special - 'Do you know that your body is a temple of the Holy Spirit?' Some Christians say this verse is implying that sex should only be with someone you love and are committed to."

# Revision List for PE

*Pupils will complete six fitness tests and try and achieve their personal best. To prepare for the following tests, 3-minute run, 30m sprint, burpee test, Illinois agility test, hand wall ball toss, standing broad jump test, pupils could do the following activities to improve their performance:*

Test	Physical Activities to Improve Performance	Tick when revised
Stamina/Cardiovascular Test: 3 Minute Run	Shuttle runs Continuous jogging outside Skipping Cycling	
Speed Test: 30M Sprint	Park/track sprints Hamstring stretches to improve stride length Quadricep stretches to improve stride length Gastrocnemius (calf) stretches to improve stride length Hill sprints	
Muscular Endurance Test: Burpee	Burpees Mountain climbers Touch floor – vertical jumps Press Ups	
Power Test: Standing Broad Jump	Hopping/hop scotch Jumping lunge Jumping sideways over objects (hurdles) Jumping forwards over objects (hurdles)	
Coordination Test: Hand Wall Toss	Keepy ups Hand toss throwing and catching a tennis ball against the wall Juggling Catching and throwing tennis ball with a partner	
Agility Test: Illinois Agility Test	Zig Zag cone runs Ladder runs Side bounds Short shuttle runs	

## Circuit training at home

- Choose 6-10 of the exercises
- In an appropriate space (garden, yard, bedroom floor, spare room) perform the exercises for 30 seconds, then have a 30 second rest before doing the next exercise and repeat.
- Once all the exercises are completed you have completed one set.
- Have a 2-minute rest before doing a second set and if you can even try a third set if you have the energy.





# The Sutton Academy

Elton Head Road, St Helens, Merseyside. WA9 5AU.

T: 01744 678859

W: [thesuttonacademy.org.uk](https://thesuttonacademy.org.uk)

