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.

Revision Tips
Spacing

for me

- 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:

Get My Grades
www.getmygrades.co.uk

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)	

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	

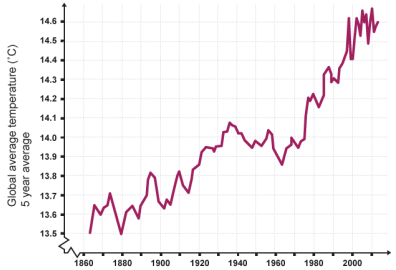
KS3 ICT & Computer Science Revision -January 2026

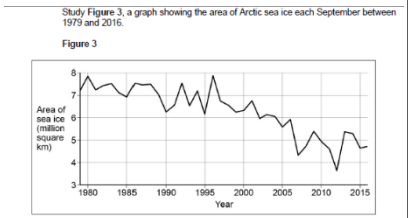
Year 7	Revision Topics-Comics 7.2	Revision Completed
	- Audience and Purpose - Comics-Panels and layout - Storyboard- - Speech in comics - Type of shots and angles-Wide, medium and close up - Analysing comics - Scenes and backgrounds - Cyberbullying- definition and how to prevent	
Year 8	Revision Topics- 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-	

Topic 1: Climate Change

Year 9 Geography knowledge organiser

Evidence of climate change:





What is the evidence for climate change?

1. The world's climate has always changed. During the Medieval Warm Period grapes were grown in London but during the time of the Stuarts, the River Thames would freeze.
2. **Since 1880** the Earth's climate has increased by approx. **0.8 degrees**.
3. However, the increase in temperature has **not been steady**. The first graph shows that this increase **fluctuates.**
4. 16 out of the 17 warmest years in the last 136 years have all occurred since 2001.
5. Also, since the 1980s the **Arctic sea ice has been in decline**. fluctuated, with the

Methods to find out what the climate was like in the past:

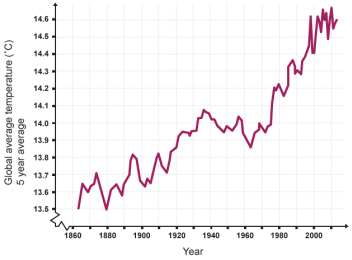
Ice cores

1. **Ice sheets** are huge blocks of ice made up of **layers**. A new layer forms each year.
2. **Gases trapped in the ice** give information about the **temperature** when they were trapped.
3. One ice core from Antarctica shows the temperature change over 400,000 **years.**

Tree Rings

1. As a tree grows, a **new outer layer (or ring)** is formed each **year**.
2. These are thicker in warm, wet conditions.
3. Tree rings can go back **10,000 years**.

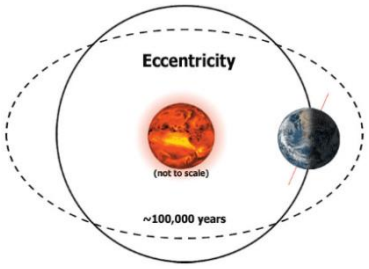
Temperature records



1. Since the 1850s, global temperature has been measured.
2. **Thermometers** are used to measure temperature and are very **accurate**.

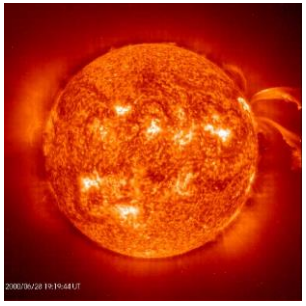
Physical cause of climate change

Orbital change



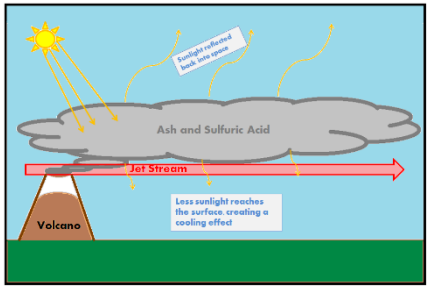
1. **Orbital change** is about how close the Earth is to the sun. Every 100,000 years the proximity of the **Earth's orbit** will move from **circular to elliptical (oval)**.
2. The further the Earth is from the sun, the colder the temperature. A more eccentric **(elliptical)** orbit makes the distance from the Earth to the sun fluctuate.

Sunspots



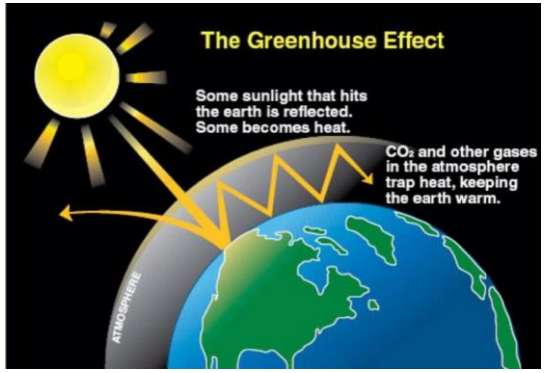
1. These are **dark spots** that appear on the surface of the sun.
2. The **more** the sunspots, the **greater** the **heat** produced.
3. They come and go in **11-year cycles**.
4. This is known as the **sunspot cycle**.

Volcanic eruptions



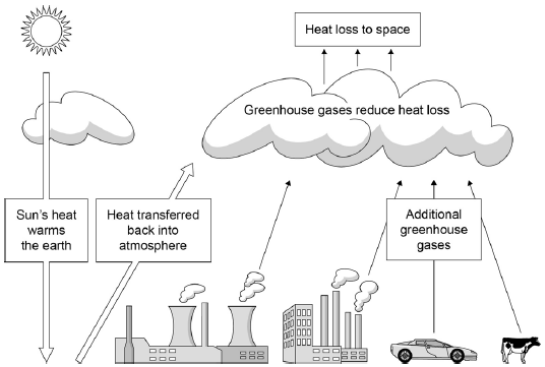
1. Lots of **material** is released into the **atmosphere** during a volcanic eruption.
2. This **reflects the sun rays back out** (so they do not reach the Earth).
3. This leads to **cooling** e.g. after the Mt Pinatubo eruption (1991), global temperature fell.

Manmade greenhouse effect



1. **Sun rays** travel through the **atmosphere** to Earth.
2. As they **reflect** off the **Earth,** some of the outgoing rays **escape** back out of the atmosphere.
3. **Some** are **trapped.**
4. This balance is needed to keep the Earth warm enough for life.
5. The atmosphere is made up of many gases, two important gases are carbon dioxide **(CO_2)** and **methane**.
6. **Human activity** e.g. driving cars and using electricity often requires the burning of **fossil fuels** such as oil and coal, which give off **CO_2**.
7. These **greenhouse gases** are released into the **atmosphere** and they trap more and more rays that would normally escape into space.
8. So, the **global temperature increases.**

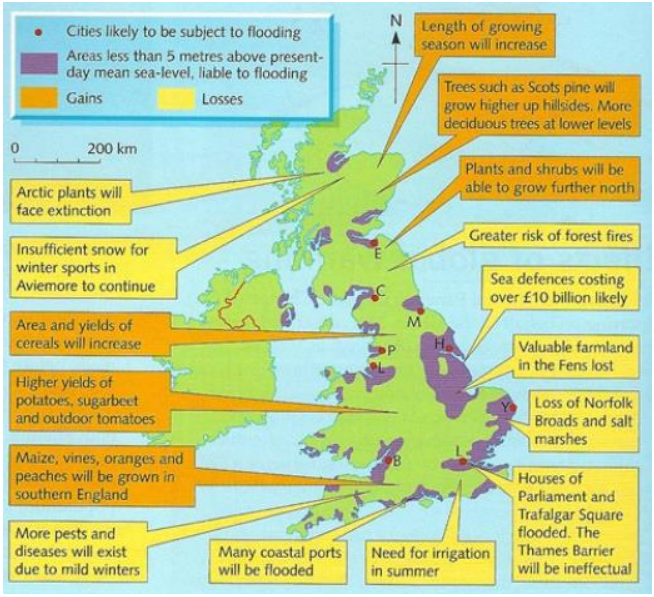
Human factors causing climate change:



1. **Cars (and other transport)** burn fossil fuels increasing CO_2 into the atmosphere.
2. **Coal and gas power plants** give off CO_2 whilst burning fossil fuels to make electricity.
3. **Building factories** means more electricity is needed.
4. **An increase in the standard of living** means more electricity used in homes so more CO_2 is released.
5. **Increased farming** (pastoral) means more dung so more methane.
6. **Deforestation** means less trees to absorb CO_2

Developed countries are the biggest contributors to the greenhouse effect. This is because they have more technology and money to do the things above.

KPI 9.1.3



Social impacts of climate change

1. **Temperature rise** so there are more **droughts & deaths** from dirty water in places like the Sahel.
2. **Rising sea levels** means coastal areas are flooded, leading to migration. For example, **Shanghai** is at risk with 24.5 million people.
3. **Lower yields of crops** (e.g. Maize) due to warmer temperatures means farmers go bankrupt.
4. Droughts cause **crop failure**, which can cause famine and starvation.
5. **Sea temperatures increase**, causing more **tropical storms**, causing death / homelessness.

Environmental impacts of climate change

1. **Warmer climate** means glaciers and **ice sheets melt** (e.g. Greenland) so sea levels will rise.
2. **Sea ice shrinking** means lost habitats e.g. **polar bears** risk **extinction.**
3. **Rising sea levels** means coastal areas flood which **destroys habitats** e.g. Norfolk Broads.
4. **Sea temperatures rise** so **coral reefs are bleached** and habitats are lost e.g. the Great Barrier Reef.

Mitigation vs Adaptation – dealing with climate change

Mitigation:

International agreements:

Countries agree to reduce their carbon emissions (carbon footprint) by setting emission targets.

1. Good – reduces CO_2, so stops the negative impacts e.g. flooding
2. Bad – not all countries agree to this e.g. USA pulled out of the Paris Acord. China has not engaged = CO_2 still increases as these are the biggest contributors.

Alternative energies:

Using wind farms, solar energy, nuclear and tidal.

1. Good – reduced CO_2 and associated effects, also they will not run out (infinite).
2. Bad – unreliable so will need to use fossil fuels when they are not working. Also, expensive initially, so higher bills.

Carbon Capture:

Some power plants are designed to capture the CO_2 they create when they burn fossil fuels. Once caught, it is stored underground.

1. Good – reduces CO_2, so reduces consequences e.g. flooding.
2. Bad – expensive = higher bills. The ground could crack causing CO_2 to escape.

Adaptation:

Coping with rising sea levels:

Sea levels are predicted to rise by 82cm by 2100. Physical barriers – flood embankments (levees) could be built e.g. The Thames Barrier.

1. Good – these will hold the water back.
2. Bad – very expensive, so developing countries will unlikely be able to prevent floods and the people will be forced to move.

Changing agricultural systems:

Crop patterns are charging. In Kenya drought resistant crops are being used to provide food even when rainfall is low.

1. Good – reduces the risk of starvation.
2. Bad – can be expensive, so the cost of food increases, resulting in the poor going without.

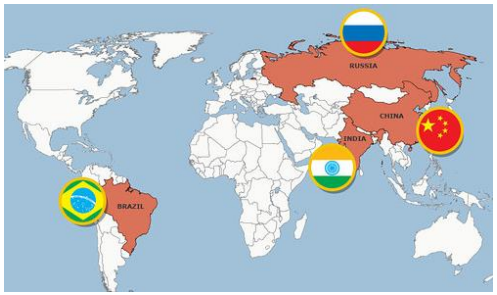
Managing water supply:

Areas will get drier, so adding water meters may reduce use. Also, using water storage facilities.

1. Good – people will have clean water during times of low rainfall.
2. Bad – water meters may not change usage in wealthy countries. Both have little impact if there is not enough rain, so the impacts of droughts e.g. drinking dirty water will remain.

Topic 2: Emerging Countries

Who are the emerging countries?



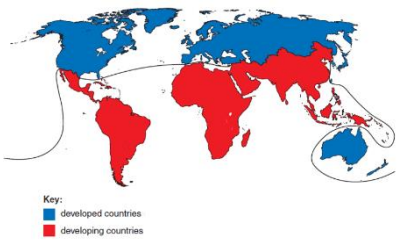
A map showing the BRIC countries (Brazil, Russia, India China)

1. The **BRIC** countries are the countries with the **fastest growing economies** world-wide.
2. They are located in South America (Brazil) and Asia (Russia, India, China).
3. They have a **large land mass**.
4. They tend to be rich in **natural resources**.
5. They have **large populations**, which are generally young.
6. They play a key role in **world trade**, with China being the world's biggest exporter.

A map showing the MINT countries (Mexico, Indonesia, Nigeria, Turkey)

1. The **MINT** countries are another four recently emerging countries.
2. One is located in South America (Mexico), two in Asia (Indonesia and Turkey), and one on the east coast of Africa (Nigeria).
3. Similar to the BRIC countries, they have **large land masses** and a young population.
4. **Nigeria's** growth has been based on exporting **oil**.
5. Mexico is home to many **TNCs** (see below), such as Fiat, therefore **exporting secondary products world-wide**.

Is the Brandt line still relevant?



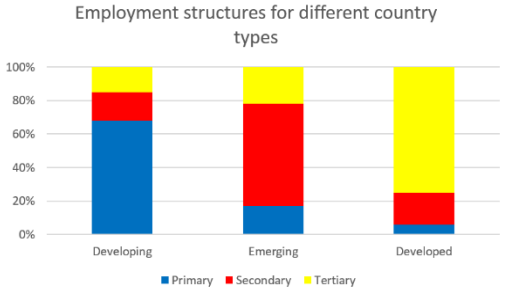
1. The **Brandt line** suggests that there are just two categories of countries, developed and developing.
2. This was created in the 1980s and was based purely on GDP.
3. The rise of the **BRIC and MINT countries** does **undermine** the line.
4. 7 of the countries are found south of the line.
5. Today many countries are seeing a rapid increase in their GDP per capita.

Key Terms:

1.**Imports** – Goods brought into a country.
2.**Exports** – Sending goods to another country for sale.
3.**Trade unions** – An organisation of workers who work to protect the rights of those employed.
4.**Tax Breaks** – This reduces the amount of tax a company must pay (normally for a fixed period), therefore increasing profit.
5.**Subsidies** – Money given by a government to help an industry keep down the cost of exports.
6.**Human development index (HDI**) – A development measure which combines GDP per capita, life expectancy and literacy rate.
7.**Urbanisation** – The growth in the number/ proportion of people living in towns and cities.

9.3.1 Describe the location of the newly emerging countries and the characteristics of them.

The key features of emerging countries:



	GDP	Life expectancy	Infant mortality	HDI
Somalia	$550	50	117 per 1000	0.26 (v. low)
Mexico	$13, 150	72	19 per 1000	0.81 (high)
UK	$36, 250	77	6 per 1000	0.95 (v. high)

1. The graph shows the 'general' employment structures for a developing, emerging, and developed country.
2. **Emerging countries** are characterised by having a **large % of workers in secondary** industries (manufacturing).
3. Emerging countries have seen **mechanisation of primary activities** such as farming, in rural areas, so a reduction in jobs in the primary sector.
4. This has allowed people to move to cities, to work in the **manufacturing sector**, where wages are often higher.

Development indicators in an emerging country:

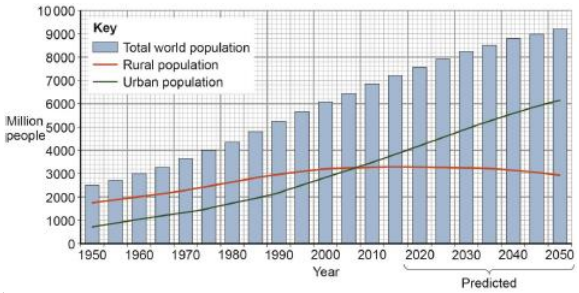
1. Emerging countries are categorised as having a **rapidly improving quality of life**.
2. In general, the **population is getting richer**, due to higher wages.
3. This means the **governments** of these countries have more money to **invest in infrastructure** such as schools and hospitals, which also improves quality of life.
4. From the table it is clear to see that **Mexico** (an emerging country), has **significantly improved development indicators**.
5. This has resulted in a HDI score for Mexico, which is much closer to the UK.

How China became an emerging country:

1. China had a very **low minimum wage** compared to developed countries, this encouraged companies to set-up, as products could be made cheaply, leading to **greater profits**.
2. **Trade unions were weak** in China, resulting in many companies attempting to pay below the minimum wage and making **workers work long hours**. This led to **greater production and profits**.
3. Companies such as **transnationals were given tax breaks**, this encouraged companies to set-up.
4. There were **fewer environmental laws** in China, this meant that **industries could operate more cheaply,** resulting in bigger profits.
5. The **government placed subsidies on exports**; $1 billion was set aside each year to reduce the cost of the goods exported, resulting in **more being sold** and therefore increasing job opportunities.

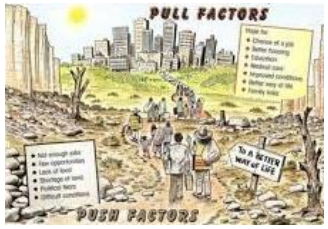
NB: The points are historic and have been generalised for revision purposes.

Urbanisation is a key feature of emerging countries:



1. The world's population is becoming **more urbanised**.
2. The **fastest rates** of urbanisation are taking place in the **emerging countries.**
3. People are moving from the rural areas to the urban areas; the pace of this movement is rapid.

Push and pull factors to urban areas are a key feature in emerging countries:



Possible push factors from rural areas:

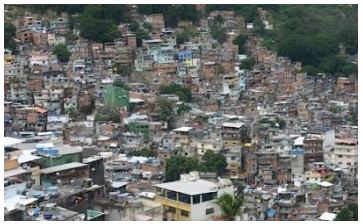
1. **Mechanisation** of primary industries (farming) means few jobs.
2. **Potential drought**, lack of food and clean water.
3. **Lack of schools**, meaning less chance of children getting an education.
4. **Difficult to access medical care**, meaning illness and disease may go untreated.

They are pulled to the city as there are many jobs in the manufacturing industries, with improved wages.
As well as a reliable food and water source, access to medical care and education.

The opportunities and challenges of living in a city in a newly emerging country (Rio):

1. Rio is a city in an emerging country (Brazil) which has seen rapid rates of urbanisation.
2. Some people live in **modern apartments** and housing, whilst others live in **favelas** (shanty settlement/ illegal) on the edges and hillsides of the city.

What are shanty settlements (favelas) like?



1. **Houses** are **densely packed** together.
2. They are **built illegally** and could be knocked down by the authorities.
3. They are usually built on land which developers do not want to use e.g. **hillsides**, near railway tracks, on marsh land, on the outskirts of cities etc.

Opportunities of living in Rocinha (a favela in Rio):

1. Located in **Rio** which has the **highest income per head** in the country, so jobs could lead to wages for food, medicines and sending children to school.
2. **88%** of housing is connected to the main **water supply**, so less diseases e.g. cholera.
3. **Housing has electricity**, which means an improved quality of life e.g. being able to heat and light the home.

Challenges of living in Rocinha (a favela in Rio)

1. **12%** of the population **do not have** access to **clean water**, so might be forced to drink dirty water with the risk of getting diseases.
2. **Unemployment** in favelas is **20%,** so many people do informal, cash in hand jobs. Pay can be low, so they might not be able to afford basic medicines and food.
3. Only **50% of waste is collected**, so waste builds up in the streets, sometimes leading to vermin and mosquitos, which can increase the risk of diseases, such as malaria.
4. **Crime** can be a problem in the area.

The role of TNCs in emerging countries

A **transnational corporation** is a company which has its **headquarters** in one country (normally a **developed country**), and its **factories elsewhere** (normally an emerging or developing country).

TNCs as a route out of poverty:

1. South Korea is a good example of a country which historically used TNCs to help it develop.
2. During the 1960s they encouraged companies to set-up within the country.
3. They promoted their cheap labour force, and ensured workers worked long hours.
4. Companies such as Ford set-up in S. Korea.
5. **The S. Korean's used taxes to improve schools** and develop their own industries.
6. **Today S. Korea** is home to some of the **biggest companies in the world**, including Samsung, LG, and Hyundai.
7. The South Korean example demonstrates that TNCs can significantly help a country develop

Foxconn (Apple in China) – opportunities and challenges

Foxconn has factories in Shenzhen, China. Inside the factory electronic items are manufactured, including the **iPhone**, an Apple product from California.

Opportunities:

1. **Wages** in the factory are just above the minimum wage at **£152 per month**, which means people have money which they can spend on other things, which can lead to a positive multiplier effect.
2. In total **300, 000 people are employed** at the Foxconn sites at Shenzhen, this means an increase in taxes for the government and therefore increased spending on schools and hospitals.
3. **Workers are learning new skills**, this means they may start developing their own companies. Many Chinese companies are now big global brands e.g. Huawei.

Challenges (some are perceived and in the past):

1. Workers work **extremely long hours** sometimes without breaks (up to 60 hrs per week), this means they may not see their family, reducing quality of life.
2. **Rules** inside the factories can be **strict**, in the past there have been reports of financial punishments.
3. Foxconn is said to **pay a relatively small amount of tax** to the Chinese government.
4. The **company is footloose**, meaning it can leave at any time, therefore workers worry that the company will close, and they will become unemployed.

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

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.

Year 9 History – what you need to know for your January 2026 test in History

Topic 1 - World War One – the causes, events and consequences	
When was the First World War?	1914-1918
What is a WW1 trench?	Connection of long narrow ditches for soldiers to take shelter from enemy fire
What is a soldier?	A person who fights for their country.
What does militarism mean?	That a country should have strong armed forces [army, navy, air force]
What does imperialism mean?	When countries try to build up their Empire so they are stronger and more powerful
What does nationalism mean?	Having pride in your own country and wanting it to be the best it can be
What alliance mean?	An agreement between countries to support each other
Name the 3 members of the Triple Alliance & Triple Entente	Alliance = Germany, Austria-Hungary. Entente = Italy, Britian, France, Russia
Why did the assassination of Franz Ferdinand trigger WW1?	He was shot dead by a terrorist group called the Black Hand and this meant Austria Hungary declared war on Serbia who were backed by Russia -a member of the Triple Entente
What does recruitment mean?	To get people to join.. like join the army or the police force
Describe what propaganda means.	Persuading someone to do something, often a poster
What was a PALS battalion?	When you could join the army with your friends
What happened in January 1916?	Men aged 18-41 (later up to 50) had to join the army
What does conscription mean?	You have to join the army – no choice
What does conscientious objector mean?	Men who refused to go to fight
What is barbed wire and how as it used in a trench?	Wire with spikes on it to stop an enemy soldier from getting to your trench to kill you. It is put all along the top of your trench.
What does the word trench foot mean?	Rotting of the feet as you are in water for so long
What does the word stalemate mean?	A situation where neither side fighting in a war can make progress – they are stuck in their own trenches
Where is the Somme?	France, it's a river
What does bombardment mean?	To continually attack
What is artillery?	Large guns used in wars on land.
What is No Man's Land?	The area between the 2 opposing trenches
Describe going 'Over the top'	To get out of your safe trench and go to attack the other side
What is a dug-out?	An area of the trench that is 'dug-out' and soldiers can go there for safety.
Who was to blame for poor leadership at the Somme?	General Haig
Name a failing technology	Used wrong shells – shrapnel, 1/3 bombs didn't explode, mine went off at 7.20, not 7.28.
Name an event beyond the British control	Low cloud, French were held at Verdun, 10m deep dugouts

Year 9 History – what you need to know for your January 2026 test in History

What is a stalemate?	When no one is winning or losing – they are stuck.
What is a war of attrition?	When a battle or war keeps going and going and neither of you are going to give up
What does armistice mean?	When the fighting is called off – it's not the official end of the war until a Treaty is signed
What is a treaty?	A peace agreement to stop a war
Where is Versailles?	It's a palace in France
What is the Treaty of Versailles?	The peace agreement between USA, GB, France and Germany to punish Germany after WW1
One economic punishment of Germany was..	£6.6 billion fine called Reparations
One territorial punishment of Germany was..	13% of land taken from Germany
One military punishment of Germany was..	German army could only have 100,000 men

Topic 2 – The Suffrage Movement	
What was wrong with voting before 1892?	There were rotten boroughs and big cities not represented
What was the status of women?	They were not treated equally – they should not work and their husband's owned all of their money and property if they were rich
What was happening in other parts of the world with voting?	Revolutions in USA and France meant some people in England thought they could have the vote too.
What does suffrage mean?	The right to vote
What does protest mean?	To show you are against something
What did the Chartists want?	For all MEN to be able to vote – not based on wealth [how rich you were]
Who were the Suffragettes?	A group of women who campaigned for women to have equal voting rights as men.
Give an example of peaceful protest	Speeches, posters, letters, meetings
What did – Deeds not Words mean?	You should act [do something] to get the vote – not just talk about it
Name two famous Suffragettes.	Emmeline Pankhurst and Emily Davison
Give an example of Suffragette protest	Chain to railings, letter bombs, set fires, smash windows, hunger strikes
Why did WW1 help women get the vote?	Women took over the men's jobs and showed they were good at them
Who was the Prime Minister at the time & what was his opinion?	David Lloyd George – he supported women's right to vote
What was the Representation of the People Act, and what did it allow?	It gave men over 21 the right to vote, some women who owned property [over 21] and women over 30 the right to vote.
In 1928 when the Equal Franchise Act was passed – what did it say?	Women had the right to vote EQUALLY with men

Year 9 History – what you need to know for your January 2026 test in History