



GATEWAYS
SCHOOL

Lower 4
REVISION LISTS
2019

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Examination Timetable

Examinations are held in the Sports Hall unless otherwise indicated

Monday 20th May	Normal timetable	Normal timetable
Tuesday 21st May	9.00-9.45 (9.57) History (45 mins) 10.15-10.45 (10.53) Spanish Listening (30 mins) 11.30-12.00 (12.08) Physics (30 mins)	2.00-3.50 Music Performance & Examination (1 hour 50 mins)
Wednesday 22nd May	9.00-9.30 (9.38) French Listening (30 mins) 10.00-10.45 (10.57) Latin (45 mins) 11.30-12.30 (12.45) Geography (1 hour)	2.10-2.40 (2.48) French Reading (30 mins) 3.00-3.30 (3.38) French Writing (30 mins)
Thursday 23rd May	9.00-9.30 (9.38) Spanish Reading (30 mins) 9.45-10.15 (10.23) Spanish Writing (30 mins) 11.30-12.00 (12.08) Chemistry (30 mins) 12.15-12.45 (12.53) Technology (30 mins)	2.30-3.30 (3.45) English (1 hour)
Friday 24th May	9.00-9.45 (9.57) RS (45 mins) 10.15-10.45 (10.53) Computing (30 mins) 11.30-12.00 (12.08) Biology (30 mins)	2.30-3.30 (3.45) Maths (1 hour)

Biology

Topic	Revise 1	Revise 2	Consolidate
Breathing			
Gas exchange			
Aerobic respiration			
Anaerobic respiration			
Fermentation in yeast			
The skeleton structure and function			
The role of joints and bones in movement			
The role of muscles in movement			
Drugs and Health			
Photosynthesis and leaf structure			
Food chains and food webs			
Interdependence of organisms			

Chemistry

	Exploring Science 8	Revise 1	Revise 2	Consolidate
Solutions and separation	74-76			
Atoms, elements and compounds	54-73			
Reactions of acids	Refer to U3 and L4 notes			

Computing

Topic	Revise 1	Revise 2	Consolidate
Databases: <ul style="list-style-type: none"> • Data Capture Form Design • Data Types – text, number, currency, etc. • Sorting tables 			
Photo Editing <ul style="list-style-type: none"> • Identifying changes to images • Identifying common tools used in design packages 			
Computer devices <ul style="list-style-type: none"> • Input devices • Output devices • Storage devices 			
Python <ul style="list-style-type: none"> • Be able to use simple coding structures • To be able to look through code and identify what the program does and identify any syntax errors in the code. 			

English

Topic	Revise 1	Revise 2	Consolidate
<p>Reading Skills:</p>			
<p>Read carefully and with understanding.</p> <p>Pick out facts and information from a passage of text.</p> <p>Show understanding of what you have read by being able to back up your thoughts with evidence and make suggestions about what things mean.</p>			
<p>Identify and show understanding of the language used in a text: words/phrases/language features/language techniques/sentence forms.</p> <p>Show understanding of how the writer's choice of language can have an effect and influence a reader.</p> <p>Use subject terminology to support your views e.g. nouns/verbs/adjectives/adverbs/pronouns/repetition/lists/alliteration/ metaphors/ similes/personification/ellipsis/ simple sentences/ compound sentences/complex sentences.</p>			
<p>Show understanding of how the writer has structured a text from a whole text level, to a paragraph level and at a sentence level.</p> <p>Show understanding of how structure can achieve effects and influence readers.</p> <p>Use subject terminology to support your views e.g.</p> <p>whole text: beginnings, changes of perspective, time shifts, endings, sense of journey.</p> <p>paragraph level: topic change, discourse markers, cohesion, dialogue.</p> <p>sentence level: pauses, choice of words and phrases.</p>			
<p>Respond to a statement made about a text.</p> <p>Give a personal judgement about the text, showing that you are a thoughtful reader. Write from your point of view, using first person perspective e.g. "I agree with the opinion..."</p>			

<p>Show that you can refer to the methods used by the writer to make you (the reader) feel a certain way.</p> <p>Use evidence (quotations) from the text to support your points.</p> <p>Writer's methods can include any aspect of language and structure e.g. words and phrases, imagery, dialogue, humour, tone, characterisation, perspective, chronology.</p>			
Writing Skills:			
Show that you can write well and communicate clearly throughout the answer.			
Organise your writing so it makes sense.			
Write a plan before you begin.			
Write in paragraphs and use a variety of starting phrases (discourse markers) to structure your ideas.			
Show you have a good vocabulary and that you can use ambitious language to engage your reader.			
Show that you can vary your sentence types to make your writing interesting.			
Spell and punctuate your work to show that you clear and accurate. Use a range of punctuation.			
Show that you can write in an appropriate form for the task: this will be a piece of creative writing. You will be asked to write a story about a character.			
Show that you can adapt your writing to suit the audience and purpose of the task.			
Choose interesting and imaginative ideas to write about.			

French

All the vocabulary lists should be in your exercise books. They are on pages 66-67; 86-87; 106-107.

Topic	Revise 1	Revise 2	Consolidate
Talk about computers and mobiles e.g. je surfe sur Internet (Studio 1 p50-51)			
Using regular -er verbs e.g. jouer, tchatter, regarder (Studio 1 p50)			
Understanding the regular -er verb endings e.g. je regarde <u>e</u> , tu regard <u>es</u> , il/elle regard <u>e</u> (Studio 1 p50)			
Understanding time phrases e.g. quelquefois, souvent, tous les jours (Studio 1 p50-51)			
Talking about which sports you play e.g. je joue au basket, je joue aux boules (Studio 1 p52-53)			
Using the correct article with the verb jouer e.g. je joue <u>au</u> hockey, je joue <u>à la</u> pétanque. (Studio 1 p52-53)			
Saying how sporty someone is e.g. il est sportif/elle est sportive with très, assez (Studio 1 p52-53)			
Talking about which activities you do with the verb faire e.g. je fais du <u>parkour</u> , je fais de la <u>natation</u> (Studio 1 p54-55)			
Using the correct article with the verb faire e.g. je fais <u>du</u> parkour, je fais <u>des</u> promenades (Studio 1 p54-55)			
Talking about the weather and seasons using quand and si e.g. quand il fait beau and en été (Studio 1 p54-55)			
Understanding the endings for the verb faire e.g. je fais <u>s</u> , du fais <u>s</u> , il/elle fait <u>t</u> (Studio 1 p55)			
Saying what you like doing using infinitive verbs e.g. j'aime regarder <u>e</u> , j'aime écouter <u>e</u> , j'aime faire <u>e</u> (Studio 1 p55-56)			
Using different opinions with infinitive verbs e.g. j'adore jouer, je n'aime pas retrouver (Studio 1 p56)			
Describing what other people do using pronouns ils and elles e.g. ils aim <u>ent</u> , elles regard <u>ent</u> , ils font <u>t</u> , elles sont <u>t</u> (Studio 1 p59)			
Describing what is in a town e.g. un château, un stade, une église (Studio 1 p70)			

Describing what there is and what there is not e.g. il y a/il n'y a pas <u>de</u> (Studio 1 p70)			
Giving your opinions about your town e.g. je pense que c'est bien, à mon avis c'est intéressant, c'est ennuyeux (Studio 1 p71)			
Giving directions e.g. c'est à gauche, c'est à droite, continuez/allez tout droit (Studio 1 p72)			
Asking where something is e.g. où est, où sont (Studio 1 p72)			
Understanding the difference between tu and vous e.g. tu vas, vous allez (Studio 1 p72)			
Talking about where you go e.g. je vais, tu vas, il va, nous allons, vous allez, ils vont with <u>à</u> (Studio 1 p74)			
Using <u>à</u> with the verb aller e.g. au cinéma, à la patinoire, à l'église, aux magasins. (Studio 1 p74)			
Using the modal verb <u>vouloir</u> to say what you want to do with infinitives e.g. je veux <u>aller</u> au cinéma, tu veux <u>jouer</u> au sport? (Studio 1 p76)			
Using the modal verb <u>pouvoir</u> to say what you can to do with infinitives e.g. je peux <u>visiter</u> les musées, on peut <u>aller</u> au concert (Studio 1 p78)			
Using nous to talk about what we do on holiday e.g. nous <u>allons</u> , nous <u>restons</u> , nous <u>faisons</u> (Studio 1 p90)			
Talking about different holiday destinations e.g. aller <u>en</u> France, aller <u>au</u> Portugal (Studio 1 p90)			
Saying what you have done using the perfect tense e.g je suis allé(e), j'ai fait, j'ai visité (Studio 1 p91)			
Saying what you are going to do using the immediate future tense e.g je vais aller, tu vas sortir, il va faire (Studio 1 p96)			

Geography

Topic	Revise 1	Revise 2	Consolidate
Coasts			
Factors affecting waves (constructive and destructive).			
Processes of erosion (<i>corrasion, hydraulic action, attrition and corrosion</i>)			
Processes of transportation (<i>longshore drift</i>)			
Landforms of coastal erosion			
Plate Tectonics			
Earth's Structure			
Constructive boundary			
Destructive boundary			
The differences in shield and composite volcanoes			
People and Resources			
Definition of key words: Density; distribution; sparse; dense; birth rate; death rate; infant mortality rate, life expectancy.			
Interpret a population pyramid			
Factors affecting population distribution			
Describe distribution using a choropleth map			
Geographical skills			
6 figure grid references.			
Interpret patterns on a map.			
Complete an annotated diagram			

History

Topic: Black Peoples of the Americas.	Revise 1	Revise 2	Consolidate
The Triangular Trade and the Middle Passage			
Life on plantations in the USA in the nineteenth century			
The Underground Railroad			
The life of Harriet Tubman and her importance to the Abolitionist movement			
The life of John Brown and his importance in the abolitionist movement			
The life of Frederick Douglas and his importance in the abolitionist movement			
Know how to write a structured answer using 'P.E.E' (the 'hamburger model).			
Primary source and secondary sources: how are they different and why are they both useful?			
The importance of the Nature (what it is), the Origin (who wrote or made it) and the Purpose (why it was made) when using sources.			

Latin

Topic	Revise 1	Revise 2	Consolidate
Vocabulary (all saved on L4 Quizlet 2018-2019)			
Check list 1 (page 14)			
Check list 2 (page 26)			
Check list 3 (page 38)			
Check list 4 (page 52)			
Check list 5 (page 68)			
Check list 6 (page 82)			
Check list 7 (page 96)			
Check list 8 (page 112)			
Check list 9 (page 128)			
Noun patterns			
Nominative Singular endings (pages 21 & 32)			
Nominative Plural endings (pages 59 & 62)			
Accusative Singular endings (pages 21 & 32)			
Dative Singular endings (page 119)			
Dative Plural endings (page 119)			
Verb patterns			
Irregular verbs e.g. sum, es, est, sunt (pages 7, 45 & 60)			
Present tense singular endings e.g. -o, -s, -t (pages 45 & 87)			
Present tense plural endings e.g. -nt (pages 59 & 62)			
Imperfect tense endings e.g. -bat, -bant (page 74) and the verb to be e.g. erat/erant (page 105)			
Perfect tense endings e.g. -vit, -verunt (page 74), and other endings e.g. uit, xit, ssit, cit (page 90)			
Adjectives			

Superlatives which translate to very e.g. iratissimus – very angry (page 105)			
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Mathematics

Every topic listed here can be found on both the mymaths website (www.mymaths.co.uk) and the Collins connect website (<https://connect.collins.co.uk/school/portal.aspx>). You can use these websites to support your revision. You will need the username and password provided to you by your mathematics teacher in order to access these websites.

Set 1

The topics below can be found in the Collins book 2.3 in Chapters 1 – 11, 14, 15

Topic	Revise 1	Revise 2	Consolidate
Multiplying and dividing negative numbers			
Factors and highest common factor (HCF)			
Multiples and lowest common multiple (LCM)			
Powers and roots			
Prime factors			
Angles in parallel lines			
Translations			
Enlargements			
Constructions			
Mutually exclusive outcomes and exhaustive outcomes			
Using a sample space to calculate probabilities			
Estimates of probability			
Calculating percentages			
Calculating percentage increases and decreases using a multiplier			
Calculating a percentage change			
Congruent shapes			

Metric units for area and volume			
Surface areas and volumes of prisms			
Graphs from linear equations			
Gradient (steepness) of a straight line			
Graphs from quadratic equations			
Real-life graphs			
Powers of 10			
Significant figures			
Standard form with large numbers			
Multiplying with numbers in standard form			
Interpreting graphs and diagrams including pie charts			
Scatter graphs and correlation			
Creating scatter graphs			
Algebraic notation			
Like terms			
Expanding brackets			
Using algebraic expressions			
Using index notation			
Ratio of lengths, areas and volumes			
Use the connection between scale factor for length, area and volume			
Fractional enlargement			
Map scales			
The circumference of a circle			
Formula for the circumference of a circle			

Formula for the area of a circle			
Equations with brackets			
Equations with the variable on both sides			
More complex equations			
Rearranging formulae			

Set 2

Topic	Revise 1	Revise 2	Consolidate
Multiplying and dividing negative numbers			
Factors and highest common factor (HCF)			
Multiples and lowest common multiple (LCM)			
Powers and roots			
Prime factors			
Angles in parallel lines			
Geometric properties of quadrilaterals			
Rotations and translations			
Constructions			
Mutually exclusive outcomes			
Using a sample space to calculate probabilities			
Estimates of probability (experimental probability)			
Calculating percentages			
Calculating percentage increases and decreases			
Calculating a percentage change			
Using flow diagrams to generate sequences			
The nth term of a sequence			

Working out the nth term of a sequence			
The Fibonacci sequence			
Area of a triangle, parallelogram and trapezium			
Surface area of cubes and cuboids			
Graphs from linear equations			
Gradient (steepness of a straight line)			
Graphs from simple quadratic equations			
Real-life graphs			
Powers of 10			
Significant figures			
Standard form with large numbers			
Multiplying with numbers in standard form			
Interpret and draw pie charts			
Scatter graphs and correlation			
Creating scatter graphs			
Algebraic notation			
Like terms			
Expanding brackets			
Using algebraic expressions			
Using index notation			
Congruent shapes			
Enlargements			
Shape and ratio			
Scales			
Adding and subtracting fractions			
Multiplying fractions and integers			
Dividing with integers and fractions			

Multiplication with large and small numbers			
Division with large and small numbers			

Physics

Topic	Revise 1	Revise 2	Consolidate
Static electricity			
Current electricity			
Series and parallel circuits			
Household electricity			
Resistance			
Bar magnets: properties and uses			
Electromagnets: properties and uses			
Forces and force diagrams			
Mass and weight			
Density			
Pressure			

Religious Education

Topic	Revise 1	Revise 2	Consolidate
Hinduism – Concept of God			
Hinduism - Reincarnation			
Hinduism – The Caste system			
Hinduism – The Ramayana and the festival of Diwali			
Buddhism - The Life of the Buddha			
Buddhism – The Four Noble Truths			
Buddhism - Anicca and Anatta			
Buddhism – The Eightfold Path			
Buddhism - The Five Precepts/Pansils			
Buddhism – Is it easy to live as a Buddhist today?			
Sikhism – Life and teachings of the 10 Gurus			
Sikhism – Guru Granth Sahib			
Sikhism – the Gurdwara			
The core beliefs and practices of AT LEAST TWO other ‘minority’ religions.			

Spanish

The speaking test will take place in lessons during the two weeks before examination week. Pupils will know exactly what the task is and will be able to practise and learn it.

Topic	Revise 1	Revise 2	Consolidate
<p>Writing and Speaking about Free Time:</p> <p>Pupils will prepare a piece of writing and speaking in class. They will have to produce 12 sentences, each with a different verb, including:</p> <ul style="list-style-type: none"> • At least one opinion • two past tenses • two future tenses <p>e.g. Present tense: me gusta (jugar/ ver la tele/ bailar);</p> <p>juego al tenis/ voy al cine/ salgo con amigos</p> <p>Past tense: fui a (I went to); era – it was</p> <p>Future tense: voy a (salir/ nadar)- I am going to (go out/ swim) ; me gustaría (bailar/ escuchar música) – I would like to (dance/ listen to music)</p>			
School subjects + estudio/ estudiamos			
Opinions : me gusta/ me gustan; me encanta/ me encantan etc.			
Reasons: es aburrido; son prácticas etc			
Facilities in school: Hay un gimnasio/ no hay una piscina etc			
Describing your school e.g. Se llama Gateways ; es moderno / la biblioteca es antigua			
Understanding adjectives (masculine/ feminine / plural to go with noun + position after the noun e.g. Una piscina moderna			
Recognise all parts of regular “ar”, “er” and “ir” in the present tense			
Connectives e.g. pero, también, porque			
Family members , describing names and age e.g. Mi madre se llama Anne...tiene 40 años			
Saying “my/ your/ his/ her” e.g. mis padres- my parents; su hermana- his/ her sister			

Numbers 1-100			
Describing hair and eye colour and what people look like/ used to look like e.g. tengo el pelo rubio; soy alto (a); tenía - I / he/she had; era- I/he/she was			
Verbs "ser"- to be and "tener" - to have (present tense)			
Describing where you live : e.g. vivo en una casa ...está en la costa			
Free time : phrases with the infinitive (me gusta/ quiero/ puedo/ tengo que / me gustaría / voy a /			
Free time : first person verbs in the present and past (preterite) e.g. nado- I swim/ nadé- I swam; escucho- I listen/ escuché- I listened ; voy- I go/ fui- I went .			

All the vocabulary lists and grammar notes should be in your handbook. A lot of vocabulary and phrases are also in the L4 Spanish folder on Quizlet.

Technology

Topic	Revise 1	Revise 2	Consolidate
Review shortcrust pastry making.			
Function of fat in pastry			
Egg cookery. Review recipes. What is the function of eggs? <ul style="list-style-type: none"> • Lemon curd • Swiss roll • bread and butter pudding • quiche • meatballs 			
Bread making and yeast cookery. Conditions needed when cooking with yeast.			
All the recipes we have used can be found in the booklet sent home in Upper 3 and also saved in the group drive on the school network for pupils to access.			
Using a sewing machine			
Cushion designing & making.			

Music

Topic	Revise 1	Revise 2	Consolidate
Treble Clef note names			
Bass Clef note names			
Note lengths (including dots)			
Time Signature			
Counting tones and semitones			
Scales			
Relative minors			
Information about the Blues			
Information about Hip Hop			
Chords			

Listening Vocabulary			
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