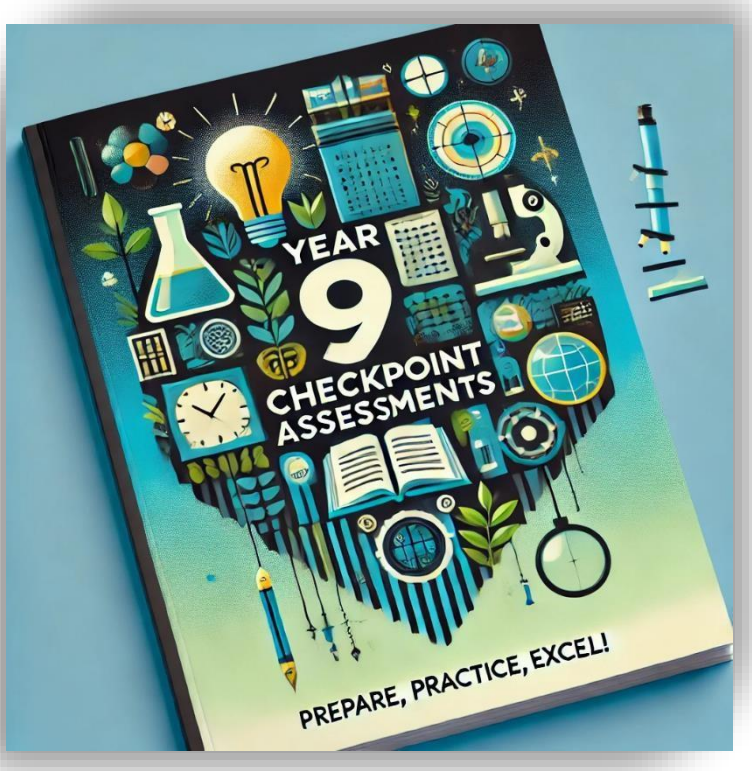
HELSTON COMMUNITY COLLEGE

ASPIRATION • AMBITION • ACHIEVEMENT



Year 9 Checkpoint Assessments

Contents

What to do

Each page has a list of topics or concepts which will be assessed in the Year 9 assessments. There are also links to revision resources on various websites. Use this alongside the revision tips on the first few pages from tutor time to get ready for your Year 9 assessments.

Why Revise?

1. **Boost Your Memory and Beat Forgetting**

Imagine learning something in class, only to forget it a few days later. This happens to everyone, and it's called the "forgetting curve," discovered by psychologist Hermann Ebbinghaus. Without regular review, your brain naturally starts to forget things over time. However, when you go over what you've learned, you strengthen your memory and ensure all that effort doesn't go to waste. Revising for your Year 9 assessments is the key to keeping what you've learned fresh in your mind, helping you remember it for the long term.

2. **Make Learning New Information Easier**

Reviewing things you've already learned gives your brain a solid base for picking up new information more quickly. When you come to class already confident with the basics, it's easier to understand new topics instead of feeling like you're catching up. Think of revision as building a strong foundation—without it, everything else becomes harder!

3. **Gain Confidence and Control**

Sometimes nerves or stress get in the way of doing your best. By revising for your Year 9 assessments, you're not only preparing for the material but also boosting your confidence. When you know your stuff, you can go into the exam room feeling more in control, less anxious, and more focused on doing

your best. Confidence from good revision will help you stay calm, do well, and handle any pressure.

4. **Stay Ahead of the Competition**

Whether we like it or not, grades can be competitive. By revising well for your Year 9 assessments, you give yourself an edge over other students who might not be as prepared. Think of it like training for a big sports event—the more you practice, the better you'll perform when it really counts.

5. **Perfect Your Exam Technique**

Assessments aren't just about showing what you know—they're a chance to improve your exam technique. Revising helps you become familiar with the types of questions you'll face and the best ways to answer them. The more you revise, the better you'll get at managing your time and structuring your answers. This practice will give you a huge advantage when future exams come around because you'll know exactly what to do under pressure.

Revising for your Year 9 assessments isn't just about passing a test—it's about building memory, boosting confidence, staying ahead, and preparing yourself for the future. Make the most of this opportunity!

Summary: How to use flash cards

1.

Identify knowledge

What are you creating flash cards on?

Do you have your knowledge organizer?

Use your book to look at previous misconceptions from whole class feedback.

2.

Colour coding

Use different coloured flash cards for different topics. This helps with organization NOT recall

3.

Designing

1 Question per flashcard.

Making them concise and clear.

Use a one word prompt, so that you can recall as much as you can.

No extended answer questions.

4.

Using

Write your answers down, then check. Or say your answers out loud. This really clearly shows the gaps in your knowledge.

Do not just copy & re-read.

Shuffle the cards each time you use them.

Use the Leitner system to use flash cards everyday.

5.

Feedback

How have you performed when you look back at your answers?

Is there anything you need to revisit in more detail?

Is your knowledge secure? If so, move onto applying knowledge in that area in specific extended exam questions.

Avoid answering the questions in your head: research shows that when you read a question and answer it in your head, you aren't actually testing your knowledge effectively. Say the answer out loud or write it down before checking it against the card, so you are truly testing if you can explain the answer properly

Summary: Self Quizzing

1.

Identify knowledge

Identify knowledge/content you wish to cover.

2.

Review and create

Spend around 5-10 minutes reviewing content (knowledge organisers/class notes/text book)

Create x10 questions on the content (If your teacher has not provided you with questions)

3.

Cover and answer

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4.

Self mark & reflect

Go back to the content and self mark your answers in **green** pen.

5.

Next time

Revisit the areas where there were gaps in knowledge, and include these same questions next time.

Ensure that you complete all subjects and all topics – not just the subjects you enjoy the most of find easiest.
Practice makes perfect!

English: 9E.d, 08/06/26, 9E.f, 9E.g, 9E.h, 09/06/26, 9E.a, 9E.b, 11/06/26, 9E.e, 9E.j, 9E.nu, and, 9E.c 12/06/26.

This assessment is an **end of year test** which will assess your understanding of the texts, poetry, terminology and analytical skills you have studied throughout Year 9. Use the revision tasks below to help you revise key knowledge, quotations, themes, structure and language techniques from across the year. You should use your exercise books, anthology and class resources to support your revision.

Section A: Key Terminology Revision

Create a Glossary

Make revision flashcards or a glossary for the following terms:

- Tragedy
- Tragic hero
- Hamartia
- Narrative hook
- Theme
- Volta
- Plosive alliteration
- Structure
- Viewpoint
- Perspective
- Non-fiction

For each term:

Write a definition

Give an example

Explain why writers use it

Section B: Tragic Drama Revision

Write a paragraph explaining:

- What the conventions of a tragic drama are (THINK: when you studied Macbeth
- What the terms **hamartia**, **hubris** and **peripeteia** mean
- What a tragic hero is
- How Macbeth fits the role of a tragic hero
- Which mistakes lead to his downfall
- How we see this in the play

Section B: Power and Conflict Poetry Revision

Create a table to include notes on each of the poems you have studied:

- London
- The Prelude
- Bayonet Charge
- Charge of the Light Brigade
- My Last Duchess
- Ozymandias

Include:

- Main themes
- Key quotations
- Structure
- Language techniques

- Poet's message

For each poem, create a flashcard with 2 key quotes from that poem and practise memorising them

Note down what technique each quote uses and what it suggests.

Use your flashcards to cover and test yourself.

Romantic Poets Research

Create a fact file on Romantic poets.

Include:

- Their interest in nature
- Emotions and imagination
- Individual experience
- The sublime
- Why nature is important in Romantic poetry

Watch these revision videos to help: https://www.youtube.com/watch?v=PV_EeGJmWqA

https://www.youtube.com/watch?v=5yVflZI3Mr0

https://www.youtube.com/watch?v=itfGGpFIloc

https://www.youtube.com/watch?v=Zwgv-MdWDYU

https://www.youtube.com/watch?v=4--ViHqsaNc

https://www.youtube.com/watch?v=McAbDpgtje0

Maths: 9M.m (09/06/26) 9M.k, 9M.l, 9M.n, 9M.p, 9M.q, 9M.r, 9M.s, 9M.t (10/06/26)

You will have 1 exam paper lasting 60 minutes; you can use a calculator in this assessment.

The assessment is conducted in the lesson time and is a timed assessment taking one hour. The assessment contains questions on the topics you have studied so far, this academic year:

- Forming and solving equations
- Testing conjectures
- Three-dimensional shapes
- Numbers
- Using percentages
- Maths and money
- Geometric deduction
- Rotation and translation
- Pythagoras' Theorem

You should attempt all the questions, following the instructions given in each question. You may use a calculator for this assessment.

Topics to revise:

The exam will cover topics that you have studied so far during Year 9. The table below summarises the units which will be assessed.

Year 9	
1	Straight line graphs
2	Forming and solving equations
3	Testing conjectures

Revision resources:

Topics Within the Assessment	
Forming and solving equations	Sparx code
Solve one- and two-step equations and inequalities	M707, M634
Solve one- and two-step equations and inequalities with brackets	M647, M855
Solve equations with unknowns on both sides	M401, M902
Inequalities with negative numbers	M509, M554
Solve inequalities with unknowns on both sides	M957, M384
Solving equations and inequalities in context	M118, M732
Substituting into formulae and equations	M417, M327
Rearrange formulae (one-step)	M208, M979
Rearrange formulae (two-step)	M242, M983
Testing conjectures	Sparx code
Factors, Multiples and Primes	M823, M322
Expand a pair of binomials	M108, M960

Three-dimensional shapes	Sparx code
Know names of 2-D and 3-D shapes; recognise prisms	M767, M518
Sketch and recognise nets of cuboids and other 3-D shapes	M229, M390
Plans and elevations	M269, M996
Find area of 2-D shapes	M291, M705
Surface area of cubes and cuboids	M303, M884
Surface area of triangular prisms	M534, M661
Surface area of a cylinder	M936, M765
Volume of cubes and cuboids	M722, M697
Volume of other 3-D shapes – prisms and cylinders	

Numbers	Sparx code
Integers, real and rational numbers	M135, M106
Work with directed number	M288, M928
Solve problems with integers	M347, M187
Solve problems with decimals HCF and LCM	M354, M227
Adding and subtracting fractions	M698, M365
Multiplying and dividing fractions	M835, M601
Solving problems with fractions	M931, M157
Numbers in standard form	M197, M110
	M265, M645
	M619, M719
	M678

Using percentages	Sparx code
Use the equivalence of fractions, decimals and percentages	M958, M264
Calculate percentage increase and decrease; express a change as a percentage	M235, M476
Solve 'reverse' percentage problems; recognise and solve percentage problems	M533, M528

Maths and Money	Sparx code
Solve problems with bills and bank statements	M222
Calculate simple and compound interest	M901
Solve problems with Value Added Tax	U533
Calculate wages and taxes	U332
Solve problems with exchange rates	U610
Solve unit pricing problems	M681

Geometric Deduction	Sparx code
Angles in parallel lines	M606, M319
Solving angles problems using chains of reasoning	M393, M653
Solving angle problems with algebra	

Rotation and Translation	Sparx code
Identify the order of rotational symmetry of a shape	M523
Compare and contrast rotational symmetry with line symmetry	M910
Rotate a shape about a point on a shape or a point not on a shape	M139
Translate points and shapes by a given vector	

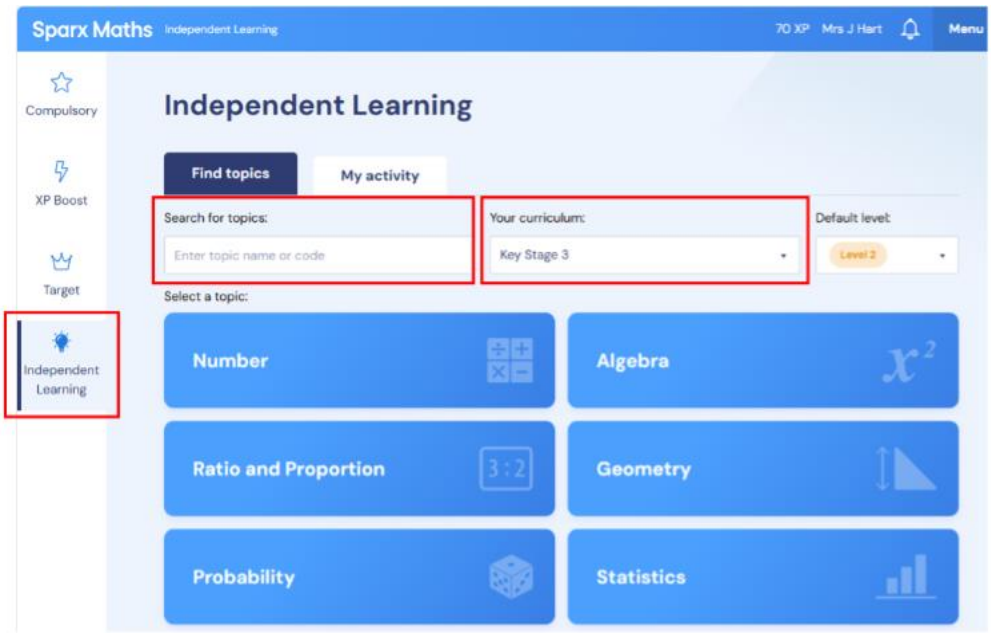
Pythagoras' Theorem	Sparx code
Squares and square roots	M135
Identify the hypotenuse of a right-angled triangle	M677
Determine whether a triangle is right-angled	M480
Calculate the hypotenuse of a right-angled triangle	M147
Calculate missing sides in right-angled triangles	

Use Pythagoras theorem on coordinate axes	

Revision Resources

Use the Sparx codes listed above to revise the topics you have studied in maths this year

- Go to www.sparxmaths.com and log in using the username and password you created in class with your teacher.
- Click on the 'Independent Learning' tab on the panel on the left of the screen.
- Make sure you select your curriculum as 'Key Stage 3'.



- You can enter topic code numbers (e.g. M241) or key words into the topic search bar. Sparx topic code numbers are listed above for all the units of work which are included in the assessment.
- Each topic has practice questions; the questions are split into 'introduce', 'strengthen' and 'deepen'. You should work your way through each of the sections. A video is attached to every question to help explain the skill required if needed.
- You can adjust the difficulty of the questions, as necessary. There are 4 levels to choose from with level 1 being the easiest and level 4 being the hardest.
- You can also look back at the lesson resources your teacher uploaded to Showbie for these topics and the additional notes you added on Showbie or in your exercise book. Work through the examples and purposeful practice questions again to help you to remember the topics.
- Use the knowledge organisers to review each of the topics.

Science: 9Sc.m, 10/06/26, 9Sc.q, 15/06/26, 9Sc.l and 9Sc.n, 16/06/26, 9Sc.p, 9Sc.r, and 9Sc.t, 17/06/26, 9Sc.k and 9Sc.s, 18/06/26

Topics to revise:

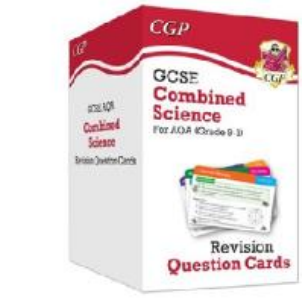
Biology	**Types of cells – animal, plant, bacteria** **Cell organelles** **Function of cell organelles** **Microscope use**
Chemistry	**Atoms and Ions** **Electronic structures** **Chemical bonding – Covalent, Ionic and metallic** **Properties linked to bonding**
Physics	**Contact and non-contact forces** **Scalar and vector** **Resultant forces** **Gravity, mass and weight**

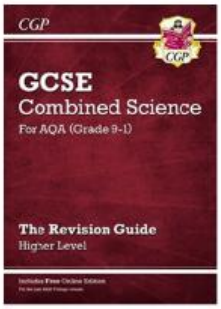
- Knowledge organisers, checklists and revision maps have been allocated to you via class charts and Showbie.
- A set of exam questions has also been allocated for you to complete as part of your revision.
- A Showbie Science revision room for you to join with additional revision resources
  Code: E2GCCE You must set up Showbie using you new @helston.tpacademytrust.org email.

Good resources for revision

- Revision guide, workbooks, revision card packs can be ordered from the school shop.
- Cognito videos with linked worksheets for each small topic/key concept Cognito - YouTube
- Seneca learning Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)

Content	Resources available from Cognito
Lesson by lesson topic material to review Including quizzes, flash cards and exam questions	Biology Lessons | GCSE Biology AQA Higher Combined | Cognito (cognitoedu.org) Chemistry Lessons | GCSE Chemistry AQA Higher Combined | Cognito (cognitoedu.org) Physics Lessons | GCSE Physics AQA Higher Combined | Cognito (cognitoedu.org)

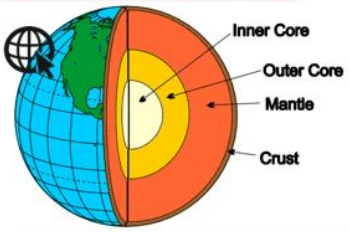




Geography: 9G.g, 08/06/26, 9G.j, 09/06/26, 9G.b, 10/06/26, 9G.a, 11/06/26, 9G.d, 9G.e, and 9G.f, 12/06/26, 9G.c, 15/06/26, 9G.h, 16/06/26

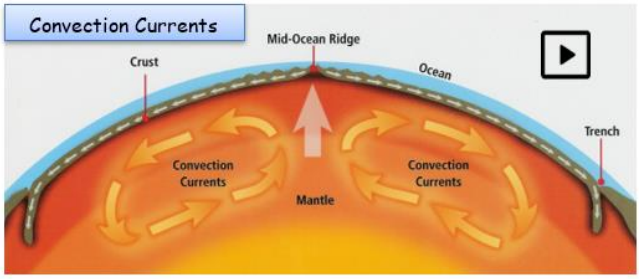
Topics to revise:

The structure of the Earth

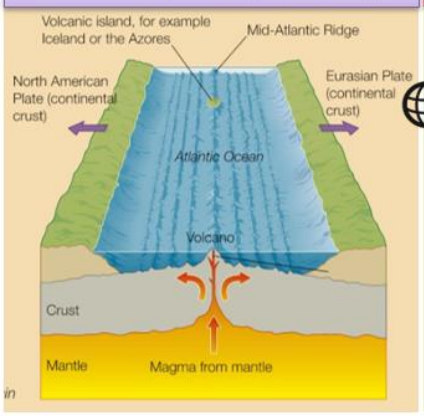


Oceanic Crust	Continental Crust
Dense	Less dense
Made and destroyed	Not made or destroyed
Thinner	Thicker

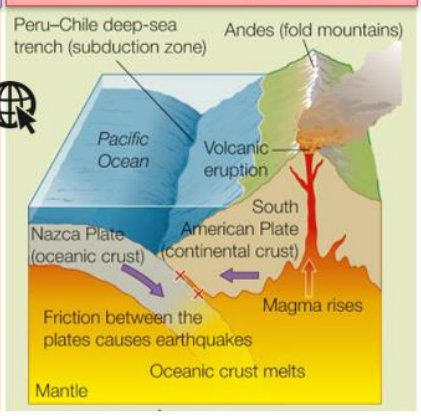
Convection Currents



Constructive plate margin (boundary)



Destructive plate margin (boundary)



Conservative plate margin (boundary)

EXAM TIPS

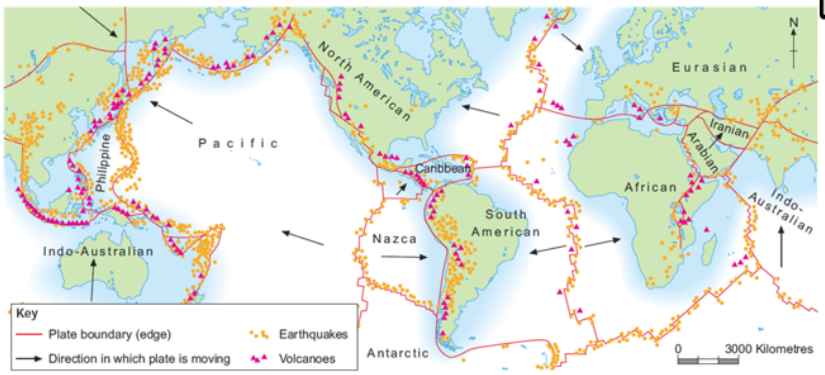
When describing distribution, don't forget it's as easy as a cup of TEA!

Trend: Where is it found overall (hemisphere, latitude)?

Evidence: Refer to specific countries, compass directions

Anomaly: Do any locations not fit the overall pattern?

The distribution of tectonic hazards



Revision task:

1. *Describe the global distribution of volcanoes and earthquakes. (4)*
2. *Explain why the majority of earthquakes and volcanoes are on plate boundaries. (4)*

Type of boundary	Description of boundary	Features	Example
Constructive	• Two plates moving apart driven by convection currents • Magma forces its way to the surface between the plates forming volcanoes • As it breaks through it fractures the crust, causing small earthquakes • Lava is very hot and runny (**basaltic**)	Shield volcanoes Runny Lava Weak earthquakes Submarine volcanoes	Mid-Atlantic ridge (Visible in Iceland)
Destructive	• Two plates moving towards each other • Denser oceanic plate is forced into the mantle (**subducted**) and melts • Deep ocean trenches are formed where they meet • Friction between the two plates causes strong earthquakes • Excess magma is forced up through continental crust forming volcanoes • Magma is thick (**acidic**) • Where they plates collide the continental crust is crumpled forming mountains (e.g. Andes)	Strato volcanoes Thick lava Strong volcanoes Ocean trenches Fold mountains	West coast of South America, forming the Andes
Conservative	• Two plates move past each other • Often one plate is moving faster than the other • Friction between the plates causes earthquakes • **No** volcanoes are formed	Large earthquakes **NO** volcanoes	San Andreas Fault, California

The effects of climate change

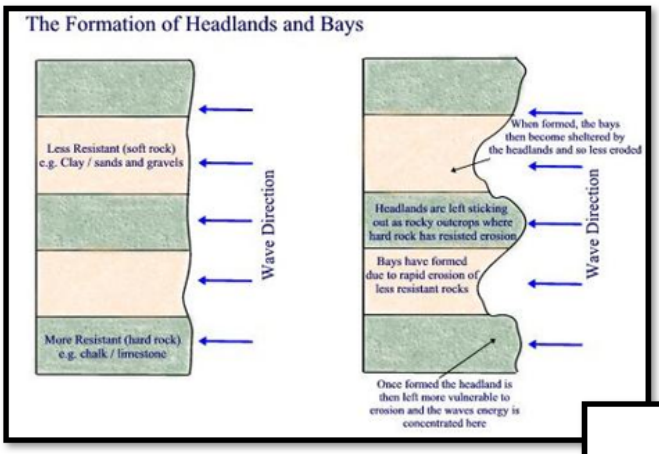
Location	Social	Economic	Environmental
UK	Extreme heat is predicted to cause major problems for the elderly in the UK 27 million people will be living in water deficit areas by 2050	Coastal defences such as the Thames barrier will soon need to be built higher, costing £billions Farmers may be able to grow new crops (Wine Grapes) more in the UK leading to new opportunities	Coastal habitat such as salt marshes will flood destroying vital habitat for wading birds Species that rely on snowfall in Northern Britain will struggle (e.g. Mountain Hare)
Global	Diseases, such as malaria are expected to become more prevalent further North & South of the Equator as temperatures rise People in low-lying countries like Bangladesh & the Maldives may become homeless	Pests that attack farmer crops are likely to increase in many developing countries as it gets hotter Tropical storms are more likely with warmer ocean temperatures leading to expensive damage. Hurricane Katrina cost $108 Billion	Droughts & forest fires in tropical rainforest regions are likely to destroy habitat Permafrost in the Arctic will melt leading to huge release of greenhouse gases like methane

Developing brownfield sites is good because…	Developing greenfield sites is good because…
The land is normally close to city centres There are usually already services like water and power supplies in place Replacing run-down empty building improves the image of the area You're not building on farmland or causing more loss of rural habitat	Land is normally cheaper There is space to build large houses with gardens They often are surrounded by attractive areas Can be built close to main roads and motorways for easy access

Chile vs Nepal earthquake – tectonic hazards

	Chile	Nepal
Date	February, 2010	April, 2015
Magnitude	8.8 Richter scale	7.9 Richter scale
Wealth of country	High Income Country (HIC) GDP per capita $23,150	Lower-middle Income Country (LMIC) GDP per capita $2,710
Primary effects	• 500 dead, 12,000 injured • 220,000 homes and 56 hospitals destroyed • US$30 billion damage	• 9000 people dead and 20,000 injured • 3 million people homeless • US$5 billion damage
Secondary effects	• 1500km of road damage • Landslides cut off remote communities for many days • Several coastal towns devastated by a tsunami	• Landslides and avalanches blocked roads stopping relief efforts • Avalanche on Mount Everest killed 19 • An avalanche created a pressure wave in Langtang killing 300 people
Immediate responses	• Emergency services acted quickly. Emergency field hospitals, satellite phones, floating bridges all set up • Repairs made to important Route 5 north-south highway within 24 hours, enabling aid to be transported	• Search and rescue teams from India and the UK sent • Field hospitals set up as hospitals were overcrowded • 90% of tourist bookings were cancelled immediately after the earthquake.
Long term responses	• One month after quake the government launched a housing reconstruction plan to help 200,000 households • The repairs to major ports and other infrastructure took 4 years.	• Roads repaired and landslides cleared. • Lakes created by landslides drained to reduce flood risk • Stricter controls on building codes.

The formation of Bays and Headlands on the coast



Types of erosion

Type of erosion	Description
Hydraulic action	Power of the waves as they smash onto a cliff. Trapped air is forced into holes and cracks in the rock eventually causing the rock to break apart. This explosive force is called cavitation.
Attrition	Rock fragments carried by the sea knock against one another causing them to become smaller & more rounded.
Abrasion	This is the 'sandpapering' effect of pebbles grinding over a rocky platform often causing it to become smooth.
Solution	The dissolving of soluble chemicals in rocks, e.g. limestone.
Corrasion	Fragments of rock are picked up & hurled by the sea at the cliff. The rocks act like tools scraping & gouging to erode the rock.

Crown Head

History: 9H.h, and 9H.j, 08/06/26, 9H.b, and 9H.g, 09/06/26, 9H.a, 9H.d, 9H.e, and 9H.f, 10/06/26, 9H.c, 12/06/26

The Assessment will take place in one lesson and will last 1 hour.

The assessment contains a range of questions to assess your knowledge of Nazi Germany, World War Two, life after war including the United Nations and European Union and varying aspects of the Cold War.

You will be assessed on your key knowledge, source analysis, extended writing and Spelling, Punctuation and Grammar. This assessment is designed so that all students can showcase their knowledge and understanding.

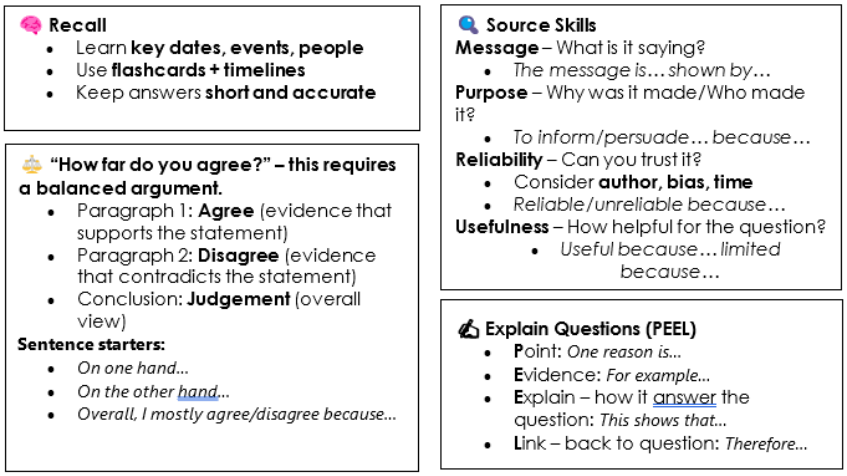
Topics to revise:

Topic 1: **Nazi Germany:** including key topics such as women in Nazi Germany.

Topic 2: **World War Two:** Including key topics such as the Battle of Britain, WW2 turning points and the dropping of the Atomic Bombs.

Topic 3: **Life after war:** United Nations and European Union

Topic 4: **Cold War:** Including key events such as the Berlin Blockade and the Cuban Missile Crisis.



Revision resources:

Showbie class code – EHDW8F

Nazi Germany

- Overview – https://www.johndclare.net/KS3/4-4-3g.htm-
- Women – https://www.bbc.co.uk/bitesize/guides/zqrfj6f/revision/1

World War 2

- Overview – https://www.bbc.co.uk/bitesize/articles/z6vff82
- Overview – https://www.bbc.co.uk/bitesize/topics/zk94jxs
- Battle of Britain – https://www.bbc.co.uk/bitesize/articles/zgm77yc
- Atomic Bomb – https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/5

Life after war

- United Nations – https://www.bbc.co.uk/bitesize/articles/zjmm7yc

Cold War

- Overview – https://www.bbc.co.uk/bitesize/topics/z8k9q6f
- The Berlin Blockade – https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/8
- The Cuban Missile Crisis – https://www.bbc.co.uk/bitesize/articles/zvrvf82

French: all classes 11/06/26

The assessment will take place in one lesson. There are three sections: Listening; Reading; Writing.

The assessment will cover the topics that pupils have covered this year.

Topics to revise:

- Describing where I live (location/ climate/ what there is to do)
- Dream and aspirations
- My routine
- Talking about what I do to keep healthy (sports/ lifestyle)
- Talking about the environment

ASSESSMENT SKILLS:
Reading, listening and writing

GRAMMAR:

- On peut + infinitive Il faut + infinitive
- The past (perfect tense)
- Adjectives and agreement/position
- Future tense (je vais / je veux + infinitive)

Revision resources:
Sentence builders – revise the vocabulary on them. Make notes, flashcards, mind maps on each topic. Ask someone to test you on the vocabulary,

Quizlet: Revise key vocabulary

Practise writing – you will be asked to write 50-60 words relating to topics we have studied. Get prepared and practise writing this from memory! Learn useful sentence starters and key verbs from your knowledge organisers.

Spanish: all classes 11/06/26

You will be tested on 3 skills on a variety of topics that you have covered throughout KS3. There will be a listening section with a comprehension question and some dictation, a reading section with comprehension questions and translation to English, and a writing section that you will be given separately but within the same test time. The written section will include a multiple-choice grammar question and a longer written paragraph in which you will need to be able to give some information in the present tense, past tense and future tense. You will need to write from memory.

Topics to revise:

Reading and listening (learning vocab for recognition)

- School subjects and opinions
- Family
- Descriptions
- Free time activities
- Talking about the cinema

Writing (learning vocabulary to produce from memory)

- Basic grammar concepts such as gender, adjectival agreement verb parts.
- Topics for writing: Likes and dislikes, a description in the past of a recent weekend & future plans.
- To produce your written piece, you will need to revise:
- Key verbs in the past, present and future tense
- Expressing opinions with reasons
- Connectives
- Time markers for different tenses
- Sequencing and frequency phrases
- Quantifiers
- Variety of adjectives

Revision resources:

- Review lessons on Showbie and from your class notes.
- Use Knowledge organisers for support.
- Practice key vocab and tenses on Language Gym.
- Use Quizlet to review vocabulary.
- Create mind maps / flashcards to revise key vocabulary.

Technology: 9Ty.ab1, 9Ty.ab2, 9Ty.ab3, and 09/06/26, 9Ty.efg1, 9Ty.efg2, 9Ty.efg3, and 9Ty.efg4, 10/06/26, 9Ty.cd1, 9Ty.cd2, and 9Ty.cd3, 11/06/26, 9Ty.hj1, 9Ty.hj2, and 9Ty.hj3, 12/06/26

A broad coverage of topics covered during the KS3 projects.

- The assessment will be made up of a range of multiple choice, True/ False answer questions where each question is worth 1 mark.

Coverage associated with selected processes & materials.

Topics of Study:

- Manufacturing Processes;
- Materials Properties & Characteristics;
- Mechanisms & Motion;
- Design Cycle;
- Sustainability;
- Tools & Equipment
- Presentation Techniques

Revision resources:

Link to Knowledge Organisers associated with course content & each project topic, delivered throughout KS3: KS3 Knowledge Organisers

- These will be shared via Showbie

Pupils will also have access to the KS3 D&T SENECA platform.

Other useful resources include:

Seneca – Up to GCSE only	BBC Bitesize	D&T/ Engineering Student
https://app.senecalearning.com/	GCSE Design and Technology - AQA - BBC Bitesize	The Design and Technology Site - ENGINEERING

Drama: 9Dr.e, and 9Dr.g, 08/06/26, 9Dr.d, 9Dr.h, and 9Dr.j, 09/06/26, 9Dr.b, and 9Dr.c, 10/06/26, 9Dr.f, 12/06/26, 9Dr.a, 15/06/26

Assessments will take place in the lessons between the 8th and 12th of June.

The test will be on their current topic of 'Wonderland' (evaluating live theatre performance)

Students will be assessed on:

- Their evaluative skills
- Their analytical skills
- Creativity
- Their understanding of how live theatre creates an effect for an audience.

Resources:

BBC Bitesize - GCSE Drama - AQA - BBC Bitesize

RE: 9Re.a, 9Re.e, and 9Re.f, 09/06/26, 9Re.d, 9Re.h, and 9Re.j, 12/06/26, 9Re.g, 16/06/26, 9Re.b, 17/06/26, 9Re.c, 19/06/26

There will be a mixture of GCSE style questions – (a) type questions which students give definitions to key words and concepts, (b) style questions in which student must describe key beliefs, and (c) part questions in which students must explain different beliefs.

Topics to revise:

Students have studied a unit of work from the GCSE Eduqas Religious Studies specification on, 'Islam beliefs'

This unit develops three key skills:

- **Making sense of belief**

This explores the **core beliefs of Islam** and helps students understand what Muslims believe about God, prophets, and guidance for life. Students examine the belief in **Tawhid**, the oneness of Allah, and why it is the foundation of Islam. They explore the **nature of Allah**, including beliefs that Allah is all-powerful, all-knowing, merciful, just, and beyond full human understanding.

Students also learn about the role of the **Prophet Muhammad** as the final prophet of Islam and why he is seen as a key role model for Muslims. They explore how Muslims believe Allah communicates with humanity through **revelation**, focusing on the Qur'an and other holy books sent to earlier prophets. In addition, students study differences within Islam by exploring **Sunni and Shi'a beliefs**, particularly around leadership and authority in the Muslim community.

- **Making connections**

This gives students the opportunity to reflect on how Islamic beliefs might shape attitudes, values, and behaviour. Students consider how belief in one God encourages commitment, responsibility, and worship, and how belief in Allah's justice and mercy might influence how Muslims treat others.

They also explore how belief in prophets and guidance helps Muslims understand how to live a good life, and how different interpretations within Islam (such as Sunni and Shi'a traditions) show that belief can be understood and expressed in different ways. This allows students to think about how shared beliefs can unite people, while differences in understanding can also shape religious identity.

- **Understanding the impact**

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This assessment will assess the skills of:

- **Knowledge recall –** through short questions on key Islamic beliefs, vocabulary, and figures studied in the unit
- **Understanding key concepts –** through activities that require students to describe and explain key beliefs (such as the nature of Allah, prophecy, and sources of authority)

Key ideas

- **Belief in Allah** – including Tawhid (the oneness of Allah), key attributes of Allah (such as merciful, just, and all-powerful), and why shirk is considered a serious sin
- **The nature of Allah** – including ideas of transcendence and immanence, divine justice, and the use of the 99 names to understand Allah's character
- **The Prophet Muhammad** – his role as the final prophet, receiver of revelation, and why Muslims see him as a key role model
- **Revelation and holy books** – the Qur'an as the final and most important revelation, other holy books given to earlier prophets, and why Muslims view the Qur'an as the main source of guidance
- **Sources of authority** – including the Qur'an, the Hadith and Sunnah, and how these guide Muslim belief and behaviour
- **Diversity within Islam** – key differences between Sunni and Shi'a beliefs, especially around leadership and authority in the Muslim community
- **Impact of belief** – how beliefs about Allah, prophecy, and guidance influence worship, behaviour, and moral decision-making in the lives of Muslims today

Revision resources:
To help students revise they can use:

For General Islam

https://www.bbc.co.uk/bitesize/articles/zrxxgwx

https://www.bbc.co.uk/bitesize/articles/znhjcqt

Knowledge Organiser - See below

For Specific areas:

- Sunni and Shia - https://www.bbc.co.uk/bitesize/topics/zm2qywx/watch/zx9p9ty and https://www.bbc.co.uk/bitesize/topics/zg8kh4j/watch/zwgtcxs
- Sunni and Shia guide - https://www.bbc.co.uk/bitesize/guides/zmp6pbk/revision/3
- The Nature of God - https://www.bbc.co.uk/bitesize/guides/zjx7xfr/revision/1
- Prophethood - https://www.bbc.co.uk/bitesize/guides/zmp6pbk/revision/1
- Holy books - https://www.bbc.co.uk/bitesize/guides/zmp6pbk/revision/6
- Muhammad - https://www.bbc.co.uk/bitesize/topics/zyb4q6f/watch/zf9k2hv

Showbie

Students have lessons on showbie which has information they can use to revise key ideas from the unit of work

Islam knowledge Organiser

Core Beliefs about Allah
Tawhid

- Belief in the **oneness of Allah**
- Allah has **no partners, children, or equals**
- Most important belief in Islam

Nature of Allah
Muslims believe Allah is:

- **Omnipotent** – all-powerful
- **Omniscient** – all-knowing
- **Merciful / beneficent** – compassionate and forgiving
- **Just** – judges fairly
- **Transcendent** – beyond time and space
- **Immanent** – close to humanity

Shirk

- The sin of **associating partners with Allah**
- Considered the **greatest sin** because it goes against Tawhid

99 Names of Allah

- Describe Allah's qualities (e.g. *Al-Rahman* – *The Most Merciful*)
- Help Muslims understand Allah's nature

The Prophet Muhammad

- Born in **Mecca**
- The **final prophet** (*Seal of the Prophets*)
- Chosen by Allah to receive **revelation**
- Received the Qur'an through **Angel Jibril**
- Received revelation over **23 years**
- A **role model** for Muslims (his life is the *Sunnah*)

Why Muhammad is important

- Delivered Allah's **final message**
- Received the **Qur'an**
- Shows Muslims **how to live**

Revelation and Holy Books

Revelation

- Messages sent by Allah to guide humanity
- Given through **prophets** and **angels**

The Qur'an

- Final and most important holy book
- Direct word of Allah
- Revealed to Muhammad
- **Unchanged and perfect**

Other Holy Books (respected but not followed in the same way):

- **Tawrat** – given to Musa (Moses)
- **Zabur** – given to Dawud (David)
- **Injil** – given to Isa (Jesus)

Hadith

- Sayings of Muhammad
- Help Muslims understand how to practise Islam

Sunnah

- Actions and example of Muhammad
- Guides daily behaviour

Sources of Authority in Islam

- **Qur'an** – most important source
- **Hadith and Sunnah** – explain how to live correctly
- All guidance helps Muslims understand **Allah's will**

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Keyword	**Meaning**
Allah	Arabic word for God
Tawhid	Oneness of Allah
Shirk	Associating partners with Allah
Muhammad	Final prophet of Islam
Qur'an	Holy book of Islam
Revelation	Message from Allah
Hadith	Sayings of Muhammad
Sunnah	Actions of Muhammad
Sunni	Majority branch of Islam
Shi'a	Branch that follows the Imams
Caliph	Leader after Muhammad
Imam	Leader in Shi'a Islam

Computing: 9Cp.l, 9Cp.r, 9Cp.s, and 9Cp.t, 15/06/26, 9Cp.k, 16/06/26, 9Cp.m, 17/06/26, and 9Cp.p, 18/06/26, 9Cp.n, 9Cp.q, 22/06/26

Topics to revise:

	Content Summary
Data and Information	Explain the difference between data and information Critique online services in relation to data privacy Identify what happens to data that is entered online Explain the need for the Data Protection Act
Security risks to data	Recognise how human errors pose security risks to data Implement strategies to minimise the risk of data being compromised through human error
Hacking & Types of Attack **Computer Misuse Act**	Define hacking in the context of cybersecurity Explain how a DDoS attack can impact the users of online services Identify strategies to reduce the chance of a brute force attack being successful Explain the need for the Computer Misuse Act (1990)
Malware	List the common malware threats Examine how different types of malware cause problems for computer systems Question how malicious bots can have an impact on societal issues
Probability of threats	Compare security threats against their probability and their potential impact to organisations Explain how networks can be protected from common security threats
Preventing threats	Identify the most effective methods to prevent cyberattacks

Resources:

Learning graph - Cyber security - Y9.pdf

Google Classrooms for each class share all lesson material as well as links to the above resources.

Suggested revision session timings

25 minutes on a topic
5 minutes break
25 minutes on a different topic
5 minutes break
25 minutes on a different topic
5 minutes break
25 minutes on a different topic.

This means you can revise four different topics in two hours. If you want to revise for a longer period, stick with the 25 minute sessions and do more of them (with 5 minute breaks in between).

In your breaks, make sure that you move around, drink water, eat something.

If you are planning to revise a topic for the first time, you may want to produce a mind map or make flash cards.

If you are revisiting a topic, then it would be sensible to focus on retrieving the mind map or the flash card from memory (then checking how successful you were in remembering the key information), or complete some past paper questions.

Reward yourself at the end of each productive revision session.

Avoid all distractions:

- ⇨ Be honest and strict with yourself;
- ⇨ Keep your TV, computer, laptop, iPad, phone, WhatsApp, Instagram, Snapchat and any games **away;**
- ⇨ Music can interfere with your thinking – switch it off until you have your break;
- ⇨ Do not waste time or delay starting.