ST PATRICK'S
Roman Catholic High School

# Year 9 Revision Information – November 2026

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<tr><th>Subject</th><th>Revision information</th></tr>
<tr><td>Mathematics</td><td>
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<tr><td>Calculating Space</td><td>G2, G22a, G22b, G21a, G25a</td></tr>
<tr><td>Understanding Risk</td><td>P2a, P2b ,P7, GCSE 125, GCSE 57</td></tr>
<tr><td>Prime Factors and Standard Form</td><td>N30a, N30b, N31a, N31b, N38, N45a, N45b</td></tr>
<tr><td>Solving Equations</td><td>A12, A19b</td></tr>
<tr><td>Representing Data</td><td>S4, S5, S8, GCSE 65b</td></tr>
<tr><td>Straight Line Graphs</td><td>A14a, A14b, A14c, A15</td></tr>
<tr><td>Percentages</td><td>N24a, N24b, N39a, R9a, R9b</td></tr>
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<tr><td>English</td><td>Year 8 Prior Knowledge: Story structures; Word classes; Symbolism; Archetypes; Tone<br>Year 9 Story Opening Knowledge: Opening structure styles; Symbolism; Extended metaphors; Punctuation; Tension<br>Year 9 Analytical Writing (PEMAZ): Making a clear point that links to the question; Selecting suitable evidence to prove your point; Accurately identifying and explaining the writer's methods; Analysing the effects of the writer's methods and intent; Zooming in on the specific effects/connotations/symbolism of individual words<br>Year 9 Creative Writing (Openings): Creating interesting ideas and a voice/tone; Using ambitious vocabulary and descriptive methods (e.g. ASAMOSA P); Using structural features such as paragraphs, sentence structures and non-linear storytelling for effect; Writing with a full range of accurate spelling, punctuation and grammar for effect</td></tr>
<tr><td>Religious Education</td><td>Use your knowledge organizers and the questions completed for homework to create flash cards/mind maps and self test:<br>Key words from Years 7 and 8: general revelation, literal sense, imago Dei, original sin, conscience, magisterium, inspired, messianic prophecy, and the prophetic pattern (call, message, fulfilment).<br>Human dignity: imago Dei, inalienable dignity, what relational, rational and volitional mean, and the three sources of morality (object, intention, circumstances).<br>Body and marriage: St Paul's teaching that the body is a "temple of the Holy Spirit" (1 Corinthians 6:19), "one flesh" (Genesis 2:24 and Mark 10), and the four qualities of marriage: loving, permanent, exclusive and life-giving.<br>Typology: Adam is a type of Christ and Eve is a type of Mary; Genesis 3:15 is the Protoevangelium, or "first Gospel".</td></tr>
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| | **Women of salvation history:** Hannah as a role model, how the holy women kept alive the hope of salvation (CCC 64), the Magnificat, and why St Josephine Bakhita is a "woman of the Magnificat". |
| **Science** | Use SENECA, BBC BITESIZE, COGNITO, YouTube, Year 7 and 8 knowledge organizers on the school website and your revision guide to revise.<br>**<u>Topics to revise:</u>**<br>**<u>Combined Science:</u>**<br>• KS3 Science – all topics covered in Year 7 and 8.<br>• Year 9 topics B1 – 'You and your genes' and 'B2 – Health and Disease'.<br>**<u>Triple Science</u>**<br>- KS3 Science – all topics covered in Year 7 and 8.<br>- Year 9 topics B1 – 'You and your genes' and 'P1 - Radiation and Waves'. |
| **History** | **Protests and change unit:**<br>**1. Campaign for women's rights:** The Suffragette movement, The Epsom Derby, Women in WW1, The Women's liberation movement, the campaign for equal pay, Women around the world.<br>**2. The Civil rights movement:** USA in the early 1900s; the end of slavery, segregation, the Jim Crow laws, Rosa Parks, Martin Luther King Jr, Malcolm X.<br>**3. Post-war Britain;** The Windrush generation, immigrant experiences in England, The Notting Hill riots, Brixton Riots, relationship with police, Government involvement in immigration.<br>**4. South Africa and Apartheid:** Nelson Mandela, modern protests including Black Lives Matter.<br>**Previous knowledge recall from Y7 and 8:**<br>WW1, the Industrial Revolution and Medieval England.<br>**Skills:** Source work, keywords, extended writing (PEE paragraph structure), chronology |
| **Geography** | **Population topic**<br>• Population Basics - Current changes to world population, Population distribution<br>• Population Growth - Reasons for growth, predicted growth<br>• Demographic Transition Model - Birth and death rates<br>• Measuring population – Demographic Transition model, Population Pyramids<br>• Ageing Population - Impacts of an ageing population<br>• One Child Policy - Impacts of one child policy<br>**Year 7 and 8 Recall**<br>Weather and climate, Climate Change, Extreme Weather, Rainforests and Cold environments. |

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| | **Skills:** TEA analysis, 4 and 6 figure grid references, Extended writing |
| **French** | **Pupils should revise from the topic 'À l'horizon'. Core vocabulary is in their homework booklets, and revision resources will be given in class.**<br>**Content includes:**<br>• Talking about life after school and exploring KS5 options<br>• Using the near future tense<br>• Talking about learning languages<br>• Using 'on peut' to discuss wider opportunities<br>• Talking about your future job<br>• More practice with common irregular verbs<br>• Describing what your job involves<br>• Talking about your future ambitions using 'je voudrais'<br>• Using masculine and feminine nouns |
| **Spanish** | **Pupils should revise from the topic 'Somos Así'. Core vocabulary is in their homework booklets, and revision resources will be given in class.**<br>**Content includes:**<br>• Talking about things you like using more complex opinions<br>• Talking about your week using sequencers and expressions of frequency<br>• Talking about films<br>• Using the near future tense<br>• Talking about a birthday<br>• Using the preterite tense (past tense)<br>• Using three tenses together |
| **ICT** | • Digital Literacy - Secure Passwords, Rules of the computer room, Respectful emails and email construction, Digital Footprint, Cyberbullying, E-Safety, Digital Literacy, Internet Cookies<br>• Networks and Data Communication - Introduction to Computer Networks, Protocols and IP Addresses, Wired and Wireless Networks, The Internet, Exploring the World Wide Web, The Internet of Things (IoT)<br>• Scratch Programming - Introduction to Computer Programming, Scratch Programming, Sequences in programming, Variables, Selection in programming<br>• Computer systems - Input/output, Software/hardware, Operating systems, CPU, Fetch-Decode-Execute cycle, Data |

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| | modelling<br>• Spreadsheets and Data Modelling - Data V Information, Basic formulas, Basic functions, Modelling data<br>• Python Programming – Algorithms, Sequencing, Selection, If-Else, Iteration, Variables, Loops<br>• User interface design/Digital Graphic Design - House style planning, Creation and content of UIs, Testing of UIs, Vector Graphics, Bitmap<br>• Data representation – Binary, Denary, Binary addition, Logic gates<br>• Cyber security - Types of threats, Malware, Social engineering techniques, Ways to minimise threats, Data Protection (GDPR), Computer Misue Act |
| **Technology** | Revision materials are set as homework on class charts. Pupils should focus their revision on the following areas:<br>- Key terminology: tools and equipment, health and safety related, design related<br>- Biomimicry<br>- Nutrition<br>- Food preparation and storage, including the danger zone<br>- Environmental considerations of design |