BANGOR ACADEMY & SIXTH FORM COLLEGE

KEY STAGE 3 WINTER 2026

ASSESSMENTS REVISION GUIDE


Art and Design


English


French


Geography


History


Home Economics


Learning for Life and Work


Maths


Music


Religious Education


Science


Technology

https://bangor.academy



"The only one who can tell you 'you can't win' is you."

Dame Jessica Ennis-Hill,
British Olympic gold medalist and three-time world champion heptathlete.

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KEY STAGE 3 2026
Winter Assessments Revision Guide

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Key Stage 3 Winter Assessment schedule

2-week Assessment Window: Monday 23rd November – Friday 4th December 2026 (inclusive).

- Internal school Winter Assessments for Years 8, 9 and 10 will take place during a 2-week Assessment Window: Monday 23rd November – Friday 4th December.

- These assessments will be held by subject teachers, during normal timetabled lessons and in usual classrooms.

- Subject teachers will schedule assessments in line with the Assessment Window calendar below and will notify students and parents/carers of specific dates and times via SIMS and/or Google Classroom.

	Week 1 **Mon 23rd Nov – Fri 27th Nov**	**Week 2** **Mon 30th Dec – Fri 4th Dec**
Year 8	Art English French Geography HE RE	History LLW Maths Science Technology
Year 9	French History LLW Maths Science Technology	Art English Geography HE RE
Year 10	Art English Geography HE RE Technology	French History LLW Maths Science

Assessment tips and guidance

Organisation:

Your brain needs to be able to order your thoughts. To help it do this you need to organise all aspects of your learning:

1. Work out the best location for your revision
2. Work out your favourite styles of revision
3. Work out the best times for you
4. Organise the area in which you want to work
5. Create a detailed revision guide
6. Make sure you know what you are revising
7. Look after your health; get fresh air, drink water and eat healthy food

Brain facts:

1. You have an infinite ability to remember everything and anything you want!
2. We all need to give our brains a bit of help to store information.
3. If you try different ideas your memory will improve and become more creative.
4. Your memory works best if you stimulate your imagination.
5. It is easier to remember things that you like and think positively about. Don't tell yourself 'you mustn't forget something' tell yourself you must 'remember' it.

Revision Techniques/memory aids:

1. Note taking:

This is probably the most common form of revision. Don't spend too much time worrying about the presentation of your notes. Get the information down and organise it later. Thoughts flash across our minds all of the time and it is vital that you capture them as soon as possible rather than worrying about the colour of your pen! Turning information into something else will help it lodge in your brain!

2. Underlining:

Underlining the main features or picking out the main facts is extremely useful. This is also key when faced with exam questions.
Tip:
From a textbook or your notes, underline the 10 most important words.

3. Colour coding:

Use highlighter pens to 'highlight' information under a range of headings. Use different colours for different ideas or themes. Using highlighters makes revision more active
Tip:
If you type your notes, try making the vital information a different **colour** or different **size**!

4. Spider diagrams/Memory/Mind Maps:

A quick way of organising information. Most useful for when your brain feels full and you need to get your ideas down quickly.

1. Start with the paper in landscape.
2. Use your favourite colours.
3. Start in the centre with an image that summarises the topic and write this on it.
4. From the centre draw lines. In capitals write a main idea linked to the theme.
5. From these branches use smaller lines to expand the ideas and illustrate them with small images.
6. Stick them around your bedroom!

7. Acrostics and acronyms:

These may seem babyish but it is effective in sparking ideas and helping you to remember. Use this to sequence information or remember a list. Turn the initials of the words into another word.

My favourite example is in Maths : Silly Old Henry Cantered A Horse Through Our Attic to remember Sine=Opp over Hypotenuse. Cosine=Adjacent over Hypotenuse and tangent = opposite over adjacent.

8. Mnemonics:

Invent strange ways of remembering difficult spellings. Eg Definitely has an I init! Etc…

9. Quiz time:

Turn complicated ideas into 10 quiz questions and test your friends. You could turn it into a text or email challenge.

10. Repetition:

Repeating something 5 times helps your brain to remember:

1. First repetition just after you have first learnt it.
2. Second repetition one day after.
3. Third repetition one week after.
4. Fourth repetition one month after.
5. Fifth and final repetition 3 to 6 months after.

6. Babble Gabble:

With a friend you have to tell him/her everything you know about a topic in 60 seconds. They should then repeat it back in 30 seconds. At the end you can discuss what you missed out. You will be surprised by how much you know!

7. Perspective:

You can argue as long as you like about the need for and the importance of your exams. Whatever your opinion it is worth noting that exams are inevitable and you need to accept this as soon as possible.

1. **Make friends with your teachers. They are professionals with a wide range of experience and they will be able to help you!**

1. Make friends with your family. Explain to them that you need their support over the next few months and there may be moments when you are stressed or anxious and you may be even more grumpy than usual. Ask them to be understanding.

2. **Make an agreement with your friends. You must still have a social life but try to include revision in it somewhere and ask your friends not to pressurise you into going out if there is work you want to finish.**

3. In your revision plan, include lots of relaxation breaks. These give your brain a chance to learn and remember your work.

4. **Consider your health. If you are feeling overwhelmed or unusually sad or tired, speak to someone.**

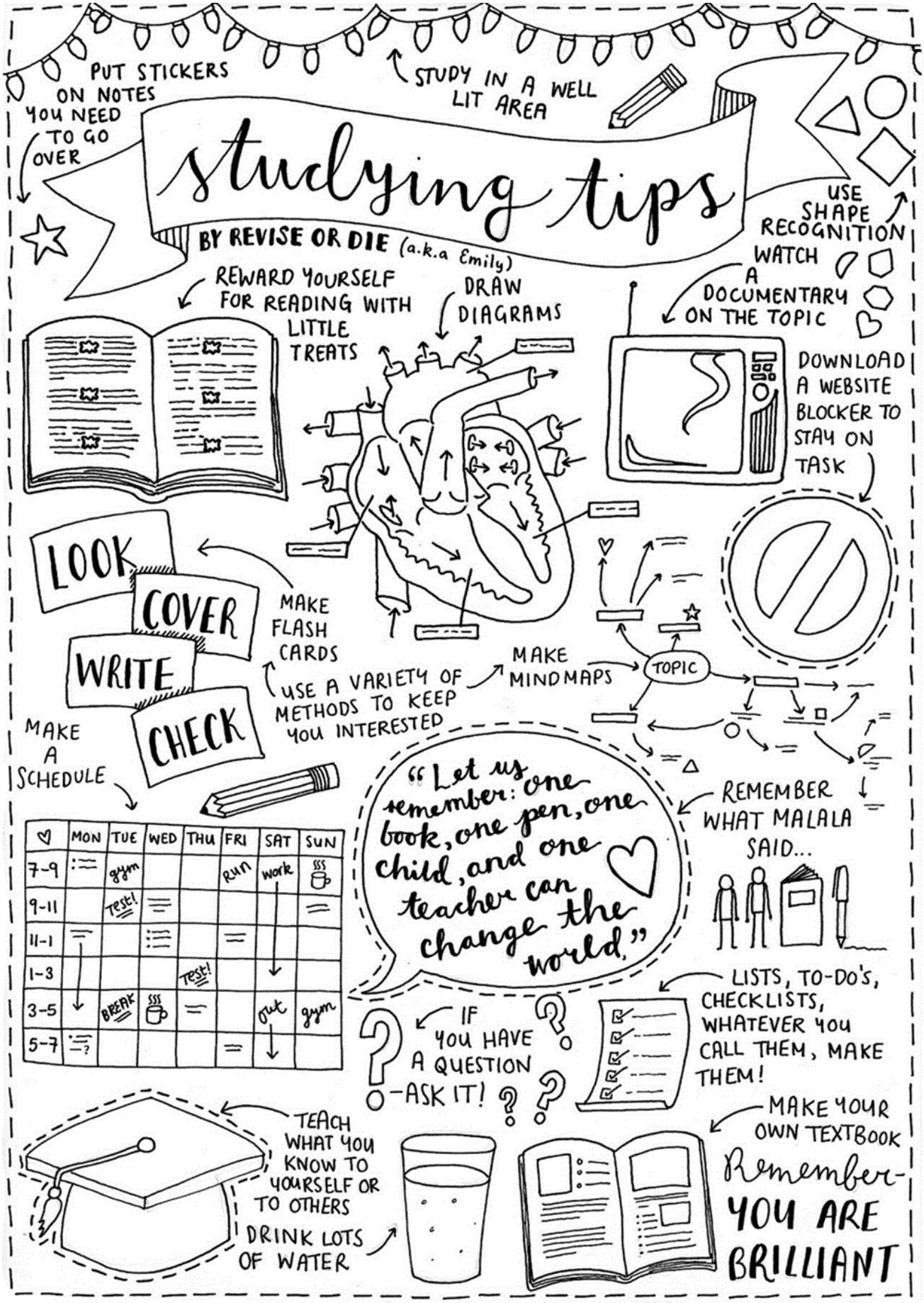
5. Eat healthily and drink plenty of water. Oily fish such as tuna is meant to help your brain develop!

6. **Plan a celebration event with all of your friends at the end of the final exam**.
7. Plan occasional nice activities with friends and family at weekends to take you completely away from your work.

8. **Support yourself by being positive and reminding yourself that you are a wonderful person who deserves to succeed. Be proud of your abilities and support others by being positive. Negative attitudes can be catching.**

9. Keep things in perspective, smile and remember:

'Your best is good enough!'


PUT STICKERS ON NOTES YOU NEED TO GO OVER
STUDY IN A WELL LIT AREA
studying tips
BY REVISE OR DIE (a.k.a Emily)
USE SHAPE RECOGNITION
REWARD YOURSELF FOR READING WITH LITTLE TREATS
DRAW DIAGRAMS
WATCH A DOCUMENTARY ON THE TOPIC
DOWNLOAD A WEBSITE BLOCKER TO STAY ON TASK
LOOK
COVER
WRITE
CHECK
MAKE FLASH CARDS
USE A VARIETY OF METHODS TO KEEP YOU INTERESTED
MAKE MINDMAPS
TOPIC
MAKE A SCHEDULE
MON TUE WED THU FRI SAT SUN
7-9 gym run work
9-11 test!
11-1
1-3 test!
3-5 BREAK out gym
5-7
"Let us remember: one book, one pen, one child, and one teacher can change the world."
REMEMBER WHAT MALALA SAID...
LISTS, TO-DO's, CHECKLISTS, WHATEVER YOU CALL THEM, MAKE THEM!
IF YOU HAVE A QUESTION - ASK IT!
TEACH WHAT YOU KNOW TO YOURSELF OR TO OTHERS
DRINK LOTS OF WATER
MAKE YOUR OWN TEXTBOOK
Remember- YOU ARE BRILLIANT

Art

To be completed in class time. Your teacher will tell you the exact dates closer to the time.

Year 8: Mixed media Christmas baubles.
We will supply the coloured baubles, paint and pastels.





Year 9: **Carefully observe an image of a cartoon figure and draw out using a grid. Shade using pencil tones.** You will be shown how to do this in class.





Year 10: Still-life with skull, flowers and patterned background.
You will look at a still-life, inspired by the Mexican Day of the Dead and the artist Anna Valdez, and shown how to create a mixed media artwork.







English

Key Stage 3 teachers will be focusing on specific skills and techniques in class in preparation for the examinations. Completing revision activities will provide excellent preparation for the examinations.
Every examination will require pupils to use the following skills:

- Proof reading
- Planning in preparation for writing
- Revise written techniques – e.g. alliteration, similes, varied sentencing etc.
- Close reading for understanding
- Close reading to appreciate written devices in written stimulus (Years 9 and 10)

Year 8	Year 9	Year 10
Section A- Pupils will have to read a passage and correct spelling, punctuation and grammar mistakes.	Section A- Reading comprehension. Pupils should revise their writing techniques.	Section A- Proof reading task- pupils will have to check for spelling, punctuation and grammar mistakes.
▪ Section B – Pupils will write a speech. They should revise how to structure their speech and write in a way that aims to hold the attention of their audience.	▪ Section B- Pupils will write an article to persuade their audience. They should revise structure and writing techniques.	Section B- Analysing text- pupils will have to analyse a piece of unseen text. They should revise writing techniques and using PEE to structure their response.



French

Use your class notes and vocabulary lists to revise the following topics in French:

Year 8	Year 9	Year 10
▪ Meeting and greeting people in French ▪ Saying how you are ▪ Saying your name and age ▪ Birthday dates ▪ Numbers 1-31 ▪ Days/months ▪ Alphabet in French ▪ Saying what there is in your schoolbag and pencil case ▪ Describing your classroom ▪ Classroom instructions	▪ Talking about likes and dislikes ▪ Talking about your survival kit ▪ Describing yourself ▪ Talking about other people ▪ Talking about school subjects ▪ Talking about the school day and food in the canteen ▪ Giving opinions and reasons ▪ Numbers 1-31	▪ Talking about television programmes, films, reading and the Internet ▪ Talking about what you do in different weather ▪ Saying what you can do in Paris ▪ Saying what you like doing ▪ Asking for tourist information



Geography

Year 8	Year 9	Year 10
This exam will look at the areas you have been exploring in class and will include; ▪ The Oceans and Continents ▪ The human and physical features of the UK and Republic of Ireland ▪ Identifying the human and physical features of Northern Ireland ▪ Settlement and location factors	Your Year 9 Winter exam will focus on rivers and may include some coastal material (depending on progress in individual classes). ▪ The water cycle and parts of the drainage basin ▪ River processes; erosion, transportation and deposition ▪ River features; waterfalls, meanders and floodplains ▪ Flooding and strategies to prevent it ▪ Coastal, types of wave and coastal processes (erosion and transportation) ▪ Coastal features	In year 10 we intend to examine your understanding of the unit on rocks and tectonic activity ▪ Rocks; types, uses and how they are issues connected with Quarrying ▪ The structure of the earth and the tectonic plates ▪ The structure of a volcano and their effects (case study information) ▪ The 'structure' of an earthquake and their impacts (case study information)



History

Year 8	Year 9	Year 10
▪ What is History? topics chronology, timelines, sources. Bias ▪ The Normans - contenders for the throne, Battle of Stamford Bridge, Battle of Hastings	▪ Importance of the Church in peoples' lives ▪ The Reformation - Martin Luther & criticisms of Catholic Church ▪ Henry VIII and his wives	▪ Europe in 1914 - alliances / countries of Europe their leaders, fears, and ambitions ▪ Recruitment / propaganda ▪ Life in the Trenches



Home Economics

Year 8	Year 9	Year 10
▪ Personal and kitchen hygiene ▪ Safety in the kitchen ▪ Food storage ▪ The 4 C's	▪ The Eatwell Guide ▪ Dairy and alternatives ▪ Free sugars ▪ Foods high in fat and low fat alternatives ▪ Food labelling ▪ Traffic light labelling	**10A band:** ▪ What's it really like being a parent? ▪ What is a healthy lifestyle? **10B/C band:** ▪ What's it really like being a parent? ▪ Introduction to Hospitality



Learning for Life and Work

Students should revise over their booklets and use thinking skills to answer the extended writing sections. Learning to spell the keywords and understand the definitions is essential.

Year 8	Year 9	Year 10
▪ Why sign a classroom contract in LLW? This helps to create a safe environment for controversial and challenging discussion. CITIZENSHIP Keywords in booklet (pgs 32-330 What makes a good citizen? ▪ Sectarianism, racism, diversity & inclusion etc ▪ Examples of a stereotype ▪ What makes our identity? Visible and invisible features of our identity eg: gender and religion ▪ Discrimination: what groups have suffered in the past? ▪ How to be socially responsible ▪ The NI Assembly- what is it? ▪ Conflict in NI? What causes this? ▪ Holocaust & genocide ▪ Human Rights (UDHR) ▪ NGOS eg: Amnesty International	▪ Why sign a classroom contract in LLW? ▪ Alcohol awareness- facts or fiction (understanding units) making good choices, dangers of drinking too much (see SHAHRP booklet) EMPLOYABILITY • What is globalization? • Shop on the High St or on line? • The global village • Sweatshops and child exploitation • Factories moving overseas for cheaper labour • The EU. Why do people emigrate? • Changes in Technology and its impact on jobs • What jobs will be in NI in the future? • Why would foreign business invest in NI? SKILLS & QUALITIES	CITIZENSHIP: revision of keywords from years 8 & 9 (see page 2 of year 10 booklet) ▪ Keywords & definitions (see pages 26-27) ▪ What is identity? What shapes us culturally? What are the positives and negatives of groups celebrating their cultural identity? ▪ Racism / sectarianism (causes and consequences, examples of situations in history and the present). Rewatch "A Class Divided" & "Little Things are big" on Youtube. ▪ Stereotyping – give examples. Prejudice to discrimination. Explain the process. ▪ Dictators and human rights issues ▪ Key points of the Good Friday Agreement 1998/Section 75 ▪ How can young people be socially responsible? ▪ Campaigns to bring about social change (Black Lives Matter movement) ▪ What is a bystander? ▪ What is an ethnic minority (eg; Indian, Polish)



Maths

Maths - Year 8

8 AB [Non-calculator]
▪ Four Rules: Add, Subtract, Multiply & Divide ▪ Decimals ▪ Money ▪ Rounding ▪ Angles ▪ Data – including Averages & Range

Maths - Year 8

8 C [Non-calculator]
▪ Four Rules: Add, Subtract, Multiply & Divide ▪ Decimals ▪ Money ▪ Rounding ▪ Angles ▪ Data – including Averages & Range

Maths - Year 9

9 AB [Calculator]
▪ Factors, Multiples & Primes ▪ Square Numbers & Cube Numbers ▪ Rounding & Estimation ▪ Fractions (Add, Subtract, Multiply & Divide) ▪ Fractions, Decimals & Percentages ▪ Percentages ▪ Simplifying Algebraic Expressions ▪ Expanding Single Brackets

Maths - Year 9

9 C [Calculator]
▪ Factors, Multiples & Primes ▪ Square Numbers & Cube Numbers ▪ Rounding & Estimation ▪ Fractions (Add, Subtract, Multiply & Divide) ▪ Fractions, Decimals & Percentages ▪ Percentages ▪ Simplifying Algebraic Expressions

Maths - Year 10

10 AB [Calculator]
▪ Factors, Multiples & Primes ▪ Product of Prime Factors ▪ Highest Common Factor & Lowest Common Multiple ▪ Index Laws ▪ Collecting & Representing Data ▪ Averages (including Grouped Data) ▪ Perimeter, Area & Volume

Maths - Year 10

10 C [Calculator]
▪ Factors, Multiples & Primes ▪ Product of Prime Factors ▪ Highest Common Factor & Lowest Common Multiple ▪ Index Laws ▪ Collecting & Representing Data ▪ Averages (including Ungrouped



Maths Revision Websites

SPARX MATHS
https://www.sparxmaths.uk/

CORBETT MATHS
https://corbettmaths.com/

GOOGLE CLASSROOM
https://classroom.google.com/

MATHS GENIE
https://www.mathsgenie.co.uk/

MATHS 4 EVERYONE
https://www.maths4everyone.com/



Music

Winter assessment in music to take place in music lessons from Monday 17th November onwards.

The assessment in Music will be divided equally between two components: Listening and Performing.

LISTENING	PERFORMING
 Pupils will complete a listening test focusing on instrument recognition, the elements of music and musical genres.	**Individual class teachers will provide pupils with further information.** **YEAR 8:** Pupils will perform a piece on ukulele using the chords C, F and A minor. **YEAR 9:** Pupils will perform a piece based on the 12 bar blues. **YEAR 10.** Pupils will perform a film music theme.



Religious Education

Year 8	Year 9	Year 10
Route 66 Booklet 1. What is meant by a sacred text? 2. The sacred texts of Jewish, Christian and Muslim people. 3. Facts about how the Bible is divided up 4. The number of books in the Bible 5. How to find a book, chapter and verse in the 6. Bible 7. Why is the Bible an important book for Christians? 8. David and Goliath Story 9. The Bible and problem solving in our lives, a light, an anchor and an instruction booklet 10. Be able to present different views and defend them with arguments 11. The work and importance of Brother Andrew - the Bible Smuggler (from your project).	**The Great Escape Booklet** 1. Slavery in Egypt 2. How Pharaoh treated the Hebrew slaves 3. Moses' early life 4. Moses' call from God 5. Moses' excuses 6. The Plagues and the Passover Meal 7. The Ten Commandments 8. The Ten Commandments for today 9. Be able to present different views and defend them with arguments.	**Respect for Ourselves booklet** **Respect for Others booklet** (pages 1-5) 1. Definitions of key terms 2. The sources of prejudice 3. Evaluating self-respect 4. Respecting ourselves 5. Ways young people may abuse their bodies 6. Who to turn to for advice 7. Respecting others 8. Key concepts - the 'image of God', humans being a 'special treasure' to God, our bodies being like 'temples' to be cared for. 9. Being able to evaluate statements, present different views and defend with strong arguments



Science

Exams for Key Stage 3 classes will take the format pupils are familiar with in end of unit tests.

There will be short answer questions, extended (longer) answer questions and questions involving the interpretation of data including graphs.

Year 8 Topics

All Year 8 students will complete their winter assessment on Unit 1:
 	
Unit 1 : Introduction to Science
 	
▪ Identify dangers in a science lab
▪ Identify lab apparatus that you have used throughout unit 1
▪ Know how to read scales in
  o Measuring cylinders
  o Thermometers
▪ Know the units used for:
  o Volume (ml or cm3)
  o Temperature (0C)
  o Mass (g)
  o Time (s or min)
▪ Estimate temperature in different situations
▪ Explain how to light the Bunsen burner safely
▪ Label the Bunsen burner
▪ Explain what the Bunsen flame looks like with the air hole:
  o Open
  o Closed
▪ Draw apparatus like a scientist and label it
▪ Identify apparatus used in an experiment
▪ Identify what needs to be kept the same in a science investigation
▪ Draw a bar chart of experimental results

Year 9 Topics

Class teachers will inform their students which units will be the focus for their winter assessment. Different classes have been taught different units so it's important that you select the correct one!

Unit 7 : Food and digestion

- Identify nutrients found in food
    - Protein
    - Fat
    - Carbohydrates (starch and sugar)
    - Fibre
    - Vitamins
    - Minerals
    - Water

- Identify foods that would contain these nutrients
  For example; meat is a good source of protein, butter is a good source of fat, fruit and vegetables contain lots of vitamins and minerals.

- Describe how each of the food groups are used by the body
    - Protein for growth and repair
    - Carbohydrates for energy
    - Water to stop dehydration
    - Fat as an energy store and to keep us warm
    - Fibre to prevent constipation
    - Vitamins and minerals foe general good health

- Identify which reagents (chemicals) are used to test for:
    - Sugar – Benedict's solution
    - Starch – iodine
    - Protein – Biuret
    - Fat – filter paper
    - Vitamin C – DCPIP

- Explain how to do each of the food tests and what each colour change would be.
- Explain how to carry out an experiment to compare the amount of energy in two different foods
- Explain why people need different amounts of energy
- Label the digestive system
- Explain the route of food through the digestive system
- Know the job of enzymes in the digestive system
- Identify the four different types of teeth and their job
- Explain how to keep teeth healthy

Unit 8: Energy

- Identify the types of energy
  - Sound
  - Light
  - Thermal (heat)
  - Gravitational potential
  - Elastic (stored)
  - Chemical
  - Electrical
- Draw energy transfer diagrams
- Identify wasted energy
- Identify and describe heat transfer by:
  - Conduction
  - Convection
  - Radiation

- Explain how to reduce heat loss by insulation

Unit 10 Acids, Alkalis and gases

- Give examples of acids, alkalis and neutral solutions

- Name indicators, for example:
  - Litmus
  - Cabbage indicator
  - Universal indicator

- use the colours and numbers on the pH scale to identify neutral solutions and also acids and alkalis and if they are weak or strong.
- describe how to make cabbage indicator in the lab
- Explain neutralisation and discuss its uses in everyday life.
- Give the causes of acid rain and explain the effects of acid rain on the environment.
- Know the percentage of gases in the atmosphere
- Know the uses of the gases helium, carbon dioxide, neon, oxygen and argon

Year 10 Topics

All Year 10 students will complete their winter assessment on Unit 16: Body systems.

Unit 16: Body systems

- Describe the differences between a voluntary and reflex action.
- Write the sequence of a reflex action.
- Identify the components of blood and know their function.
- Know how red blood cells are adapted for their function.
- Identify arteries, veins and capillaries and explain the difference between them.
- Label the structure of the heart and know the names of the blood vessels connected to the heart.
- Write the respiration equation.
- Explain what happens to breathing rate and heart rate during exercise and why this happens.
- Label the breathing system.
- Explain what happens to the ribs and diaphragm when breathing in and out.
- Explain the change in the composition of inhaled and exhaled air.
- Describe aseptic technique
- Explain how the body is protected from pathogens entering the body.
- Describe the role of Alexander Fleming in the discovery of antibiotics.
- Explain what a vaccine is and the importance of vaccination.



Technology

Equipment you will need for the exam;
▸ Pen ▸ Pencil ▸ Colouring pencils ▸ Rubber ▸ Ruler

Year 8	Year 9	Year 10
The exam will consist of the following themes. ▪ Health and Safety E.g. Identifying the different safety signs. ▪ Tray Puzzle E.g. Identify and describe the tools, processes and materials used to make the tray puzzle. ▪ Measuring - Ruler skills ▪ Materials - Woods and Plastics	The exam will consist of a range of topics. ▪ Health and Safety - Rules/Signs ▪ Material knowledge – Components and Plastics ▪ Nightlight project - Processes and Design ▪ Designing - Sketching/Shading ▪ Analyse and Evaluate	Your exam will consist of a range of topics from Year8,9 and 10. A Band ▪ Health and Safety ▪ **Design Movements** ▪ Shading and Rendering ▪ Year 8/9 Material Knowledge - Plastics and Woods ▪ Tools and Equipment used from Year 8/9 ▪ Safety Signs B/C Band ▪ Health and Safety ▪ **Wood Joints – 4 types** ▪ **Tools safety – chisel** ▪ Shading and Rendering ▪ Year 8/9 Material Knowledge - Plastics and Woods ▪ Tools and Equipment used from Year 8/9 ▪ Safety Signs

All Key Stage 3 Technology students can access more detailed revision notes by accessing their Technology Google Classroom via their C2K username and password. Printed revision notes have been distributed to all our students.





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Notes

Notes

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