Fir Vale Academy
The best in everyone™
Part of United Learning
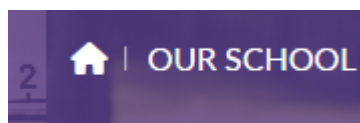
KS3 (Year 8)

Revision List

Please use this revision list to revise for everything you have studied during Term 1.

If you have any questions regarding this pack come and see Mr.Darazkan or send an email to mdarazkan@firvale.com

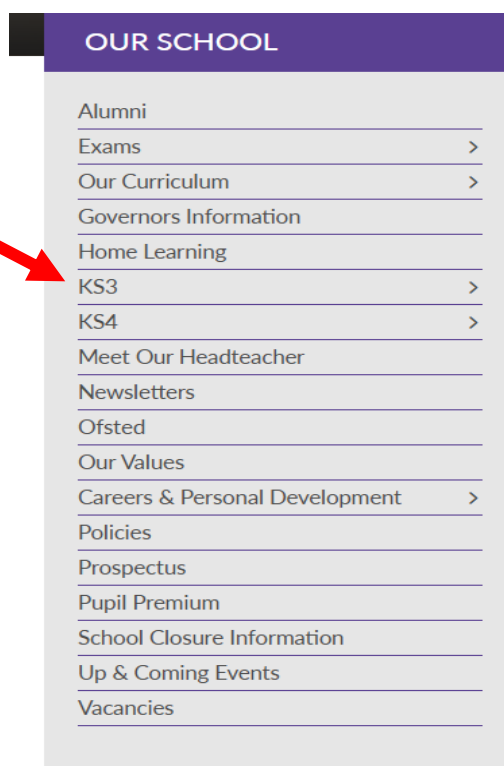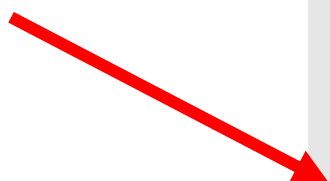# How to find your subjects Knowledge Organisers on Fir Vale School Website

1- Go to **https://www.firvale.com/**

2- Click on the tab 'Our School'.

3- Click on 'KS3' tab

4- Click on 'Knowledge Organisers'.

5- Click on the relevant Knowledge organiser for your year group.

OUR SCHOOL
KNOWLEDGE ORGANISERS

UNITED LEARNING KNOWLEDGE ORGANISER YEAR 7	📄
UNITED LEARNING KNOWLEDGE ORGANISER YEAR 8	📄
UNITED LEARNING KNOWLEDGE ORGANISER YEAR 9	📄

6- Once you open the file then you will need to find the subject that you would like to revise for.

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Y7 Knowledge Organiser

Name:
Tutor Group:
Tutor & Room:

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Y8 Knowledge Organiser

Name:
Tutor Group:
Tutor & Room:

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Y9 Knowledge Organiser

Name:
Tutor Group:
Tutor & Room:

7- Find the subjects that you would like to revise for in the content table and then scroll down to find the relevant Knowledge Organiser.

Contents ___

01.	English
11.	Maths
20.	Science
33.	History
39.	Geography
44.	French
51.	Spanish
58.	RE
62.	Music
66.	PE

REVISION TIPS

A handy guide for
HOW

to revise

Fir Vale Academy

The best in everyone™

Revision Tips

2, 3, 5, 7
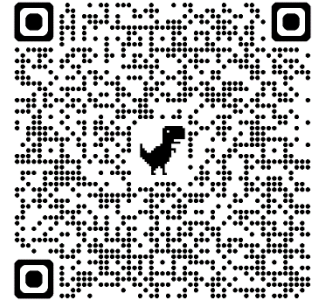
1. **Initial Session (Day 1):** Learn a new topic or review your notes for the first time.
2. **Day 2:** Look at the material again, this time on the second day after your first revision session.
3. **Day 3:** Look at the information for a third time.
4. **Day 5:** Revise the topic again, this time on the fifth day from your first revision session.
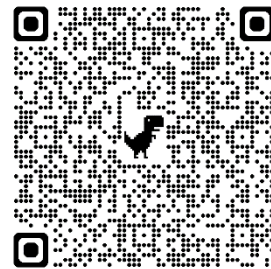5. **Day 7:** Conduct a final review on the seventh day.

This will be a useful revision strategy for me because:

Subjects I will use this for will be:

Revision Tips

Postcards

- Write a key topic or question on one side of a postcard.
- Write a detailed answer, definition, example, or mnemonic on the other side.
- You could use visuals or short phrases to summarise information.
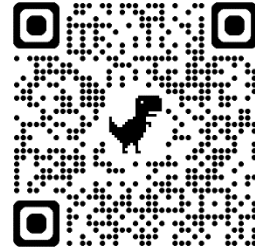
This will be a useful revision strategy for me because:

Subjects I will use this for will be:

Revision Tips
Dual Coding

Learning information through visual images and language.

Using diagrams and illustrations.

Using flow charts and timelines.

Increases your ability to understand and remember information needed for your exams.

👍

👎

This will be a useful revision strategy for me because:

Subjects I will use this for will be:
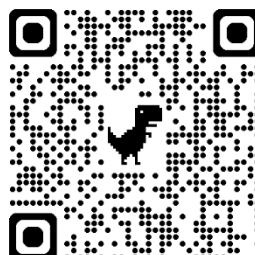
Revision Tips
Mind-maps

- Visualises ideas and concepts, providing a clear and structured way to capture and organise thoughts.

for me

Revision Tips
Spacing

- Breaking up revision sessions with time in between.
- Do not cram all of your revision into one session.
- This will improve your long-term memory retention.

| 👍 | This will be a useful revision strategy for me because: |
| 👎 | Subjects I will use this for will be: |
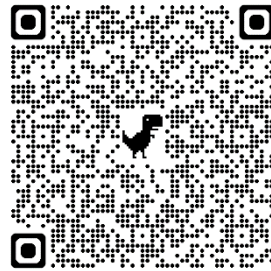
Revision Tips

A good study partner

- Work with another student to test each other or to ask questions to.
- Make sure this student is as motivated as you are.
- Don't study with someone who will distract you from your revision.

| 👍 | This will be a useful revision strategy for me because: |
| 👎 | Subjects I will use this for will be: |

Revision Tips
Retrieval Practice

- Involves recalling (retrieving) information from your memory.
- This strengthens your long-term memory and learning.
- Could involve quizzing, practice papers, or re-writing what you have learned.

This will be a useful revision strategy for me because:

Subjects I will use this for will be:

Week commencing: _____

My Weekly Revision Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00 am							
9:00 am							
10:00 am							
11:00 am							
12:00 am							
1:00 pm							
2:00 pm							
3:00 pm							
4:00 pm							
5:00 pm							
6:00 pm							
7:00 pm							
8:00 pm							

Tip 1: Stay positive – if you work hard and practise effectively, you will succeed!

Tip 2: Test yourself, don't just read. Use practice questions and mark them or re-write notes from memory.

Tip 3: Be disciplined – stick to your plan! You can change/move it, but make sure you stick to it!

Maths Year 7 Revision Topics Term 1		Sparx Codes
Numerical Skills	Understand and use place value for decimals. Calculations with negative numbers. Estimate calculations by rounding.	M763, M704, M522, M527, M135, M111, M431, M878
Order of operations	Solve calculations requiring understanding of B-I-DM-AS (know that the inverse of squaring is 'square rooting')	M521
Introduction to Algebra	Introduce the concept of algebra, simplify expressions, manipulate expressions through simple one step rearranging, substitute positive and negative integers into expressions, solve siimple one step equations. Substitute and solve.	M106, M830, M813, M795, M531, M417, M327, M208, M979
Primes, Factors and Multiples	Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple	M227, M823, M698, M322, M829
Expanding and Factorising 1	Simplify and manipulate algebraic expressions to maintain equivalence by multiplying a single term over a bracket or by taking out common factors	M288, M237, M792, M100
Addition and Subtraction	Use Addition and Subtraction, including formal written methods, applied to integers, decimals	M928, M429, M347, M152, M899
Perimeter	Calculate and solve problems involving perimeters of rectangles and compound shapes (not circles). Converting metric units of length.	M920, M635, M690

Maths Year 8 Revision Topics Term 1		Sparx
Powers and Roots	Use integer powers and associated real roots (square, cube and higher), recognise powers of 2, 3, 4, 5 and distinguish between exact representations of roots and their decimal approximations	M135, M608
Prime Factorisation	Use the concepts and vocabulary of prime numbers, factors (or divisors), common factors, prime factorisation, including using product notation and the unique factorisation property (HCF and LCM with large numbers taught in 9.04)	M322, M823, M108, M365, M227, M698
Rounding	Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]	M111, M431, M994, M131, M878
Fractions	Multiply and divide fractions and mixed numbers	M939, M410, M671, M601, M835, M931, M157, M197, M110, M265
Solving Equations 1	Use algebraic methods to solve linear equations in one variable (including all forms that require rearrangement). Model situations or procedures by translating them into algebraic expressions or formulae and by using graphs	M707, M509, M387, M554, M813, M795, M531, M957
Coordinates and basic graphs	Coordinates and developing algebraic relationships	M618, M622, M797
Units of measurement	Use standard units of mass, length, time, money, and other measures, including with decimal quantities	M892, M627, M515, M772, M530, M761, M728
Angles in parallel lines	Understand and use the relationship between parallel lines and alternate and corresponding angles	M818, M163, M606, M351, M679, M393
Circumference	Calculate and solve problems involving perimeters of 2-D shapes (including circles) and composite shapes	M595, M169

Important Topics from Year 7		Sparx Codes
Numerical Skills	Understand and use place value for decimals. Calculations with negative numbers. Estimate calculations by rounding.	M763, M704, M522, M527, M135, M111, M431, M878
Order of operations	Solve calculations requiring understanding of B-I-DM-AS (know that the inverse of squaring is 'square rooting')	M521
Introduction to Algebra	Introduce the concept of algebra, simplify expressions, manipulate expressions through simple one step rearranging, substitute positive and negative integers into expressions, solve siimple one step equations. Substitute and solve.	M106, M830, M813, M795, M531, M417, M327, M208, M979
Primes, Factors and Multiples	Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple	M227, M823, M698, M322, M829
Addition and Subtraction	Use Addition and Subtraction, including formal written methods, applied to integers, decimals	M928, M429, M347, M152, M899
Multiplication and Division	Use Multiplication and Division, including formal written methods, applied to integers, decimals	M113, M911, M187, M803,

		M462, M354, M873, M262

Maths Year 9 Revision Topics Term 1		Sparx
Decimal Manipulation	Apply all four operations using non calculator methods when working with decimals, this includes both dividing a decimal by an integer and dividing a number by a decimal.	U417, U478, M462, U735, U127, U293, U453, U868, U976
Estimation and Limits of accuracy	Use rounding in order to complete estimations (rounding to both one significant figure and applying sensible rounding), using inequality notation to write error intervals from both rounding and truncation.	U480, U298, U731, U965, U225, U657, U587, U108, U301
Related Calculations	Recognise and use relationships between operations in order to write down the answer to a related calculation from a given calculation.	U735
HCF & LCM of large numbers	Use prime factor decomposition and Venn diagrams in order to find the HCF and LCM of large values.	U211, U751, U529, U236, U739, U250
Fraction Calculations	Apply all four operations using non calculator methods when working fractions and mixed numbers involving different denominators, finding the fraction of an amount, writing one number as a fraction of another and to find the reciprocal of an integer, decimal or fraction.	U736, U692, U793, U475, U224, U544, U538, U881, U916, U163
Algebraic Manipulation	Collecting like terms and simplifying expressions involving all four operations, the identity symbol, adding fractions with algebraic numerators, multiplying and dividing simple algebraic fractions.	M795, U613, M830
Index Laws	Working with the laws of indices, this includes negative and **fractional** indices, using index notation for integer powers of 10, including negative powers.	U105, U622, U103, U437, U685, U457, U824
Standard Form	Converting between ordinary numbers and standard form. Calculating with standard form including multiplication, division, addition and subtraction.	U330, U534, U264, U290, U161
Expanding & Factorising 2	Expanding double brackets, factorising quadratics (where the coefficient of x^2 is 1), difference of two squares.	U179, U365, U768, U178, U963

Important Topics from Year 7 and Year 8		Sparx Codes
Numerical Skills	Understand and use place value for decimals. Calculations with negative numbers. Estimate calculations by rounding.	M763, M704, M522, M527, M135, M111, M431, M878
Introduction to Algebra	Introduce the concept of algebra, simplify expressions, manipulate expressions through simple one step rearranging, substitute positive and negative integers into expressions, solve siimple one step equations. Substitute and solve.	M106, M830, M813, M795, M531, M417, M327, M208, M979
Addition and Subtraction	Use Addition and Subtraction, including formal written methods, applied to integers, decimals	M928, M429, M347, M152, M899
Multiplication and Division	Use Multiplication and Division, including formal written methods, applied to integers, decimals	M113, M911, M187, M803, M462, M354, M873, M262
Rounding	Round numbers and measures to an appropriate degree of accuracy [for example, to a number of decimal places or significant figures]	M111, M431, M994, M131, M878
Fractions	Multiply and divide fractions and mixed numbers	M939, M410, M671, M601, M835, M931, M157, M197, M110, M265
Fractions, decimals, and percentages	Converting between fractions, decimals, and percentages.	M267, M958, M264, M553
Primes, Factors and Multiples	Use the concepts and vocabulary of prime numbers, factors (or divisors), multiples, common factors, common multiples, highest common factor, lowest common multiple	M227, M823, M698, M322, M829

English - KS3 Revision Topics

Y7 have studied Treasure Island and The Wolves of Willoughby Chase (both novels).

Y8 have studied Dracula (novel) and Richard 3rd (Shakespeare).

Y9 have studied The Crucible (play script) and Relationship and Identity Short stories.

KS3 Exam Topics ; Mid Year Tests Jan 2026

Year 7	Year 8	Year 9
7.01 Particles, substances and mixtures	7.08 Life cycles	9BE Ecology
7.02 Fundamentals of Physics	8.01 Heating and cooling	9PF Forces in action
7.03 Cells and Organisation	8.02 Earth and atmosphere	9CR Reactivity
	8.03 Forces and Motion	9PE Electricity
	8.04 Plants and their processes (photosynthesis, starch testing a leaf, plants as organisms)	

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KS3 Revision lists

Year 7	Year 8	Year 9
Name and age (yours and your siblings')	Holidays in the past (where, how you got there, who you went with, where you stayed)	Your family (physical and personality description)
Where you are from and what languages you speak	Holiday activities in the past	Who you get along or not get along with and why
Birthdays (yours and your siblings')	Usual holidays (where, how you get there, who you go with and what you like to do)	Ideal partner or friend
Activities you like or don't like to do	Plans for future holidays (where, how you will get there, who you will go with and what you will do)	Activities you normally do
Family members, their names and ages	Activities you like or don't like to do	What you did last weekend
Physical description	Going to a party (what you will wear and bring)	Your plans for next weekend
Personality description	TV programmes and films that you like or don't like	Different types of food you like to eat for different mealtimes
Pets (opinions and descriptions)	Music you prefer	Spanish festivals
	Activities (in the past, usual and plans for the future)	Talk about a festival you attended in the past
		Talk about a festival you would like to attend in the future

Topic 1: Coasts

The basics of waves:

1. Waves are formed as a result of **wind** blowing over the ocean. The longer the **fetch** (the distance the wind blows over the water), the bigger the wave will be.

2. They can also be formed as a result of **earthquakes** or **volcanic eruptions**. These waves are usually very large and are called **tsunamis**.

3. As waves approach land, the rising seabed disrupts their shape and they break on the land. Waves at the coast are either **destructive** or **constructive**.

Type 1 - Constructive waves:

1. These waves are **gentle,** and they are **far apart**.

2. They have a **strong swash** and a **gentle backwash**.

3. As a result, these waves transport and deposit a large amount of material onto the beach, 'constructing' a new beach.

Type 2 - Destructive waves:

1. These waves are steep, and they are close together.

2. They have a weak swash and a strong backwash.

3. As a result, these waves erode and remove sand and pebbles from the beach, 'destroying' it.

Coastal erosion and weathering:

1. Coasts are constantly changing due to erosion, transportation and deposition.

2. How coasts change depends on the geology of the area. **Harder rock**, like limestone and sandstone, **erodes slowly**. **Softer rock**, like clay, **erodes more quickly**.

| Name	Description
Abrasion	Eroded material is hurled or scrapes against the cliff, breaking off rock.
Hydraulic pressure	Waves compress pockets of air in cracks in a cliff, causing the crack to widen, breaking off rock.
Solution	Cliffs e.g. chalk dissolve in seawater
Attrition	Eroded material in the sea, hit into each other breaking down into smaller pieces.
Freeze-thaw weathering	Water collects in faults during the day. At night, this water freezes and expands. This makes faults bigger over time because the process repeats itself.

KPI 8.1.1

Landforms of erosion – Headlands and bays.
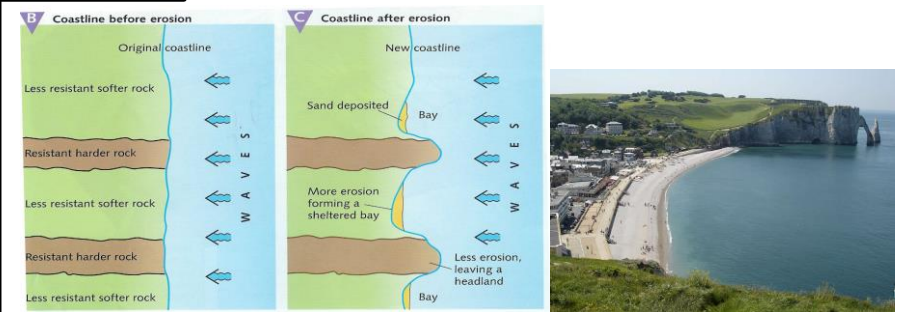
1. Destructive waves **erode** the coastline by **hydraulic action** and **abrasion.**
2. **Soft** rock erodes **quicker** and **retreats** inland, forming bays.
3. The hard rock is more resistant so **remains** and forms headlands.
4. Due to **attrition,** the eroded rock is broken down to form **sand** and is then **deposited** in the bay.
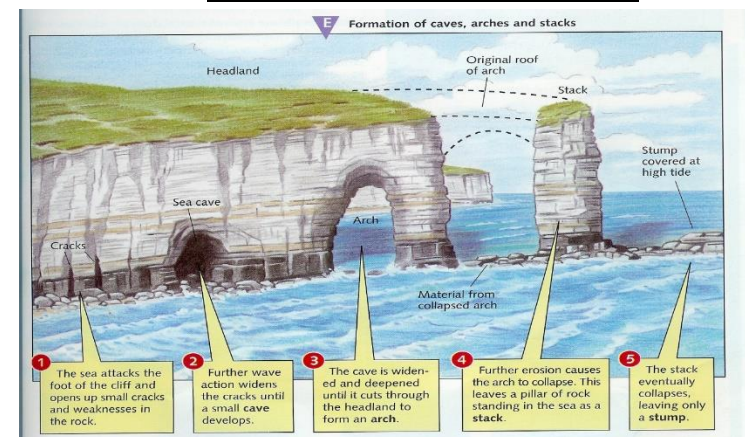

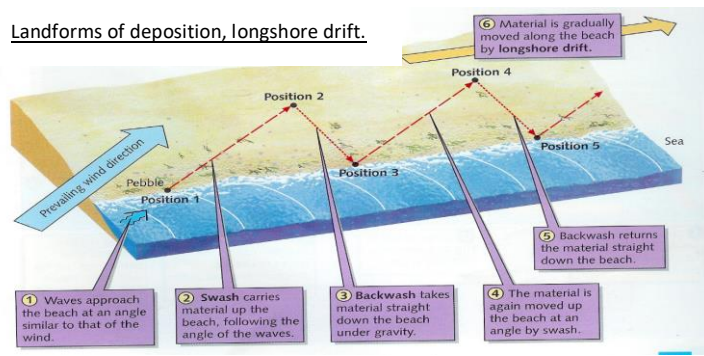### Landforms of erosion – Wave cut platforms.
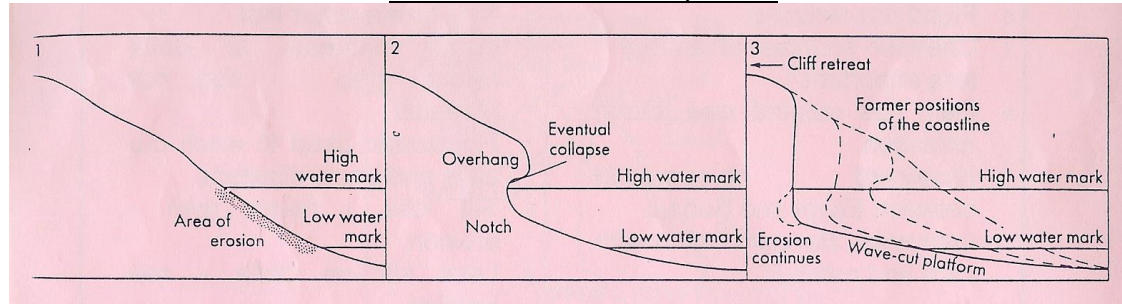
A **sloping wave-cut platform** is created when the sea continually **erodes** the bottom of a cliff.

1. Erosion happens between the **high-water mark** (high tide) and the **low water mark** (low tide).
2. The base of the cliff is eroded, **undercutting** the cliff and forming a **wave cut notch.**
3. The cliff is **unsupported**, so it **collapses.**
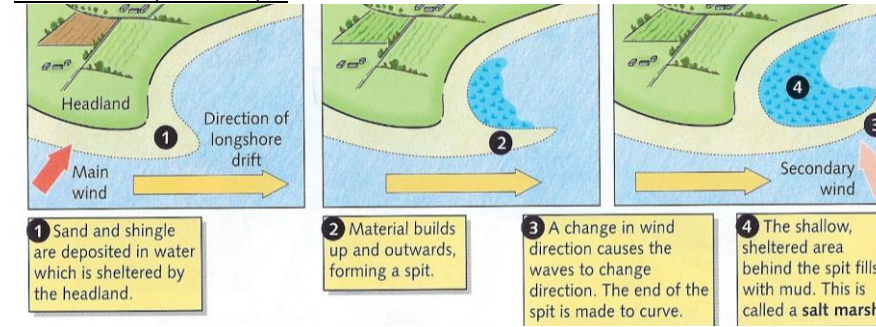4. The process **repeats** and the cliff **retreats.**

Landforms of erosion – Caves, arches and stacks.

Landforms of deposition, longshore drift.

⑥ Material is gradually moved along the beach by **longshore drift.**

Position 4
Position 2
Position 5
Position 3
Prevailing wind direction
Pebble
Position 1
Sea

① **Waves** approach the beach at an angle similar to that of the wind.

② **Swash** carries material up the beach, following the angle of the waves.

③ **Backwash** takes material straight down the beach under gravity.

④ The material is again moved up the beach at an angle by swash.

⑤ **Backwash** returns the material straight down the beach.

Landforms of deposition – Spits

Headland
Direction of longshore drift
Main wind

Secondary wind

① Sand and shingle are deposited in water which is sheltered by the headland.

② Material builds up and outwards, forming a spit.

③ A change in wind direction causes the waves to change direction. The end of the spit is made to curve.

④ The shallow, sheltered area behind the spit fills with mud. This is called a **salt marsh**.

Landforms of deposition – Bars

If there is **no river** running into the sea where the spit has formed, it could become a **bar** connecting two headlands. Behind the bar is a **lagoon** which in time may become a **salt marsh.**

Changes in sea level:

1. Sea levels change every day due to tides.
2. However, on a longer time scale, sea levels are rising due to **climate change**. The increase in the Earth's average temperature is causing the polar ice caps to melt, causing sea levels to rise.
3. This rise in sea level can increase **erosion** and can cause areas to permanently flood.
4. This affects **coastal areas** but can also affect low lying countries, such as **the Maldives** and cities such as **New York, Shanghai and London**, which will be forced to spend billions on flood defences.

Groynes	1. Wooden or stone fences that are built at right angles to the beach. 2. They trap longshore drift, creating a bigger beach. 3. The wider beaches slow the waves. 4. They starve beaches further down the coast of sediment, causing narrower beaches and therefore increased erosion.
Sea Wall	1. A wall made out of concrete. 2. Reflects waves back out to sea. 3. Prevent erosion and have a long life span. 4. They are ugly to look at, and are very costly.
Revetments	1. A wall of wire cages filled with rocks. 2. They absorb wave energy and stabilise the cliffs. 3. They are cheap. 4. They are ugly, and the wire cages corrode easily meaning they have a short life span.

Soft Engineering:

1. **Beach replenishment** means adding more sand to the beach, making the beach wider.
2. **Managed retreat** allows the coast to erode naturally, people and businesses are moved. The council may give compensation to those that lose out.

Case study of coastal management – The Holderness Coast

Background
- The Holderness coast is in North East England.
- It suffers one of the highest rates of erosion in Europe.
- It loses around **1-2 metres of coastline per year.**
- **29 villages lost** from this coastline since Roman times.
- Mappleton was in danger of falling into the sea.
- Mappleton has many homes and businesses in the village, as well as the B1242 road running through it.

Cause
- **Soft rock**, made of **till** which contains small pebbles and clay.
- Very strong waves.

Response
- £2 million spent on **rock groynes** at Mappleton and **rip-rap**.
- They spent this money as they did not want to **re-route the Hornsea to Withensea road** (B1242), which would have been expensive to do.

Effects
POSITIVE:
- Has stopped erosion at Mappleton, as it now has a beach protecting the foot of the cliff.
- The B1242 road did not have to be moved and can still be used for trade.

NEGATIVE:
- Beaches further **south have been starved of sediment**, as the groynes have stopped longshore drift taking beach material further down the coast.
- Farmers at Great Cowden saw erosion increase from **1 metre a year to 20 metres a year** in certain places.
- Hill Top Farm needed to be demolished, and the owners had to live in a caravan. They blame the sea defences at Mappleton for causing the increased erosion.

Topic 2: Population

Population distribution:

World Population Density
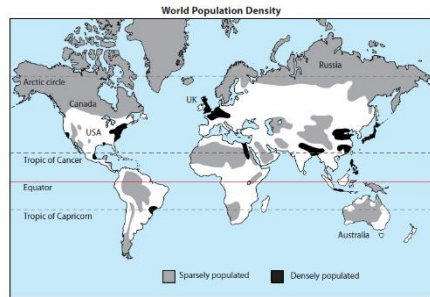
Sparsely Populated – Places which contain few people per km sq.
Densely populated – Places which contain many people per km sq.
Population density – The number of people per km sq.

The world population distribution map shows that the world's population is **not evenly distributed**. Some areas, such as **western Europe** are **densely** populated, whilst other areas such as **central Australia** are **sparsely** populated. **Population density** is influenced by both **human** and **physical factors**, as can be seen from the table below.

Densely populated areas (positive factors)	Sparsely populated areas (negative factors)
• Pleasant climate	• Too hot or cold
• Flat or gently sloping land	• Too wet or dry
• Good fertile soil	• Steep slopes
• Good food supply	• Poor soils
• Good water supply	• Dense forest
• Money available for investment	• Poor water supply
• Good communication links	• Few natural resources
• Natural resources for industry	• Poor transport links
• Industry and jobs	• Little industry
	• Lack of investment

Can you develop / explain the above points?

Red = Physical   **Black = Human**

Population growth
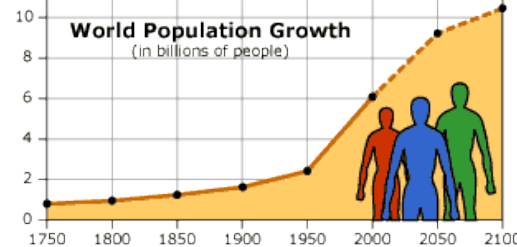
The graph shows that the world population is rapidly increasing. In the past this has been referred to as an **explosion,** which started in **1950** and is predicted to peak by **2100**.
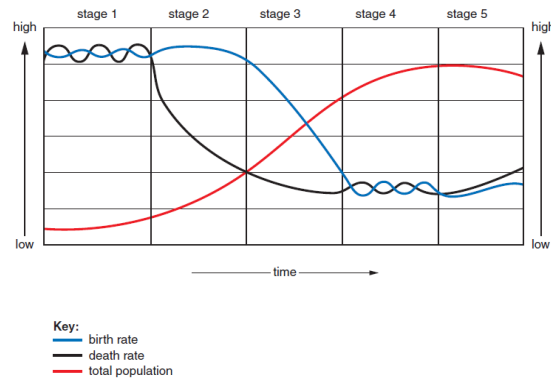
It is happening as **birth rates** are greater than **death rates** causing a **natural increase** in population.

Birth rates - number of births per 1000.

Death rates – number of deaths per 1000.

Infant mortality – the number of babies that die before their first birthday per 1000.

The demographic transition model:

Key:
— birth rate
— death rate
— total population

1. The **demographic transition model** shows what happens to a country's population overtime.
2. In **stage one** the country is not developed so has a **high birth and death rate**, so a small population.
3. As the country moves to **stage two** medicines and hygiene improve, the **death rate falls**, but the **birth rate** remains **high**, leading to a rapid **population growth e.g.** in many developing countries.
4. By **stage three** the death rate continues to fall, and the **birth rate starts to fall**. This is because contraception is introduced and females begin to attend school and work, this means the population is **growing**, but more slowly e.g. in many emerging countries.
5. By **stage four, birth** and **death rates are low**, so the population growth **stabilizes**, but the overall population is high, such as in developed countries like the **UK**.
6. By **stage 5** the birth rate could fall below the death rate, leading to **population decline**, as has been seen in Japan.

Population structure (population pyramids):

Developing	Developed
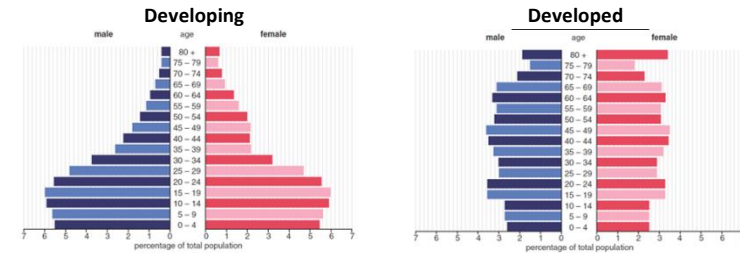
Population structure means the number / proportion of people in **each age range**, for each **gender**. Population pyramids show the population structure of the country they represent.

There are three groups on a population pyramid:
1. **Economically active** – 16-65 age group, working age and can provide taxes.
2. **Young dependents** – 0-15 age range, rely on the working age for support via taxes.
3. **Elderly dependents** – 65+ age range, rely on the working age for support via taxes.

Features of population pyramids:
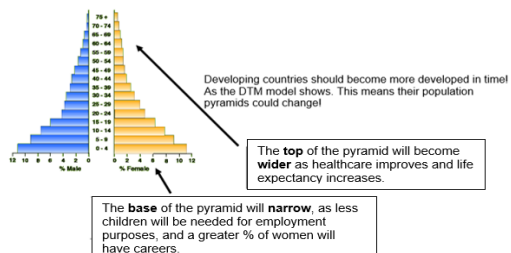As can be seen from the graphs the pyramids are very different. For example:
1. Many **developing countries** have pyramids with a **wide base** this shows a **high birth rate**, however the **top is narrow** showing a **lower life expectancy**. The general shape is a pyramid.
2. Many **developed countries** have pyramids with a **narrow base** this shows a **low birth rate**, whereas the **top is much wider**, showing a **long life expectancy**.

These pyramids also link to the **demographic transition model**. Countries in **Stage 3** will have pyramids like the **'developing'** pyramid above.

Countries in **stage 4** will have pyramids that look like the **'developed'** pyramid.

Life expectancy – The **average age** you are expected to live to in a **country.**

Population pyramids - changing with time!

Developing countries should become more developed in time! As the DTM model shows. This means their population pyramids could change!

The **top** of the pyramid will become **wider** as healthcare improves and life expectancy increases.

The **base** of the pyramid will **narrow**, as less children will be needed for employment purposes, and a greater % of women will have careers.

Factors which could cause a low birth rate	Factors which could cause a high birth rate
• More women have careers	• Children needed for work e.g. farming
• Sex education widely available	• Children needed to look after their parents when they are older
• Contraception	• Sex education not widely available
• Later marriage	
• Children perceived as expensive e.g. childcare costs	• Marriage happens at a younger age
• Low infant mortality	• High infant mortality

The UK's population problem.

In the UK the population is **ageing**. This means there are **more elderly dependents** than ever before. The main reasons for this are…

1. **Better health care** so illnesses are treated with some success.
2. **Better diet** means heart attacks and diseases related to unhealthy eating are on the decline.
3. **Fitness;** the elderly are looking after themselves better than ever before, e.g. attending the gym etc.

The consequences of an ageing population.

Suggested negatives:

1. **2/3s of hospital beds** taken by those over the age of 65, this can increase **waiting times,** putting pressure on the NHS.
2. Treating the elderly can be expensive, this means **less taxes** for other things such as education.
3. They receive a **state pension** causing a significant cost for the government.
4. **Carers needed**, which requires taxes, which could be spent on other things.
5. **Housing pressure,** as houses are not passed on to the next generation, meaning house **prices increase.**

Suggested positives:

1. Many elderly people have more **disposable cash** as they have paid off their mortgages and their children have left home. This means shops and restaurants can make more money as they have a larger population who are willing to spend. This can increase employment opportunities.
2. Industries such as **seaside resorts stay busy** throughout the year, keeping people in such areas employed throughout the year, meaning more local tax revenue.
3. The elderly often **look after grandchildren**, this means that parents do not have to pay **expensive childcare costs,** so parents have more disposable cash.

What happens to countries where migrants migrate from, also known as the source country?

Positive impact:

1. **Money** can be **sent back home**, improving the quality of life for locals e.g. they can spend money on medicines, home improvements etc.
2. Less people meaning **less population pressure** on food and water, as well as services such as doctors.
3. **Trade links** set up, **creating jobs** in the local area.

Negative impact:

1. **Families split up**; this can result in male role models not being about.
2. **No men left** to do jobs such as farming, building etc.
3. **Local businesses** forced to **close** as half the population / customer base has left.
4. **Less taxes,** as the workforce is outside of the country, meaning the government cannot invest in large scale infrastructure projects.

Migration is the movement of people, from one place to another.

International migration is when people move from **one country (the source)** to **another country (the host).**

People migrate due to **push** and **pull factors**:

A **push factor** is something which is **not good** in your country and **forces you to leave**, for example: a **lack of medical care** meaning illnesses go untreated; **no clean running water** leading to diseases; **low wages** due to poor employment opportunities causing people to have little money for food and medicines; **poor schools** leading to poor education standards and little chance of getting a job.

A **pull factor** is something which **attracts people** to another country. It is basically the push factors reversed. For example, a pull factor could be that a country has **excellent medical services**, so people move there as they know illnesses and diseases can be treated, improving life expectancy.

Migration to the UK (a host country)

Effect (suggested benefits)

1. Workers are hardworking, so **more profit** for businesses who employ them.
2. **Workers pay tax** this improves schools and hospitals.
3. **New shops and restaurants**, leading to more jobs and taxes. New businesses have opened e.g. supermarkets.
4. The migrants **work in jobs that English people are not choosing to fill** e.g. working on farms. Without the migrants some businesses would struggle to operate effectively.

Problems (suggested negatives – evidence proves otherwise)

1. Some people have been concerned that migration could put **pressure on the NHS**, this could cause waiting times to increase (however evidence does not support this).
2. It has been suggested that some schools now have many languages, this **may require** more support staff.
3. *Some locals say* that **jobs are harder to get**, this is because migrants work for less. It has been *suggested* that this could cause **unemployment for locals** (however evidence does not support this).

NB: The points made above are not facts. They are points to inform the debate around migration which is a case study that students investigate at both KS3 and 4.

The Tudors – Knowledge Organiser

Protestant Reformation

1. Who is the head of the Catholic Church? *Pope*
2. What language is the Catholic Bible written in? *Latin*
3. What are indulgences? *Payments to the Catholic Church for someone's sins to reduce their time in purgatory*
4. Who challenged the Catholic Church in 16th century? *Martin Luther*
5. What did Martin Luther disagree with in the Catholic Church? *Indulgences, the bible and church services being delivered in Latin*
6. What was the reformation? *A movement in the 16th century which led to a break with the Catholic Church and the creation of the Protestant Church*

Henry VIII

7. Why did Henry VIII want to divorce Catherine of Aragon? *She had not given him a male heir*
8. What was Henry VIII's title as leader of the Church of England? *Supreme Head of the Church of England*
9. What did Henry VIII do to the Catholic monasteries? *Dissolved them and sold the land*
10. What happened to anyone who refused to swear the Oath of Supremacy? *They were put on trial for treason and executed*
11. What language was the Protestant Bible and church services? *English*
12. Who was the leader of the Pilgrimage of Grace in 1536? *Robert Aske*
13. Where did many people immigrate to England from? *Africa*
14. Who was John Blanke? *A trumpeter of African descent for Henry VIII*
15. Who was Cattalend of Almondsbury? *An unmarried women of African descent, living in Tudor England*

Edward VI and Mary I

16. What religion was Edward VI? *Protestant*
17. What religion was Mary I? *Catholic*
18. Why was Mary I given the nickname 'Bloody Mary'? *For burning 300 Protestants at the stake for refusing to convert to Catholicism*

Elizabeth I

19. Which challenges did Elizabeth face when she came to the throne? *Questions around legitimacy, gender, marriage, threat of foreign invasion, religious tensions*
20. What was the Act of Supremacy? *It made Elizabeth Supreme Governor of the church*
21. What was the Act of Uniformity? *Churches in England all had to follow the same rules to create religious continuity*
22. Why did some people want Mary Queen of Scots to be queen? *She was a Catholic, a (legitimate) descendant of Henry VII and had an heir*
23. Why was Elizabeth unsure about whether to execute Mary Queen of Scots? *She worried about angering the Catholics, leading to a plot to overthrow her*
24. Which three plots were planned to remove Elizabeth I from the throne? *Ridolfi Plot, Throckmorton Plot, Babington Plot*
25. What is an armada? *A Spanish word for a fleet of ships*
26. Why did King Philip of Spain want to invade England? *She had supported Protestant rebels in France, she refused his proposal, revenge for executing Mary QoS*
27. What did the English use to force the Spanish armada to scatter? *Fire ships*
28. How was Elizabethan society organised? *Monarch, nobility, gentry, merchants and professionals, yeomen, labourers and poor*
29. Which form of entertainment became very popular during the Elizabethan era? *Theatre*
30. Which problem impacted the poor particularly? *Starvation from poor harvests*
31. What motivated exploration during the Elizabethan era? *Wanting to find new trade routes*
32. Who established the first English colony of Roanoke Island? *Sir Walter Raleigh*
33. Who were England's competition when establishing colonies in the New World? *Spain and Portugal*

Henry VII
r.1485-1509

Henry VIII
Catholic > Protestant
r.1509-1547

Mary I
Catholic
r.1553-1558

Elizabeth I
Middle Way
r.1558-1603

Edward VI
Protestant
r.1547-1553

KS3 ICT & Computer Science Revision -January 2026

	Revision Topics-Comics 7.2	Revision Completed
Year 7	- Audience and Purpose - Comics-Panels and layout - Storyboard- - Speech in comics - Type of shots and angles-Wide, medium and close up - Analysing comics - Scenes and backgrounds - Cyberbullying- definition and how to prevent	
Year 8	Revision Topics- Photoshop	
	- Understand how to use Photoshop-Layers, image sizes, cropping, paint bucket - Editing images-Brush, magic wand, paint brush tool - Manipulating images together - Adding features text, black and white options, filters - Producing marketing banners-Logo, professional branding	
Year 9	Revision Topics-Algorithms	
	- Basic algorithms-Key functions - Sequence an algorithm- - Selection - Sorting an algorithm - Iteration-	

Music

KS3 Music	Topic	Revision Completed
The Elements of Music	1.1 The 8 elements	
	1.2 Listening to and appraising music	
Singing	2.1 Vocal skills	
	2.2 Key words and definitions (singing)	
Keyboard Skills	3.1 Keyboard note names (letters)	
	3.2 Score reading (key terms & symbols)	

You will be given knowledge organisers for these topics. Please collect these from your music teacher and check Class Charts.

RELIGIOUS STUDIES:

Y7: Origins of Abrahamic Faith	
• Abraham	
• Moses	
• The Golden Calf	
• Atonement	
• Jesus' Sermon on the Mount	
• Jesus' Death	
• Ibrahim in Arabia	
• The Prophet Muhammad	

Y8: ISLAM	
• The Origins of Islam	
• The Night of Power	
• The Hijrah	
• The Prophet Muhammad's Final Sermon	
• The Five Pillars	
• Ramadan and Eid-ul-Fitr	
• Sharia Law	
• Gender Equality	
• Clothing – Culture and choice	

Y9: EQUALITY	
• Why is equality important?	
• Religion and equality	
• Racism and scripture	
• The fight for racial equality	
• Gender equality and scripture	
• Women in worship	