Year 9 ‘Big Picture’ Assessments

15th to 26th June 2026

As you reach the end of your Key Stage 3 studies, we will be asking you to take some time to revise what you have learnt and prepare for formal assessments in class. These tests help you understand what you know well and where you may need more support. Good revision habits now will set you up for success in your GCSEs and beyond.

This guide is designed to support your preparation for these assessments. In addition, teachers will spend some time in lessons helping you to revise and prepare. You can also find a reminder of topics you have studied on CosX.

My Exam Timetable

Check with your class teachers when your exams will take place for each subject:

Subject	Date	Subject	Date
Art		History	
Computing		Mathematics	
Design and Technology		Modern Languages	
English		Music	
Geography		Science (Biology)	
Science (Chemistry)		Science (Physics)	

Getting Started: Make a Revision Plan

- Break your revision into 25-30 minute sessions with 5-10 minute breaks
- Plan which subjects you'll revise each day
- Mix up subjects to keep things interesting
- Schedule the subject you find harder when you're most alert
- Include time for activities you enjoy - you shouldn’t be revising in all of the slots!

Week Commencing:		Wednesday		Saturday	
Revision Priorities:		Before school		Morning 1	
		Lunchtime		Morning 2	
		After school		Morning 3	
		Evening 1		Afternoon 1	
		Evening 2		Afternoon 2	
		Evening 3		Afternoon 3	
Monday		**Thursday**		Evening 1	
Before school		Before school		Evening 2	
Lunchtime		Lunchtime		Evening 3	
After school		After school		**Sunday**	
Evening 1		Evening 1		Morning 1	
Evening 2		Evening 2		Morning 2	
Evening 3		Evening 3		Morning 3	
Tuesday		**Friday**		Afternoon 1	
Before school		Before school		Afternoon 2	
Lunchtime		Lunchtime		Afternoon 3	
After school		After school		Evening 1	
Evening 1		Evening 1		Evening 2	
Evening 2		Evening 2		Evening 3	
Evening 3		Evening 3		**Review of the week:** 😀 🙂 😐 😕 🥱 😬 🥺	

Revision Techniques That Actually Work - Active Revision (Not Just Reading Notes!)

1. Retrieval Practice

- Close your books and write down everything you remember about a topic
- Wait 10 minutes, then check what you missed
- Repeat the next day, then again a week later
- **Why it works:** Your brain remembers better when you actively recall information

2. The Feynman Technique

- Pick a topic and explain it out loud as if teaching a younger student
- If you get stuck, that's what you need to revise more
- Use simple language - if you can't explain it simply, you don't understand it yet
- **Why it works:** Teaching forces you to really understand the material

3. Mind Maps

- Put the main topic in the centre
- Draw branches for key themes
- Add details, examples and connections
- Use colours and pictures to make it memorable
- **Why it works:** Visual connections help your brain link ideas together

4. Flashcards

- Question on one side, answer on the other
- Test yourself regularly
- Put cards you know well in one pile, tricky ones in another
- Focus more time on the tricky pile
- **Why it works:** Spaced repetition strengthens memory

5. Practice Questions

- Do past papers or practice questions under timed conditions
- Mark your own work honestly
- Identify patterns in mistakes you make
- Redo questions you got wrong
- **Why it works:** You learn what the tests actually ask and how to answer well

6. Brain Dumps

- Read a page of notes
- Close the book and write everything you remember
- Check what you missed and add it in a different colour
- Repeat until you've got everything
- **Why it works:** Active recall is more effective than passive reading

English

What will be in the assessment?

There will be two parts to your assessment.
Section A: Reading
You will read an unseen fiction extract and answer three questions that increase in difficulty: comprehension, language analysis and an evaluative response.
Section B: Writing
You will write a piece of creative writing based on either a picture or a written prompt.

Revision activities:

- Make a glossary of literary terms with examples
- Read widely - novels, newspapers, magazines (extracts as well as whole texts)
- Build your vocabulary - learn 3 new words each day
- Practice creative writing using a prompt e.g. a short story with the title 'The Stranger', a description in response to a photograph
- Continue Sparx reader and challenge yourself to read a different text

Exam tips:

Reading:

- Read the text twice - once for understanding, once for detail
- Read the questions first
- Highlight or underline key quotes as you read
- Use quotations to justify your ideas
- Make your ideas clear by organising your work in paragraphs

Writing:

- Plan before you write (5 minutes planning saves time overall)
- Include literary techniques
- Think carefully about how you *begin* and *end* your piece of writing

Skills checklist

Reading skills:
- ☐ Comprehension
- ☐ Ability to express your ideas clearly
- ☐ Using quotations to support your ideas
- ☐ Analysis
- ☐ Literary techniques
- ☐ Evaluation to express your opinion

Writing skills:
- ☐ Setting
- ☐ Characters
- ☐ Using literary techniques
- ☐ SPaG
- ☐ Paragraphing

Useful Revision Resources:

- The library
- Sparx Reader
- BBC Bitesize

Mathematics

What will be in the assessment?

You will be tested across two papers on all the concepts you have studied over Years 7-9

Building Confidence:

- Start with topics you find easiest to build momentum
- Practice little and often - 20 minutes daily beats 2 hours once a week
- Show all your working out - you get marks for method even if the answer is wrong
- Learn formulas and when to use them

Key strategies:

- Do practice questions from easiest to hardest
- Make a formula sheet and test yourself regularly
- Watch video tutorials for topics you find tricky (Sparx codes are attached on the topic checklist)
- Identify your common mistakes and make a "watch out" list

Revision activities:

- Create topic checklists and tick off as you master them
- Make flashcards for formulas and key methods
- Do past papers under timed conditions
- Teach a method to someone else
- Attending Maths Workshop (Mondays after school in S22) for some exam practice

Topic checklist:

Paper 1: non-calculator

- ☐ **Addition, subtraction, multiplication, division (integers) - M928, M347, M187, M354, M106, M288**
- ☐ **Multiply decimals - M803**
- ☐ **Negative numbers (ordering and four operations) - M527, M106, M288**
- ☐ **Area and perimeter of quadrilaterals and triangles - M303**
- ☐ **Area and circumference of circles - M231, M169**
- ☐ **Solving inequalities - M118, M732**
- ☐ **Writing an inequality from a number line and vice-versa - M384**
- ☐ **Finding the Nth term of linear sequence and checking to see if a given term is in the sequence - M991, M166**
- ☐ **Solving equations - M707, M634, M647, M855, M509, M554, M957**
- ☐ **Expand and simplify (including double brackets) - M237, M792, M960**
- ☐ **Factorising - M100, M908**
- ☐ **Convert between fractions, decimals and percentages - M264, M601**
- ☐ **Add/subtract fractions -M835**
- ☐ **Rules of indices - M608, M608, M150**
- ☐ **Straight line graphs -M932, M544, M888, M843, M771, M205, M797**
- ☐ **Angles on a line and at a point - M818, M163**
- ☐ **Angles in a triangle - M351**
- ☐ **Special triangles – M351, U655**
- ☐ **Interior angles in a polygon -M393, M653**
- ☐ **Stem and Leaf Diagrams - M648, M210**
- ☐ **Higher:**
- ☐ **Convert recurring decimals to fractions - M701, M922**
- ☐ **The four operations with fractions (including mixed numbers) - M645, M619**
- ☐ **Rules of fractional indices - U985, U772**
- ☐ **Simplify surds - U338**
- ☐ **Surds: rationalise the denominator - U707**
- ☐ **Angles and parallel lines - M606**
- ☐ **Exterior angles in a polygon - M653**

Paper 2: calculator

- ☐ **Using a calculator - M757**
- ☐ **Area of a rectangle - M390**
- ☐ **Pythagoras' theorem in right angle triangles - M677, M480**
- ☐ **Percentage - M235, M437, M905**
- ☐ **Percentage increase and decrease - M533, M476**
- ☐ **Percentage change (expressing change as a percentage) - U278**
- ☐ **Solving problems involving ratio - M885, M801, M525, M681**
- ☐ **Equation of a straight line: y=mx+c - M544**
- ☐ **Exchanging money - U610**
- ☐ **Finding the mean - M940**
- ☐ **Pictograms - M597, M644**
- ☐ **Two-way tables - M899**
- ☐ **Pie charts - M574, M165**
- ☐ **Scatter diagrams and line of best fit - M769, M596**
- ☐ **Perpendicular bisector - M239**
- ☐ **Product of prime factors - M108**

Higher:

- ☐ **Bearings - M416**
- ☐ **Straight line graphs - M932, M797**
- ☐ **Equation of a straight line: gradient and coordinates - M888**
- ☐ **Parallel and perpendicular lines - U377, U898**
- ☐ **Loci - M253**
- ☐ **Averages from a table - M127**
- ☐ **Estimate for the mean - grouped data in a table - M287**
- ☐ **Histograms - U185, U814, U983, U267**

Useful Revision Resources:

- **Sparx Maths website (Independent work/Homework)**
- **Corbettmaths website**
- **Mathsgenie**

Science

What will be in the assessment?

For each scientific discipline of biology, chemistry and physics there will be a 45 minute exam paper assessing a range of science skills and knowledge taught since September 2025 including experimental skills. The assessment will naturally also assess the 'assumed legacy knowledge' from KS3 in years 7 and 8 that the Year 9 course builds on. There is no need to revise Year 7 and year 8 content.
The knowledge assessed may include graphing skills and mathematical calculations as well as longer explanations of phenomena or observations requiring good knowledge of key scientific vocabulary.

Understanding Concepts:

- Don't just memorise - understand WHY things happen
- Draw and label diagrams from memory
- Learn key definitions word-for-word
- Connect topics together (e.g. energy in biology, chemistry and physics)

For each topic, make sure you can:

- Define key terms
- Explain processes step-by-step
- Draw and label relevant diagrams
- Give real-world examples
- Answer "why" and "how" questions

Revision activities:

- Use the resources suggested in the Forstimere Science Department revision document
- Practice exam questions focusing on command words (describe, explain, evaluate)
- Don't just memorise - understand WHY things happen
- Can you draw and label diagrams from memory?
- Learn key definitions word-for-word
- Connect topics together in mind maps (e.g. energy in biology, chemistry and physics)
- Create comparison tables (e.g. plant vs animal cells)
- Draw flowcharts for processes (e.g. photosynthesis)
- Make acronyms to remember lists (e.g. MRS GREN for life processes)
- Watch science videos and pause to explain what's happening

Topic checklist (names and topics form textbook):

- ☐ B1 Cells and organisation
- ☐ B2 Cell division
- ☐ B3 Organisation and the digestive system (lessons B3.1, 3.2, 3.3)
- ☐ C1 Atomic Structure
- ☐ C2 The periodic table
- ☐ C3 Structure and bonding
- ☐ P1 Conservation and dissipation of energy
- ☐ P2 Energy transfer by heating
- ☐ P3 Energy resources

Notes:

Detailed information on assessment and resources can be found here:
https://tinyurl.com/yc2t6w6m

Useful Revision Resources:

Detailed information on revision resources can be found here: https://tinyurl.com/yc2t6w6m

Computing

What will be in the assessment?

Three interactive quizzes on:

- ☑ Computational Thinking and Logic
- ☑ Introduction to Python Programming
- ☑ Control Systems Using Flowol

Understanding concepts:

- Logical questioning and problem solving
- Computational thinking (step-by-step reasoning)
- Boolean logic: AND, OR, NOT
- Logic gates: AND, OR, NOT
- Algorithms and sequences of instructions
- Basics of Python programming
- Data types, variables, and operators
- Syntax vs logic errors
- Control systems and sensors
- Flowcharts, sequences, and loops

Revision activities:

- Answer logic and Boolean reasoning questions
- Complete truth tables and logic gate tasks
- Trace algorithms and flowcharts
- Write and run simple Python programs
- Identify and fix syntax and logic errors
- Create pseudocode for given problems
- Build simple Flowol control simulations

Topic checklist:

- ☐ **I can use logical reasoning to solve problems**
- ☐ **I understand AND, OR, and NOT**
- ☐ **I can explain and use logic gates**
- ☐ **I know what an algorithm is**
- ☐ **I can create a sequence of instructions**
- ☐ **I can write and run a simple Python program**
- ☐ **I can use variables and basic data types**
- ☐ **I can identify syntax and logic errors**
- ☐ **I can write pseudocode**
- ☐ **I can explain how control systems work**
- ☐ **I can create a flowchart with sequences and loops**

Useful Revision Resources:

- **Lesson slides and class notes**
- **Flowol tutorials and simulations**
- **https://python.lgfl.org.uk/**

History

What will be in the assessment?

Part 1: Year 7 and 8 topics will be multiple choice questions (10 marks)
Part 2: Shorter answer question on interpretations written by historians - based on a year 9 topic (4 marks)
Part 3: One paragraph explaining a consequence about a year 9 topic (4 marks)
Part 4: Essay question focusing on why something happened about a year 9 topic (12 marks)

Building Knowledge:

- Create timelines for historical events
- Make cause and consequence chains
- Learn key dates, people, places and events
- Fill in the essay plans
- Practice writing structured paragraphs

Revision activities:

- Test yourself with BBC Bitesize
- Make revision cards for key events/topics
- Create spider diagrams linking causes and consequences
- Test yourself on key vocabulary

Topic checklist:

Year 7 and 8 content (all covered by BBC Bitesize - linked below):

- ☐ **William's control of England**
- ☐ **Causes and effect of Black Death**
- ☐ **The Crusades**
- ☐ **Elizabeth I**
- ☐ **The English Civil Wars**
- ☐ **The Transatlantic Slave Trade**

Year 9 content (covered by lesson resources. There are also some resources on BBC Bitesize):

- ☐ **Industrial Revolution and British Empire**
- ☐ **The Holocaust**
- ☐ **Conflict in the Middle East**

Useful Revision Resources:

- **Potential Questions for Parts 3 and 4, including blank essay plans:** https://docs.google.com/document/d/1eQLNe-hu_-pZ6_KvbyKG7ESL9rLukHcEl22ViM5aYzU/edit?tab=t.0
- **KS3 BBC Bitesize:** https://www.bbc.co.uk/bitesize/subjects/zk26n39
- **BBC Bitesize:** The British Empire - KS3 History - BBC Bitesize
- **BBC Bitesize:** World War Two and the Holocaust - KS3 History - BBC Bitesize
- **Lessons from school on the Industrial Revolution and British Empire:** https://drive.google.com/drive/folders/1g2JfTTOtmnaxF280OEFH9FcDbMDPwJhw?usp=sharing
- **Lessons from school on the Holocaust:** https://drive.google.com/drive/folders/1fw5VjWZkHp92H2E5Ck2mMqKavipmSpOS?usp=sharing
- **Lessons from school on Conflict in the Middle East:** https://drive.google.com/drive/folders/1fnZ7oRnjlU-GVtBmVqWFcyqEFOqjtJqz?usp=sharing

Geography

What will be in the assessment?

The Geography end of KS3 assessment is distinct from the regular 'end of topic' tests. This assessment will focus on the *range* of Geography skills you have learnt across the topics in Years 7, 8 and 9. These skills include: mapskills, sources' interpretation, population graphs and models, climate graph construction, OS (Ordnance Survey) use, using diagrams to summarise processes and landscape sketches. This assessment will also test understanding of some *core* Geographical processes and landforms in the human and physical landscapes we have studied.

Building Knowledge:

- Learn key vocabulary precisely
- Understand physical Geography processes (coastal erosion and deposition, how it rains, weather patterns)
- Understand patterns of land use in urban areas (cities) and how populations increase and change in structure
- Use located named places in description of change in cities or biomes
- Practice maps skills (grid references, scale, and height)

Revision activities:

- Review your annotated diagrams (coast, urbanisation, biomes)
- Make comparison tables, such as, urban vs rural, biomes,coastal defences
- Practice map skills: grid references, scale, contour lines, symbols
- Create mind maps linking causes and effects
- Practice describing and explaining photographs using geographical vocabulary
- Create brief notes on your located place examples with location, key facts

Topic checklist:

- ☐ **Thinking Geographically**
- ☐ **Map skills**
- ☐ **Population**
- ☐ **Weather and climate**
- ☐ **Coasts**
- ☐ **Urbanisation**
- ☐ **Biomes and biodiversity**
- ☐ **Glaciation**
- ☐ **Climate change**
- ☐ **Development**
- ☐ **Tectonics**

Useful Revision Resources:

- **You all have access to the KS3 Geography textbooks (all years) online on the Kerboodle platform. This has information for all topics above.**
- **See revision resources uploaded by your teacher to Google Classroom**
- **Make use of your class notes in your exercise books**

French

What will be in the assessment?

Reading comprehension questions on year 8 and 9 topics
Verb test covering the present, perfect, imperfect and near future tenses
A photo description based on a Y9 topic

Vocabulary and Grammar:

- Learn 10 new words daily
- Practise verb conjugations regularly
- Revise vocabulary useful for photo description
- Listen to songs or watch videos in the language
- Speak out loud - even if just to yourself

Revision activities:

- Create vocabulary flashcards with English on one side, French on the other
- Revise vocab from your vocab sheet and ask someone at home to test you
- Write short paragraphs on year 8 and 9 topics
- Look over previous assessments
- Use language apps for 10 minutes daily

Topic checklist:

- ☐ **Year 8 modules**
- ☐ **Year 9 modules**
- ☐ **The present tense**
- ☐ **The near future tense**
- ☐ **The perfect tense**
- ☐ **The imperfect tense**
- ☐ **Vocabulary useful to describe a photo**

Useful Revision Resources:

- **Languagenut, Quizlet, Seneca learning**
- **Languagesonline** https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html#Grammar
- **BBC KS3 French** https://www.bbc.co.uk/bitesize/subjects/zgdqxnb
- **Your vocab sheets**
- **The work in your exercise book**

Spanish

What will be in the assessment?

Reading comprehension questions on year 8 and 9 topics
Verb test covering the present, preterite, imperfect and near future tenses
A photo description based on a Y9 topic

Vocabulary and Grammar:

- Learn 10 new words daily
- Practise verb conjugations regularly
- Revise vocabulary useful for photo description
- Listen to songs or watch videos in the language
- Speak out loud - even if just to yourself

Revision activities:

- Create vocabulary flashcards with English on one side, Spanish on the other
- Revise vocab from your vocab sheet and ask someone at home to test you
- Write short paragraphs on year 8 and 9 topics
- Look over previous assessments
- Use language apps for 10 minutes daily

Topic checklist:

- ☐ **Year 8 modules**
- ☐ **Year 9 modules**
- ☐ **The present tense**
- ☐ **The near future tense**
- ☐ **The preterite tense**
- ☐ **The imperfect tense**
- ☐ **Vocabulary useful to describe a photo**

Useful Revision Resources:

- **Languagenut, Quizlet,**
- **languagesonline.org.uk, https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#google_vignette**
- **Seneca learning, BBC KS3 Spanish https://www.bbc.co.uk/bitesize/topics/zfgt6v4**
- **Your vocab sheets**
- **The work in your exercise book**

Mandarin

What will be in the assessment?

Listening comprehension questions on year 8 and 9 topics
Reading comprehension questions on year 8 and 9 topics

Vocabulary and Grammar:

- **Learn 10 new words daily**
- **Practise character writing regularly**
- **Read short texts in Mandarin**
- **Watch Jinbu lesson videos**
- **Speak out loud - even if just to yourself**

Revision activities:

- Create vocabulary flashcards with English on one side, Mandarin on the other
- Revise vocab from your vocab sheets and test yourself using Quizlet or Learn Stepwise or GoChinese
- Write short paragraphs on year 7 and 8 topics
- Look over previous assessments
- Use language apps for 10 minutes daily

Topic checklist:

- ☐ **Year 8 modules**
- ☐ **Year 9 modules**
- ☐ **Sentence structure: 得; duration of time; prepositions 给/在**
- ☐ **Conjunctions**
- ☐ **Past and future tenses**

Useful Revision Resources:

- **Quizlet**
- **Learn Stepwise platform**
- **GoChinese platform**
- **Jinbu lesson video playlist on YouTube**
- **Your vocab sheets**
- **The work in your exercise book**

Art

What will be in the assessment?

The Assessment will be based on the Metamorphosis project.

Knowledge and Skills

Your final project needs to demonstrate an ability to:

- Recognise and analyse the work of Surrealist artists, including Max Ernst and the Chapman Brothers' work, 'Exquisite Corpse'.
- Understand how Consequences and Exquisite Corpse can be used to generate imaginative and unexpected ideas.
- Use drawing as a tool to document, research and develop ideas from collage and observational sources.
- Demonstrate control when using dipping pens and ink to create detailed drawings.
- Develop personal and imaginative responses that show creativity, experimentation and individuality.

Revision activities:

- Create artist study pages: style, techniques, themes, influences
- Practise using art vocabulary when describing tone, texture, composition, mark-making and Surrealist ideas.
- Experiment with mark-making techniques using pen and ink to create different textures, patterns and tonal effects.
- Redraw sections of your work to improve detail, texture and control with dipping pens.

Topic checklist

Your project should demonstrate

Drawing to....	Document, research and explore ideas through observational and imaginative drawing.
Application of Knowledge	Recognise the overarching aims and ideas of the Surrealist movement. Understand how artists such as Max Ernst and the Chapman Brothers use transformation, imagination and unexpected combinations in their work.
Imagination	Create original hybrid creatures using source materials from films, nature, illustrations and found imagery.
Experimentation	Experiment with collage, composition and image manipulation techniques.
Control / Skill	Adapt and refine drawings to improve composition, texture, detail and technical skill appropriate to intentions. Use mark-making techniques appropriately, carefully considering tonal contrast, texture and visual impact.

Useful Revision Resources:

- **The best resource is our Slide Doc for the project: Metamorphosis_2D_2026**
- **https://www.vam.ac.uk/articles/surrealism-and-design?utm_source**
- **https://www.youtube.com/watch?v=1YE_Zas-A5A**

Music

What will be in the assessment?

The assessment will be based on the last three projects (Songwriting, Remixes, and Calypso), as well as a knowledge based quiz.

Knowledge and Skills:

- Learn musical elements: pitch, duration, dynamics, tempo, timbre, texture, structure
- Understand notation and key signatures
- Know composers, genres and periods
- Practice describing what you hear using correct terminology

Revision activities:

- Create flashcards for musical vocabulary (tempo, dynamics, Italian terms)
- Make composer/genre study sheets: key features, important works, characteristics
- Listen actively to set works and make detailed notes
- Practice identifying instruments by sound
- Create comparison tables for different styles or periods
- Write about your compositions explaining musical choices
- Practice reading and writing notation daily
- Analyse pieces using all musical elements

Topic checklist:

- ☐ **Notes of the stave**
- ☐ **Rhythmic durations**
- ☐ **Instruments and families**
- ☐ **Keywords and vocabulary**

Useful Revision Resources:

- **Mashups cheat sheet**
- **Treble clef notes**
- **Rhythm duration lesson**

Design and Technology

What will be in the assessment?

The assessment will cover all areas of DT you have learnt in each project rotation - food, resistant materials, etc. You will be tested on the following: knowledge of different materials and processes, the design process, understanding of briefs and specifications, and the names of tools and equipment.

Knowledge and Skills:

General knowledge and understanding of the following:

- Design process stages
- Product analysis
- Design brief
- Design Specification
- Initial design ideas
- Evaluation
- Tools, equipment & components
- Key words for specific projects

Iterative Design - Torch project

- Modelling iteration

Sweet dispenser

- The 6 Rs
- Logos and Branding

Food

- Developed cooking techniques
- Macronutrient functions
- Heat transfer methods

Textiles

- Tie dye and foil printing

Revision activities:

- Learn key words & terms definitions
- Learn materials and their properties
- Make flashcards for tools and techniques
- Practice ACCESS FM analysis (Aesthetics, Cost, Customer, Environment, Size, Safety, Function, Materials)
- Write detailed evaluations of your projects
- Practice sketching 3D designs with annotations

Topic checklist:

Year 7 projects: mood light, box, food, textiles

- ☐ Materials and their properties; MDF, pine, acrylic
- ☐ Names and function of workshop tools
- ☐ How an LED/circuit works
- ☐ CAD/CAM meaning and examples
- ☐ The eat well plate
- ☐ Function of ingredients
- ☐ Raw sources of fabric
- ☐ Types of stitch

Year 8 content: iterative torch, sweet dispenser, food, textiles

- ☐ Materials and their properties
- ☐ Understanding of iteration and prototyping
- ☐ Logos and branding
- ☐ The 6 Rs
- ☐ Cooking techniques
- ☐ Macronutrient functions
- ☐ Heat transfer methods
- ☐ The tie dye and foil print process

Year 9 content: Jewellery, Bottle opener, Fragrance packaging, Food

- ☐ Materials and their properties - Wood, metal, plastic paper & card
- ☐ CAD/CAM - software & outputting designs - nets & moulds
- ☐ Metal forming processes - heat treatments and cold forming
- ☐ Ideating and design development
- ☐ Graphics software
- ☐ Nutrition & cooking skills
- ☐ Kitchen & food safety - Hygiene and food related illnesses

Useful Revision Resources:

- **Iterative Design Torch project - Learn the key words & terms. Use the link - https://quizlet.com/_br802s?x=1qqt&i=1av4cl**
- **Making project - Sweet dispenser - Learn the key words & terms. Use the link - https://quizlet.com/gb/1133991678/year-8-sweet-dispenser-key-word-terms-flash-cards/**
- **Key terms quizlet flashcards**
- **KS3 BBC bitesize for DT - https://www.bbc.co.uk/bitesize/subjects/z23vkhv**
- **Excellent revision resources for all things DT - https://sites.google.com/view/the-design-and-technology-site/home**

Looking After Yourself During Revision

Your Brain Needs…	
Sleep (8-10 hours per night) ● Your brain consolidates learning while you sleep ● Lack of sleep makes it harder to concentrate and remember ● Stick to a regular bedtime, even during revision	**Healthy Food** ● Eat breakfast every day ● Include protein, fruit and vegetables ● Drink plenty of water (dehydration affects concentration) ● Limit sugary snacks - they cause energy crashes
Exercise and Breaks ● Take a 5-10 minute break every 25-30 minutes ● Go outside for fresh air ● Do some physical activity daily ● Stretch between revision sessions	**Managing Stress** ● Talk to someone if you're feeling overwhelmed ● Remember: one test doesn't define you ● Practice breathing exercises if you feel anxious ● Keep perspective - you're learning and improving

When you're doing your assessments		
Before the Test: ● Get a good night's sleep ● Eat a healthy breakfast ● Arrive on time with the equipment you need ● Take a few deep breaths to calm nerves ● Read instructions carefully	**During the Test:** ● Read all questions carefully before starting ● Plan your time - don't spend too long on one question ● Show your working in maths and science ● If you're stuck, move on and come back later ● Check your answers if you have time at the end	**After the Test:** ● Don't worry about what you can't change ● Avoid comparing answers with friends ● Focus on the next test, not the last one ● Learn from any mistakes when you get results back

Quick Revision Checklist

Three weeks before:

- Create revision timetable
- Gather all notes and materials
- Identify topics you find hardest
- Make flashcards/mind maps for key topics

Two weeks before:

- Complete practice questions for each subject
- Review and fill gaps in knowledge
- Test yourself regularly
- Ask teachers for help with tricky topics

One week before:

- Do full practice papers under timed conditions
- Review all flashcards and notes
- Focus on areas you're still unsure about
- Prepare equipment for test day

The night before:

- Light revision only - don't cram
- Prepare bag with equipment
- Get a good night's sleep
- Stay calm and confident

Remember:

✓ **Start early** - cramming doesn't work

✓ **Mix it up** - use different revision techniques

✓ **Test yourself** - active recall beats reading notes

✓ **Take breaks** - your brain needs rest

✓ **Ask for help** - teachers want you to succeed

✓ **Stay positive** - you've got this!

Your teachers are here to support you. If you're struggling with any topic or feeling overwhelmed, speak to your form tutor or subject teacher.