



Revision Plan Year 11

Learning for Life

Year 11 Students

Picture holding that piece of paper containing a fantastic set of GCSE results. You **can** achieve this with hard work.

Here is your day-by-day revision guide provided by your subject teachers.

There is also plenty of advice about the best ways to revise.

This plan begins after February half-term and lasts for 11 weeks.

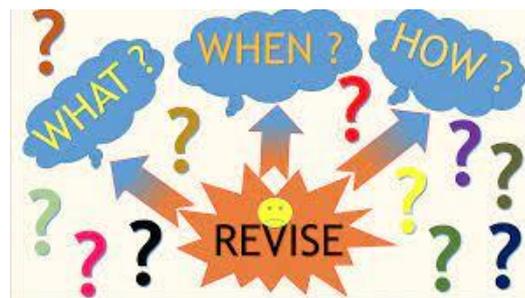
Parents and Carers

These are the most important ways in which you can support your child:

- Check each day that your son or daughter is following this plan
- Make sure that you see the work that they have done
- Remind them to use resources on Teams to help them.

Revision shouldn't just happen the night before the exam; it needs to take place long before this. Ideally during your exam course you will have reviewed your work and notes on a regular basis. Below are some hints for the period before the final exam.

- Plan to start revising 2 - 3 months before your exams.
- Create a revision timetable (or use one provided by the school).
- Get yourself a book / folder to keep your revision notes in.
- Buy coloured pens and highlighters.
- Find yourself somewhere suitable to revise:
 - somewhere quiet, with no distractions, etc.
 - sit at a table, rather than lying on your bed....
- Organise your folders and books for each subject.
- For each subject, make a list of topics that you need to revise. Hopefully your teachers will provide one):
 - Break the syllabus down into small topics which you can revise in one session. Your teacher will help you with this.
 - You can then use this list to tick off those topics you have made revision notes for, those that you have read your revision notes on etc.
- Obtain copies of past exam papers and questions from your teacher.



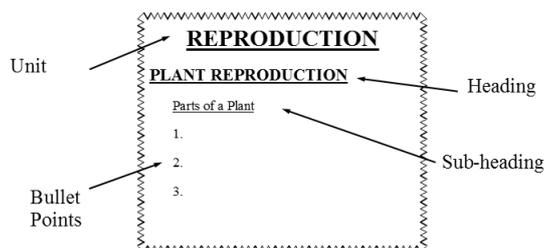
REVISION NOTES

- Make sure you have a relevant textbook or your exercise book notes to use for making notes
- Make sure you know WHAT you need to revise and for which exam paper. Your teacher will provide you with a syllabus list.
- Have lots of coloured pens and paper available.
- Organise the notes – use a folder, put titles etc to make sure you keep everything in a logical order

Making Revision Notes

When taking notes from written material we have to do the following:

1. Identify the main points in a paragraph.
2. Transform the main points into note form.
3. Organise into headings sub-headings, numbered points



When you transform the main points of your reading into note form you should:

- Use headings & sub-headings
- Write **key words** instead of sentences
- Use bullet points / numbered points
- Spread out the notes – leave gaps as you may want to add to them later when reviewing your notes
- Write down the key facts or ideas in **your own words**, rather than simply copying verbatim (i.e. word for word). This has several advantages:
 - you are actively engaging your brain rather than passively copying
 - you therefore know you understand what you've read
 - you are also more likely to remember if you've put it into your own words
- **Aim for clarity and accuracy:** your notes should be briefer than the original, but it is also important to ensure that they are clear and easy to understand later
- **Read your notes immediately** to check that you can understand them and they are accurate.

Revising from your Revision Notes

The key point to revising is that you need to 'internalise' the information so you remember things without even thinking about it – like you remember how to ride a bike without thinking. It is difficult to do this simply by reading. You are more likely to remember if you physically do something with the notes.

- **Highlight and underline key ideas** as you read.

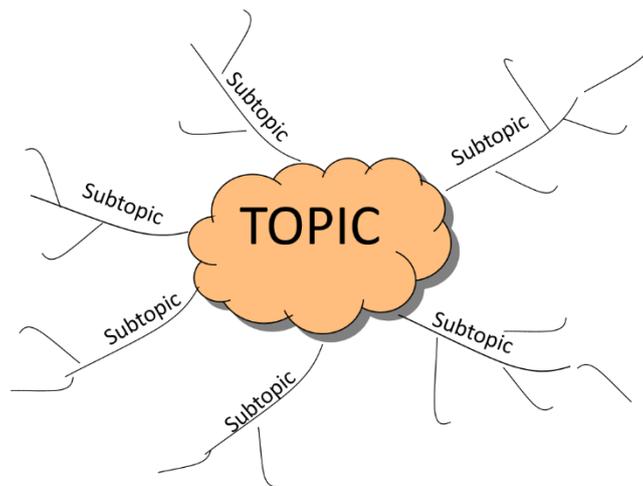
- Number the bullet points (& then try to remember the number of points made)
- **Personalise your notes** with your own words and comments in the margins of the text.
- **Summarise the notes onto index cards** – this forces you to process the information further. Only write down key words which will trigger memory of other content.

SPIDER DIAGRAMS AND MIND MAPS

To create a spider diagram / mind map, start in the centre of a page with a topic heading. You then create branches out from the central idea, each branch representing a sub-topic. Each sub topic can be divided further/

This technique has a number of advantages:

- It enables you to see a large amount of information/thought processing on one page
- Your central idea is clearly stated in the middle of the page
- You can show connections between key concepts
- Additional information can be added easily
- The open ended nature of the pattern means that you may be able to make new connections



Revising from Diagrams

The key point is that you need to 'internalise' the information. It is difficult to do this simply by reading. You are more likely to remember if you physically do something with the notes. For example:

- When first making a diagram, only add text; then when you read again....
- **Highlight and underline key ideas** as you read.
- Add colour to the diagram & little pictures related to the content
- **Summarise the notes onto index cards** – this forces you to process the information further. Only write down key words which will trigger memory of other content.

EXAM QUESTION PRACTICE

Revision is not only about learning information and understanding it, but also about being able to **APPLY IT TO EXAM QUESTIONS**. You need to learn techniques for different types of exam question. This question practice will also help you learn the information and develop skills such as essay writing and data analysis.

- Regular (weekly) question practice should begin several weeks before your exam. You are trying to reach a position where no question will surprise you. The more exam question practice you do, the more likely you will do a question which comes up in the exam.
- It is most important to practise longer answers to ensure you do learn and practise analytical and evaluative skills. These questions will have the most marks available.
- Review your answers against a mark scheme or model answers provided by your teacher.

Annotate your answers to show how you could have improved them. Use these to help you revise later on.

- Ask teachers to mark your practice answers.
- Some exam practice should be under timed conditions. The nearer you are to the exam, the more important this is.
- Give yourself factual tests. You could do this with friends or get parents involved.
- Get other people involved. Read your friends' answers or ask your parents for their advice.
- Finally, remember that you are preparing for the exam. Don't worry if you struggle with questions at first. The more you practice the easier it will get. The essential thing is that when it is time for the exam you are at your peak!

IN THE EXAM

- Keep calm. Take deep breaths if you need to. Close your eyes and visualise picking up brilliant exam results in August...
- You can reduce your anxiety by reciting (in your head!) a list of facts – e.g. Maths formulae, features of a river etc
- Read the instructions on the front of the question paper carefully. Re-read them if necessary. Make sure you understand how many questions you need to answer, whether there are any choices, whether there are any limitations on which questions you can answer, and how long you have.
- Read and re-read the questions carefully. If there is information to read - an extract from 'Romeo and Juliet' for example - then read this carefully. You might also jot down a few notes next to it.
- Look at the marks for each question. If the question is only worth a few marks then don't spend long on it.....
- A question with a lot of marks attached requires a longer answer and time spent on it. You should also think about planning the answer. Spend a few minutes writing down some notes and deciding which order to write them down in.
- When you answer a question it is sometimes sensible to leave a small gap before the next answer in case you think of something to add afterwards.
- The exam is designed so that you use all the time available to you. However, if you have a few minutes at the end go back over questions and check your answers. Re-read each question, read your answer and see if you can add to any of them. Check spelling, punctuation and grammar.

YOUR REVISION PLAN

The following pages set out a plan for you to revise from now to the examinations (11 weeks).

- 2 subjects per day
- These are **in addition** to after-school support and revision sessions
- Your teachers will check on your knowledge and understanding as the weeks progress

There is some general information relating to some subjects – in particular relating to where revision resources are to be found. All other subject details are in the revision timetable....

Performance, Food, Geography, Art and History

Detailed additional notes are at the end of the booklet

Maths

Each student will be set a homework on HegartyMaths (www.hegartymaths.com) weekly. This will be tailored to the student's needs and ability and will need to be completed and reviewed to form the majority of their revision program for Maths. Additionally, past papers will be completed weekly either in class or as additional homework and students will be asked to take these home to either complete or improve upon. There is support for each topic on HegartyMaths as videos (including a short 1 minute maths video) or as questions that are instantly marked and students are encouraged to do any additional work they feel capable of doing alongside their set homework/revision.

Student should be using all of the Hegarty tools to help them revise including the 'Fix up 5' which selects 5 topics a student has previously struggled on and 'MemRI' which selects topics from all of their previously completed work.

PE

You will find revision resources, example questions, past lessons and Power Points on in our area in TEAMS. You

also have your OCR Hodder Revision book (some still available) plus extensive notes in your exercise books and folders along with past papers. There are revision questions for each topic on SENECA and Doodle. Please utilise these platforms.

Computer Science

You will find revision resources, exam papers and mark schemes on your class on Teams under the Files tab. In there is the revision guide which is the exam board's own book. You also have access to revision materials on Seneca that have been shared with you. Further to this you have all previous classwork you have produced in OneNote and the folders in your classroom where you have all your previous paper-based assessments and paper-based practice questions.

ICT /Digital Information Technology Exam

10th February actual exam

You will find revision resources, exam papers and mark schemes on your class on Teams under the Files tab. In there is the revision guide which is the exam board's own book. You also have access to www.knowitallninja.com On your class notebook you will have each lesson you have covered.

Enterprise

7th February actual exam

You will find revision resources, exam papers and mark schemes on your class on Teams under the Files tab. On your class notebook you will have each lesson you have covered.

Religious Studies

You will find revision resources, exam papers and mark schemes, past lessons, PowerPoints and example work on Student Shared Area- GCSE RS Folder and in your class Team.

Technology

Revision is best done from (in priority order):

1. Revision PowerPoint compiled by WLD staff – available in Teams – General – Files – Class Materials – GCSE papers – Revision PowerPoint. This is concise, extremely relevant and free!
2. Past practice papers given out by class teacher, also available on teams (same location as above) alternatively they are available on AQA website;
3. PG Online resources – these have explanatory PowerPoints and worksheets on all aspects of the syllabus. Available on Teams - General – Files – Class Materials – PowerPoints and Worksheets.
4. revision guides (already purchased by students or further copies can be purchased via parent pay or directly from the company)
5. www.technologystudent.com - brilliant website, very detailed for both Graphics and Resistant materials;
6. Seneca website - <https://app.senecalearning.com/classroom/course/b4e64de8-a5d1-411b-81e2-aa4e2016e908>

Science

All students have their exercise books with notes in them. All students should have purchased revision guides. There are additional weeks of revision in the detailed plan at the end of this guide.

Every science lesson is available in your class team. These can be reviewed at any time to consolidate learning. Students have full access to Seneca which covers the whole AQA GCSE so any topic can be revised.

Psychology

The psychology TEAM contains all lessons taught for GCSE psychology so would be a good starting point for revision. Students also have their exercise books containing notes and case studies from all lessons covered. Revision guides are also available to be purchased if students have not already done so.

Week 1 - beginning 21st February

| | | | Completed (tick) | Parent/ Carer (tick) | | | | |
|--|--|---|--------------------------|-------------------------|--|--|--|--|
| Week 1 How to Support at Home: <i>Deadlines - Put key dates into your own diary</i> | | | | | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | | |
| | Option A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 2 – Energy, Materials, Systems and Devices – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts. • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts. • RE - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts. • PE - Major bones and the function of the skeleton; synovial joints, ligaments, tendons and cartilage • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. | | | | | | |
| Tuesday | ENGLISH | <p>Revise key quotations characters and themes for ‘A Taste of Honey’.</p> <p>Use revision notes and Bitesize to help you</p> | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #FFD700;">Unit + Content to revise</th> <th style="background-color: #FFD700;">Where to find it</th> </tr> </thead> <tbody> <tr> <td> Algorithms: <ul style="list-style-type: none"> • What is an algorithm • Binary and linear search • Merge and Bubble Sort </td> <td> Teams > Files > Class Materials > Revision Materials > Algorithms Seneca > Fundamentals of Algorithms </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | Algorithms: <ul style="list-style-type: none"> • What is an algorithm • Binary and linear search • Merge and Bubble Sort | Teams > Files > Class Materials > Revision Materials > Algorithms Seneca > Fundamentals of Algorithms | | |
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| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |

Week 2 – beginning 28th February

| | | | Completed (tick) | Parent/ Carer (tick) |
|---|---|--|---------------------|-------------------------|
| Week 2 | | | | |
| How to Support at Home: <i>Be the project manager. Review and revise a revision timetable.</i> | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
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|--|---|---|--------------------------|------------------|------------------------|--|---|---|-----------|---|------------------------|---------|------------|-------------|--|--|
| Tuesday | ENGLISH | Revise skills for Unseen Poetry. Use revision materials created in class and Bitesize to help you. | | | | | | | | | | | | | | |
| | OPTION B | <p>COMPUTER SCIENCE:</p> <table border="1"> <thead> <tr> <th>Unit + Content to revise</th> <th>Where to find it</th> <th></th> </tr> </thead> <tbody> <tr> <td> <p>Data Representation:</p> <ul style="list-style-type: none"> Binary/Decimal/Hexadecimal Binary Addition Converting Binary to Decimal and Hexadecimal </td> <td> <p>Teams > Files > Class Materials > Revision Materials > Data Representation</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr13-data-representation</p> <p>Watch the first 8 videos on the link above.</p> </td> <td> <p>Ensure you practice the conversions over and over. Repetition is key here.</p> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ENTERPRISE Learning Aim B – Budgets, Financial Documents. Resources on Teams under Files. ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. FRENCH – revision materials will be sent in a separate document GERMAN - revision materials will be sent in a separate document GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | Unit + Content to revise | Where to find it | | <p>Data Representation:</p> <ul style="list-style-type: none"> Binary/Decimal/Hexadecimal Binary Addition Converting Binary to Decimal and Hexadecimal | <p>Teams > Files > Class Materials > Revision Materials > Data Representation</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr13-data-representation</p> <p>Watch the first 8 videos on the link above.</p> | <p>Ensure you practice the conversions over and over. Repetition is key here.</p> | | | | | | | | |
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| Wednesday | SCIENCE | <table border="1"> <thead> <tr> <th></th> <th>Combined Science</th> <th>Triple Science (Set 1)</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>B1 -Cell biology</td> <td>B5 - Homeostasis</td> </tr> <tr> <td>Chemistry</td> <td>C1- Atomic structure and periodic table</td> <td>C6 - Rates of reaction</td> </tr> <tr> <td>Physics</td> <td>P1 -Energy</td> <td>P5 - Forces</td> </tr> </tbody> </table> | | Combined Science | Triple Science (Set 1) | Biology | B1 -Cell biology | B5 - Homeostasis | Chemistry | C1- Atomic structure and periodic table | C6 - Rates of reaction | Physics | P1 -Energy | P5 - Forces | | |
| | Combined Science | Triple Science (Set 1) | | | | | | | | | | | | | | |
| Biology | B1 -Cell biology | B5 - Homeostasis | | | | | | | | | | | | | | |
| Chemistry | C1- Atomic structure and periodic table | C6 - Rates of reaction | | | | | | | | | | | | | | |
| Physics | P1 -Energy | P5 - Forces | | | | | | | | | | | | | | |
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| | | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 2 – Energy, Materials, Systems and Devices – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Learning Aim B – Cashflow. Resources are on Teams • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Arts agencies, Purpose, how do they operate. Demonstrate relevant companies. Task: Exam based question using correct terminology and information to make an informed answer. • PSYCHOLOGY – Revise Unit 1 – Criminal Psychology topic. | | |
| Thursday | MATHEMATICS | Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task. | | | |
| | | Make sure you attempt one MemRI and Fix-up-5 per week. | | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | | |
| Friday | ENGLISH | Revise narrative writing and complete practise questions for English Language Paper 1. Students should make revision cards or posters for what is expected for each question on this paper. | | | |
| | OPTION A <i>You will do</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY PG Online Unit 2 – Energy, Materials, Systems and Devices – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | |

| | <i>one of these</i> | <ul style="list-style-type: none"> • PE - Movement at hinge and ball and socket joints. Major muscle groups and roles that they play • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts. | | | | | | | | | |
|---|---|---|---|-------------------------------|--|---|---|--|--|--|--|
| Saturday | SCIENCE | | Combined Science | Triple Science (Set 1) | | | | | | | |
| | | Biology | B1 -Cell biology | Homeostasis | | | | | | | |
| | | Chemistry | C1- Atomic structure and periodic table | Rates of reaction | | | | | | | |
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| Sunday | OPTION C | COMPUTER SCIENCE: | | | | | | | | | |

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| | <p><i>You will do one of these</i></p> | <p>Unit + Content to revise</p> <p>Data Representation:</p> <ul style="list-style-type: none"> • Binary/Decimal/Hexadecimal • Binary Addition • Converting Binary to Decimal and Hexadecimal | <p>Where to find it</p> <p>Teams > Files > Class Materials > Revision Materials > Data Representation</p> <p>Seneca > Fundamentals of Data Representation</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-sl13-data-representation</p> <p>Watch the first 8 videos on the link above.</p> | <p>Ensure you practice the conversions over and over. Repetition is key here.</p> | | | |
| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – General – Files – Class Materials – PowerPoints and Worksheet • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Learning Aim B – Balance Sheets • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Community theatre. Continuation of the work on Arts agencies. • PSYCHOLOGY – Revise Unit 2 – Development topic. | | | | | |
| <p>Topic review</p> | | <p>Look back at topics studied previously – any subject – in order to make sure that they remain in your memory.</p> | | | | | |

| | | | Completed (tick) | Parent/ Carer (tick) | | | | | | |
|---|--|---|--------------------------|-------------------------|--|---|--|--|--|--|
| Week 3 How to Support at Home: <i>Be the information provider. Search out websites finding out about the subjects being studied.</i> | | | | | | | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | | | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PE - Lever systems. Planes of movement and axes of rotation. • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. | | | | | | | | |
| Tuesday | ENGLISH | Students should practise narrative writing, making sure they have story written that can be easily adapted to fit any title. | | | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFF2CC;"> <th style="width: 40%;">Unit + Content to revise</th> <th style="width: 40%;">Where to find it</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td> Data Representation: <ul style="list-style-type: none"> • ASCII and Unicode </td> <td> Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Representing Text </td> <td></td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | | Data Representation: <ul style="list-style-type: none"> • ASCII and Unicode | Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Representing Text | | | |
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| | | <p>Craig and Dave https://student.craigndave.org/video/s/qcse-aqa-slr13-representing-characters-and-character-sets</p> <ul style="list-style-type: none"> • ENTERPRISE - Profitability. Resources are on Teams and Doodllearn • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • FRENCH – revision materials will be sent in a separate document • GERMAN - revision materials will be sent in a separate document | | | |
| Wednesday | SCIENCE | Combined Science | | Triple Science (Set 1) | |
| | | Biology | B2 -Organisation | B6 - Inheritance | |
| | | Chemistry | C2 - Bonding structures and properties | C7 - Organic chemistry | |
| | | Physics | P2 -Electricity | P6 - Waves | |
| | OPTION C | COMPUTER SCIENCE: | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | | Where to find it | |
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| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE - Learning Aim B – Break Even. Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - How to create a set- design. Key elements that must be included in your designs. Knowledge and understanding of technical terms and stage configurations. TASK: Create a set design from a piece of script using exam based questions. • PSYCHOLOGY – Revise Unit 2 – Development topic. | | |
| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |
| Friday | ENGLISH | Revise all sections of English Language Paper. Use revision guides, revision notes and Bitesize to help you. | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PE - Lever systems. Planes of movement and axes of rotation | | |
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| | | Biology | B2 -Organisation | B6 - Inheritance |
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| <p>Sunday</p> | <p>OPTION C</p> <p><i>You will do one of these</i></p> | <p>COMPUTER SCIENCE:</p> <table border="1" data-bbox="472 1026 1984 1404"> <thead> <tr> <th data-bbox="472 1026 976 1062">Unit + Content to revise</th> <th data-bbox="976 1026 1480 1062">Where to find it</th> <th data-bbox="1480 1026 1984 1062"></th> </tr> </thead> <tbody> <tr> <td data-bbox="472 1062 976 1404"> <p>Data Representation:</p> <ul style="list-style-type: none"> • Images, pixels, resolution • Calculating the size of an image file </td> <td data-bbox="976 1062 1480 1404"> <p>Teams > Files > Class Materials > Revision Materials > Data Representation</p> <p>Seneca > Fundamentals of Data Representation > Representing Images</p> <p>Craig and Dave https://student.craigndave.org/video/s/qcse-aqa-slr13-representing-images</p> </td> <td data-bbox="1480 1062 1984 1404"> <p>Make sure you know how an image is made up.</p> <p>Make sure you remember the formula for calculating the size of an image file</p> <p>Practice calculating the file sizes, over and over!!</p> </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | | <p>Data Representation:</p> <ul style="list-style-type: none"> • Images, pixels, resolution • Calculating the size of an image file | <p>Teams > Files > Class Materials > Revision Materials > Data Representation</p> <p>Seneca > Fundamentals of Data Representation > Representing Images</p> <p>Craig and Dave https://student.craigndave.org/video/s/qcse-aqa-slr13-representing-images</p> | <p>Make sure you know how an image is made up.</p> <p>Make sure you remember the formula for calculating the size of an image file</p> <p>Practice calculating the file sizes, over and over!!</p> | | |
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| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |

| | | | Completed (tick) | Parent/ Carer (tick) | | | | | | |
|---|--|---|--------------------------|-------------------------|--|--|--|--|--|--|
| Week 4 How to Support at Home: <i>Be the advisor. Help your child to break tasks down so that they are manageable.</i> | | | | | | | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | | | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • PE - Cardiovascular system. Respiratory system. Aerobic and anaerobic exercise | | | | | | | | |
| Tuesday | ENGLISH | Revise key poetic terms and practise responding to unseen poetry. | | | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #FFF9C4;">Unit + Content to revise</th> <th style="background-color: #FFF9C4;">Where to find it</th> <th style="background-color: #FFF9C4;"></th> </tr> </thead> <tbody> <tr> <td> Data Representation: <ul style="list-style-type: none"> • Sounds • Calculating the size of a sound file </td> <td> Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Representing Sounds </td> <td> <p style="background-color: #FFF9C4;">Make sure you know how a sound is turned from an analogue sound to a digital sound</p> <p style="background-color: #FFF9C4;">Make sure you remember the formula for calculating the size of a sound file</p> </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | | Data Representation: <ul style="list-style-type: none"> • Sounds • Calculating the size of a sound file | Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Representing Sounds | <p style="background-color: #FFF9C4;">Make sure you know how a sound is turned from an analogue sound to a digital sound</p> <p style="background-color: #FFF9C4;">Make sure you remember the formula for calculating the size of a sound file</p> | | |
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| | | | <p>Craig and Dave https://student.craigndave.org/video/s/qcse-aqa-sl13-representing-sound</p> | <p>Practice calculating the file sizes, over and over!!</p> | | |
| | | <ul style="list-style-type: none"> • ENTERPRISE Learning Aim B – Budgets, Financial Documents. Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • FRENCH – revision materials will be sent in a separate document • GERMAN - revision materials will be sent in a separate document • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | | |
| Wednesday | SCIENCE | Combined Science | | Triple Science (Set 1) | | |
| | | Biology | B2 -Organisation | B6 – Inheritance & B7 - Ecology | | |
| | | Chemistry | C2 - Bonding structures and properties | C8 - Chemical analysis & C9 - Chemistry of the atmosphere | | |
| | | Physics | P2 - Electricity | P7 Magnetism and electromagnetism | | |
| | OPTION C | COMPUTER SCIENCE: | | | | |
| | You will do one of these | Unit + Content to revise | | Where to find it | | |
| <p>Data Representation:</p> <ul style="list-style-type: none"> • Sounds • Calculating the size of a sound file | | <p>Teams > Files > Class Materials > Revision Materials > Data Representation</p> <p>Seneca > Fundamentals of Data Representation > Representing Sounds</p> <p>Craig and Dave https://student.craigndave.org/video/s/qcse-aqa-sl13-representing-sound</p> | | <p>Make sure you know how a sound is turned from an analogue sound to a digital sound</p> <p>Make sure you remember the formula for calculating the size of a sound file</p> <p>Practice calculating the file sizes, over and over!!</p> | | |
| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – | | | | |

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| | | <p>General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams)</p> <ul style="list-style-type: none"> • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • ENTERPRISE Learning Aim - Exam Practice. Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - <ul style="list-style-type: none"> ○ make notes on productions seen with relevant detail – venues/names of performers/critical responses etc. ○ make notes/evaluations on practical work that they have been involved in ○ read through key learning points from your investigation into the performing arts industry • PSYCHOLOGY – Revise Unit 3 – Problems in Psychology topic. | | |
| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |
| Friday | ENGLISH | Revise quotations about Scrooge, Bob and Fred in 'A Christmas Carol'. Use the flash cards you have created in class, or quote booklets. Make sure you can remember the quotation, remember who said it and what was going on in the story at the time, which word you would pick out and what it suggests about the character. Make sure you can suggest what Dickens might have wanted his readers to think about 19 th Century life. Try to suggest more than one effect where possible. Write PETACL paragraphs about the quotations from memory. | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | |

| Sunday | OPTION C <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" data-bbox="472 161 1986 639"> <thead> <tr> <th data-bbox="472 161 976 197">Unit + Content to revise</th> <th data-bbox="976 161 1482 197">Where to find it</th> <th data-bbox="1482 161 1986 197"></th> </tr> </thead> <tbody> <tr> <td data-bbox="472 197 976 639"> Data Representation: <ul style="list-style-type: none"> • Compression • Run Length Encoding </td> <td data-bbox="976 197 1482 639"> Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Data Compression Craig and Dave https://student.craigndave.org/video/gcse-aqa-sl13-compression-run-length-encoding </td> <td data-bbox="1482 197 1986 639"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 3 – Materials and their working properties – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Learning Aim - Exam Practice. Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - The requirements for health and safety for both performers and audiences in a range of venues. How to conduct a risk assessment. Local regulations, fire inspections • PSYCHOLOGY – Unit 3 – Problems in psychology topic. | Unit + Content to revise | Where to find it | | Data Representation: <ul style="list-style-type: none"> • Compression • Run Length Encoding | Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Data Compression Craig and Dave https://student.craigndave.org/video/gcse-aqa-sl13-compression-run-length-encoding | | | |
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| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | | | | | | | |

| | | | Completed (tick) | Parent/ Carer (tick) | | | | | | |
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| Week 5 How to Support at Home: <i>Be the motivator. Set your child short manageable goals and check that they are achieved.</i> | | | | | | | | | | |
| Monday | MATHEMATICS | Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task. Make sure you attempt one MemRI and Fix-up-5 per week. | | | | | | | | |
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| Tuesday | ENGLISH | Summary/comprehension exercise using extract from 'A Christmas Carol' | | | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFF9C4;"> <th style="width: 40%;">Unit + Content to revise</th> <th style="width: 40%;">Where to find it</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td> Data Representation: <ul style="list-style-type: none"> • Compression • Run Length Encoding </td> <td> Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Data Compression Craig and Dave </td> <td></td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | | Data Representation: <ul style="list-style-type: none"> • Compression • Run Length Encoding | Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Data Compression Craig and Dave | | | |
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| Wednesday | SCIENCE | | Combined Science | Triple Science (Set 1) | |
| | | Biology | B3 -Infection and response | B7 - Ecology | |
| | | Chemistry | C3 - Quantitative chemistry | C10 - Using Resources | |
| | | Physics | P3- Particle model of matter | P8 - Space | |
| | OPTION C | COMPUTER SCIENCE: | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | Where to find it | | |
| <ul style="list-style-type: none"> • Data Representation: • Compression • Huffman Encoding | | Teams > Files > Class Materials > Revision Materials > Data Representation Seneca > Fundamentals of Data Representation > Data Compression Craig and Dave https://student.craigndave.org/videos/gcse-aqa-sl13-compression-huffman-coding | | | |
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| Sponsorship, National Arts Council, regional Arts Boards (in England), local authorities, businesses, National Lottery, charitable trusts and foundations | | | | | | | |
| Budgeting | | | | | | | |
| Professional bodies, unions and performing organisations management structures, theatre companies, small scale touring companies | | | | | | | |
| Thursday | Mathematics | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | | | | |
| Friday | ENGLISH | Summary/comprehension exercise using extract from ‘A Christmas Carol’ | | | | | |
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|---|--|---|--|-------------------------------|------------------|--|---|--|--|---|--|
| Saturday | SCIENCE | | Combined Science | Triple Science (Set 1) | | | | | | | |
| | | Biology | B3 -Infection and response | B7 - Ecology | | | | | | | |
| | | Chemistry | C3 - Quantitative chemistry | C10 - Using Resources | | | | | | | |
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| Unit + Content to revise | Where to find it | | | | | | | | | | |
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| Sunday | OPTION C | <p><i>You will do one of these</i></p> | COMPUTER SCIENCE: | | | | | | | | |
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| | | <p>Software Classification</p> <p>Craig and Dave https://student.craigndave.org/video/gcse-aqa-slr5-the-purpose-and-functionality-of-operating-systems</p> <p>https://student.craigndave.org/video/gcse-aqa-slr5-operating-systems-part-1 https://student.craigndave.org/video/gcse-aqa-slr5-operating-systems-part-2</p> | | | | | |
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| | <p>Topic review</p> | <p>Look back at topics studied previously – any subject – in order to make sure that they remain in your memory.</p> | | | | | |

| | | | Completed (tick) | Parent/ Carer (tick) | | | | |
|---|---|---|--------------------------|-------------------------|---|---|--|--|
| Week 6 How to Support at Home: Be the entertainments officer. Find out about apps, podcasts, exhibitions etc that will help your child's learning. | | | | | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 4 – Common Specialist Technical Principles – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PE - Components of fitness. Principles of training | | | | | | |
| Tuesday | ENGLISH | <p>Revise key context and themes in 'A Christmas Carol'. Create revision cards, posters and self-test your knowledge. Complete practice question for 'A Christmas Carol'</p> | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #FFF9C4;">Unit + Content to revise</th> <th style="background-color: #FFF9C4;">Where to find it</th> </tr> </thead> <tbody> <tr> <td> Computer Systems: <ul style="list-style-type: none"> • What is hardware • What is software </td> <td> Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Hardware and Software Craig and Dave </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | Computer Systems: <ul style="list-style-type: none"> • What is hardware • What is software | Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Hardware and Software Craig and Dave | | |
| Unit + Content to revise | Where to find it | | | | | | | |
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| | | https://student.craigndave.org/videos/qcse-aqa-slr5-hardware-and-software-an-introduction | | | |
| | | <ul style="list-style-type: none"> • ENTERPRISE Learning Aim - Exam Practice. Papers and resources are on your class notebooks, Teams under Files and on Know It All Ninja • FRENCH – revision materials will be sent in a separate document • GERMAN - revision materials will be sent in a separate document • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | |
| Wednesday | SCIENCE | | Combined Science | Triple Science (Set 1) | |
| | | Biology | B4 - Bioenergetics | B1 – Cell Biology | |
| | | Chemistry | C4 - Chemical change C5 - Energy changes | C1 – Atomic structure and the periodic table | |
| | | Physics | P4 - Atomic structure | P1 - Energy | |
| | OPTION C | COMPUTER SCIENCE: | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | Where to find it | | |
| Computer Systems: <ul style="list-style-type: none"> • Utility Software | | Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Software Classification Craig and Dave https://student.craigndave.org/videos/qcse-aqa-slr5-utility-system-software | | | |

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| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |
| Friday | ENGLISH | Revise what you have to do for each question on English language paper 2. Have a go at a past paper and make sure you time yourself. Use the timed starter and homework booklet for paper 2 to attempt different questions and time yourself. Create flashcards for what to do for each question and test yourself. Write a quiz for yourself to complete about what you have to do to answer each question. | | |
| | <p>OPTION A</p> <p><i>You will do one of these</i></p> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 4 – Common Specialist Technical Principles – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PE - Components of fitness. Principles of training. • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. | | |

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|---|---------------------------------|---|--|---|--|--|--|
| Saturday | SCIENCE | | Combined Science | Triple Science (Set 1) | | | |
| | | Biology | B4 - Bioenergetics | B1 – Cell Biology | | | |
| | | Chemistry | C4 - Chemical change C5 - Energy changes | C1 – Atomic structure and the periodic table | | | |
| | | Physics | P4 - Atomic structure | P1 - Energy | | | |
| | OPTION B | COMPUTER SCIENCE: | | | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | Where to find it | | | | |
| | | Computer Systems: <ul style="list-style-type: none"> • Boolean Logic • Logic Gates • Logic Circuits | Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Boolean Logic Craig and Dave https://student.craigndave.org/videos/aqa-8525-sl11-boolean-logic Watch all videos from above link | Practice drawing truth tables Practice drawing different logic circuits and providing various inputs and then calculating the final outputs. | | | |
| <ul style="list-style-type: none"> • ENTERPRISE Learning Aim - Exam Practice. Papers and resources are on your class notebooks, Teams under Files and on Know It All Ninja • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • FRENCH – revision materials will be sent in a separate document • GERMAN - revision materials will be sent in a separate document • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | | | | | |
| Sunday | OPTION C | COMPUTER SCIENCE: | | | | | |
| | | Unit + Content to revise | Where to find it | | | | |

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|--|--|---|---|--|--|--|--|
| <p><i>You will do one of these</i></p> | | <p>Computer Systems:</p> <ul style="list-style-type: none"> • Boolean Logic • Logic Gates • Logic Circuits | <p>Teams > Files > Class Materials > Revision Materials > Computer Systems</p> <p>Seneca > Computer Systems > Boolean Logic</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr11-boolean-logic</p> <p>Watch all videos from above link</p> | <p>Practice drawing truth tables</p> <p>Practice drawing different logic circuits and providing various inputs and then calculating the final outputs.</p> | | | |
| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 4 – Common Specialist Technical Principles – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Learning Aim - Exam Practice. Papers and resources are on your class notebooks, Teams under Files and on Know It All Ninja • ICT /Digital Information Technology. Learning Aim A – Cyber threats and security. Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Different types of performing arts: the organisations/businesses and how they operate, the range of products they produce, how products are financed and marketed and how decisions about programming are made • PSYCHOLOGY – – Revise Unit 5 – Social Influence topic | | | | | |
| <p>Topic review</p> | <p>Look back at topics studied previously – any subject – in order to make sure that they remain in your memory.</p> | | | | | | |

Easter Break: You Have More Time to Revise Here.

| | | | Completed (tick) | Parent/ Carer (tick) | | | | | | |
|---|---|---|--------------------------|-------------------------|--|---|---|--|--|--|
| Week 7 How to Support at Home: <i>Feed me. Provide healthy snacks and water for revision periods.</i> | | | | | | | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | | | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 4 – Common Specialist Technical Principles – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | | | | | | |
| Tuesday | ENGLISH | Revise character quotations for Romeo, Juliet, the nurse and Friar Lawrence in 'Romeo and Juliet'. Choose 2 quotations and write a PETACL paragraph for these quotations. | | | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #FFF9C4;">Unit + Content to revise</th> <th style="background-color: #FFF9C4;">Where to find it</th> <th style="background-color: #FFF9C4;"></th> </tr> </thead> <tbody> <tr> <td> Computer Systems: <ul style="list-style-type: none"> • Systems Architecture • Von Neumann Architecture • Fetch Decode Execute Cycle • Factors effecting the speed of the CPU • Components of the CPU and their jobs • Embedded systems </td> <td> Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Systems Architecture Craig and Dave https://student.craigndave.org/video/s/aqa-8525-slr1-systems- </td> <td style="background-color: #FFF9C4;"> Spend a bit of time on this content. It's a complex topic. </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | | Computer Systems: <ul style="list-style-type: none"> • Systems Architecture • Von Neumann Architecture • Fetch Decode Execute Cycle • Factors effecting the speed of the CPU • Components of the CPU and their jobs • Embedded systems | Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Systems Architecture Craig and Dave https://student.craigndave.org/video/s/aqa-8525-slr1-systems- | Spend a bit of time on this content. It's a complex topic. | | |
| Unit + Content to revise | Where to find it | | | | | | | | | |
| Computer Systems: <ul style="list-style-type: none"> • Systems Architecture • Von Neumann Architecture • Fetch Decode Execute Cycle • Factors effecting the speed of the CPU • Components of the CPU and their jobs • Embedded systems | Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Systems Architecture Craig and Dave https://student.craigndave.org/video/s/aqa-8525-slr1-systems- | Spend a bit of time on this content. It's a complex topic. | | | | | | | | |

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|---|---------------------------------|--|--|--|--|
| | | | architecture Watch all videos from above link multiple times. | | |
| | | <ul style="list-style-type: none"> • ENTERPRISE Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim C - Resources are on Know It all Ninja and Teams under your Files Tab. • FRENCH – revision materials will be sent in a separate document • GERMAN - revision materials will be sent in a separate document • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | |
| Wednesda y | SCIENCE | | Combined Science | Triple Science (Set 1) | |
| | | Biology | B4 - Bioenergetics | B1 – Cell Biology | |
| | | Chemistry | C4 - Chemical change C5 - Energy changes | C1 – Atomic structure and the periodic table | |
| | | Physics | P4 - Atomic structure | P1 - Energy | |
| | OPTION C | COMPUTER SCIENCE: | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | Where to find it | | |
| Computer Systems: <ul style="list-style-type: none"> • Systems Architecture • Von Neumann Architecture • Fetch Decode Execute Cycle • Factors effecting the speed of the CPU • Components of the CPU and their jobs • Embedded systems | | Teams > Files > Class Materials > Revision Materials > Computer Systems Seneca > Computer Systems > Systems Architecture Craig and Dave https://student.craigndave.org/video/s/aqa-8525-slr1-systems-architecture | Spend a bit of time on this content. It's a complex topic. | | |

| | | | | |
|----------|---|--|-------------------------------|--|
| | | <p>Watch all videos from above link multiple times.</p> <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 4 – Common Specialist Technical Principles – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim C - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Funding: awareness of funding organisations such as national arts councils, regional arts boards in England, local authorities, business sponsorship, National Lottery, Charitable trusts. • PSYCHOLOGY – Revise Unit 6 – Memory topic. | | |
| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |
| Friday | ENGLISH | English Language Paper 1 and Paper 2 timed questions booklet | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 4 – Common Specialist Technical Principles – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • PE - Optimising training. Injury prevention • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | |
| Saturday | SCIENCE | Combined Science | Triple Science (Set 1) | |
| | | Biology B5 – Homeostasis and Response | B2 – Organisation | |

| | | | | | | | |
|--------|---------------------------------|--|---|---|--|--|--|
| | | Chemistry | C6 – The rate and extent of chemical change C7 – Organic Chemistry | C2 – Bonding, structure and the properties of matter | | | |
| | | Physics | P5 – Forces | P2 - Electricity | | | |
| | OPTION B | COMPUTER SCIENCE: | | | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | | Where to find it | | | |
| | | Computer Networks: <ul style="list-style-type: none"> Wired vs Wireless Topologies | | Teams > Files > Class Materials > Revision Materials > Networks Seneca > Fundamentals of Computer Networks Craig and Dave https://student.craigdave.org/videos/qcse-aqa-slr3-types-of-networks https://student.craigdave.org/videos/qcse-aqa-slr3-modes-of-connection-wired-and-wireless https://student.craigdave.org/videos/qcse-aqa-slr3-star-and-bus-network-topologies | | Spend a bit of time on this content. It's a complex topic. | |
| | | <ul style="list-style-type: none"> ENTERPRISE Exam revision. Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. ICT /Digital Information Technology. Learning Aim B - Resources are on Know It all Ninja and Teams under your Files Tab. FRENCH – revision materials will be sent in a separate document GERMAN - revision materials will be sent in a separate document GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | | | |
| Sunday | OPTION C | COMPUTER SCIENCE: | | | | | |
| | <i>You will do</i> | Unit + Content to revise | | Where to find it | | | |
| | | Computer Networks: | | Teams > Files > Class Materials > | | Spend a bit of time on this content. | |

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|--|----------------------------|--|--|------------------------------|--|--|
| | <p><i>one of these</i></p> | <ul style="list-style-type: none"> • Protocols • Types of network protocol | <p>Revision Materials > Networks</p> <p>Seneca > Fundamentals of Computer Networks > Network and application protocols</p> <p>Craig and Dave https://student.craigndave.org/video/gcse-aga-slr3-common-network-protocols</p> | <p>It's a complex topic.</p> | | |
| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 4 – Common Specialist Technical Principles – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Exam revision. Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim B - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Recruiting processes such as auditions, interviews, show-reels, demo recordings (CD), CVs, websites; Contracts: permanent, part-time, fixed term, freelance. • PSYCHOLOGY – Revise Unit 6 – Memory topic. | | | | |
| | <p>Topic review</p> | <p>Look back at topics studied previously – any subject – in order to make sure that they remain in your memory.</p> | | | | |

| | | | Completed (tick) | Parent/ Carer (tick) | | | | |
|--|--|---|--------------------------|-------------------------|--|--|--|--|
| Week 8 How to Support at Home: <i>Talk to us! Any last minute questions of concerns, please ask us!</i> | | | | | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 5 – Timber based materials – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • PE - Engagement in physical activity and sport in the UK • Commercialisation of sport • Ethical and socio-cultural issues in physical activity and sport • ENTERPRISE Exam Revision - Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim B - Resources are on Know It all Ninja and Teams under your Files Tab. • RE - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts | | | | | | |
| Tuesday | ENGLISH | Write a report, article and persuasive letter-questions to be provided | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #FFF9C4;">Unit + Content to revise</th> <th style="background-color: #FFF9C4;">Where to find it</th> </tr> </thead> <tbody> <tr> <td> Computer Networks: <ul style="list-style-type: none"> • The methods of and need for network security </td> <td> Teams > Files > Class Materials > Revision Materials > Networks Craig and Dave https://student.craigndave.org/video/gcse-aqa-slr3-the-need-for-and- </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | Computer Networks: <ul style="list-style-type: none"> • The methods of and need for network security | Teams > Files > Class Materials > Revision Materials > Networks Craig and Dave https://student.craigndave.org/video/gcse-aqa-slr3-the-need-for-and- | | |
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| | | methods-of-network-security | | | |
| | | <ul style="list-style-type: none"> • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • FRENCH – revision materials will be sent in a separate document • GERMAN - revision materials will be sent in a separate document | | | |
| Wednesda y | SCIENCE | Combined Science | Triple Science (Set 1) | | |
| | | Biology | B5 – Homeostasis and response | B2 – Organisation | |
| | | Chemistry | C6 – The rate and extent of chemical change C7 – Organic Chemistry | C2 – Bonding, structure and the properties of matter | |
| | | Physics | P5 – Forces | P2 - Electricity | |
| | OPTION C | COMPUTER SCIENCE: | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | Where to find it | | |
| Computer Networks: <ul style="list-style-type: none"> • 4 layer TCPIP Model | | Teams > Files > Class Materials > Revision Materials > Networks Seneca > Fundamentals of Computer Networks > Layering Craig and Dave https://student.craigndave.org/videos/gcse-aqa-sl3-the-4-layer-tcp-ip-protocol-model | Spend a bit of time on this content. It's a complex topic. Remember which protocols operate at each layer | | |
| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 5 – Timber based materials – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE. Exam Technique - Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. | | | |

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| | | <ul style="list-style-type: none"> • ICT /Digital Information Technology. Learning Aim B - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - An Understanding of how the performing arts industry can bring economic and social benefits to a range of communities. How the performing arts might be used as a means of exploring social issues. Social import on performing arts. • PSYCHOLOGY – Revise Unit 6 – Memory topic. | | |
| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |
| Friday | ENGLISH | Respond to unseen poem. Write a lengthy response making sure you write about the meaning, language and structure used. Revise key poetic terms and their meaning such as: caesura, alliteration, enjambment, sibilance, oxymoron, juxtaposition, assonance. | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 5 – Timber based materials – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PE - Engagement in physical activity and sport in the UK. Commercialisation of sport. Ethical and socio-cultural issues in physical activity and sport | | |
| Saturday | SCIENCE | | Combined Science | Triple Science (Set 1) |
| | | Biology | B5 – Homeostasis and response | B2 – Organisation |
| | | Chemistry | C6 – The rate and extent of chemical change C7 – Organic Chemistry | C2 – Bonding, structure and the properties of matter |

| | | Physics | P5 – Forces | P2 - Electricity | | | |
|--------|---------------------------------|---|-------------|--|--|--|--|
| | OPTION B | COMPUTER SCIENCE: | | | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | | Where to find it | | | |
| | | Computer Networks: <ul style="list-style-type: none"> 4 layer TCPIP Model | | Teams > Files > Class Materials > Revision Materials > Networks Seneca > Fundamentals of Computer Networks > Layering Craig and Dave https://student.craigndave.org/video/gcse-aqa-slr3-the-4-layer-tcp-ip-protocol-model | | Spend a bit of time on this content. It's a complex topic. Remember which protocols operate at each layer | |
| | | <ul style="list-style-type: none"> ENTERPRISE Exam Technique- Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. ICT /Digital Information Technology. Learning Aim C - Resources are on Know It all Ninja and Teams under your Files Tab. GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts FRENCH – revision materials will be sent in a separate document GERMAN - revision materials will be sent in a separate document | | | | | |
| Sunday | OPTION C | COMPUTER SCIENCE: | | | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | | Where to find it | | | |
| | | Cyber Security: <ul style="list-style-type: none"> Cyber security threats: malware, social engineering techniques, weak passwords, pharming etc Penetration testing | | Teams > Files > Class Materials > Revision Materials > Cyber Security Seneca > Fundamentals of Computer Cyber Security Craig and Dave https://student.craigndave.org/video/aqa-8525-slr4-cyber-security | | You must know of all the cyber security threats and be able to discuss methods to prevent them | |

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| | | <p>Watch all videos from the link above</p> <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 5 – Timber based materials – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim C - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Types of stage https://www.bbc.co.uk/bitesize/guides/zjwp2sg/revision/1 • PSYCHOLOGY – Revise Unit 7 – Sleep and dreaming topic. | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |

| | | | Completed (tick) | Parent/ Carer (tick) | | | | |
|---|---|---|--------------------------|-------------------------|---|---|--|--|
| Week 9 How to Support at Home: <i>Quiz Time: have a routine period in the day where you quiz them on a subject</i> | | | | | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | | | | |
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| Tuesday | ENGLISH | <p>Revise key terminology (AFOREST) and classification of words such as nouns, verbs, adjectives, adverbs. Deconstruct a short extract into nouns, verbs, adjectives and adverbs.</p> | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFF2CC;"> <th style="text-align: left;">Unit + Content to revise</th> <th style="text-align: left;">Where to find it</th> </tr> </thead> <tbody> <tr> <td> Databases and SQL: <ul style="list-style-type: none"> • Relational databases and concepts </td> <td> Teams > Files > Class Materials > Revision Materials > Databases and SQL </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | Databases and SQL: <ul style="list-style-type: none"> • Relational databases and concepts | Teams > Files > Class Materials > Revision Materials > Databases and SQL | | |
| Unit + Content to revise | Where to find it | | | | | | | |
| Databases and SQL: <ul style="list-style-type: none"> • Relational databases and concepts | Teams > Files > Class Materials > Revision Materials > Databases and SQL | | | | | | | |

| | | <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr14-relational-databases-and-sql</p> <p>Watch all videos from the link above</p> | | | | | | | | | | | | | | |
|--|---|--|---|-----------------------------|------------------------|--|--|-----------------------------|-----------|---|-----------------------------|---------|------------|-------------------------------|--|--|
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| Wednesday | SCIENCE | <table border="1"> <thead> <tr> <th></th> <th>Combined Science</th> <th>Triple Science (Set 1)</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>B6 - Inheritance</td> <td>B3 – Infection and Response</td> </tr> <tr> <td>Chemistry</td> <td>C8 –Chemical Analysis C9 – Chemistry of the atmosphere</td> <td>C3 – Quantitative Chemistry</td> </tr> <tr> <td>Physics</td> <td>P6 – Waves</td> <td>P3 – Particle model of matter</td> </tr> </tbody> </table> | | Combined Science | Triple Science (Set 1) | Biology | B6 - Inheritance | B3 – Infection and Response | Chemistry | C8 –Chemical Analysis C9 – Chemistry of the atmosphere | C3 – Quantitative Chemistry | Physics | P6 – Waves | P3 – Particle model of matter | | |
| | | | Combined Science | Triple Science (Set 1) | | | | | | | | | | | | |
| | | Biology | B6 - Inheritance | B3 – Infection and Response | | | | | | | | | | | | |
| | | Chemistry | C8 –Chemical Analysis C9 – Chemistry of the atmosphere | C3 – Quantitative Chemistry | | | | | | | | | | | | |
| Physics | P6 – Waves | P3 – Particle model of matter | | | | | | | | | | | | | | |
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| <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 5 – Timber based materials – available in Teams – General – | | | | | | | | | | | | | | | |
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| | | <p>Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in Teams)</p> <ul style="list-style-type: none"> • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim C - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PSYCHOLOGY Revise Unit 7 – Sleep and dreaming topic. | | |
| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |
| Friday | ENGLISH | <p>Create revision cards/poster of the context of ‘Romeo and Juliet’</p> <p>Revise spelling and meanings of sophisticated vocabulary-spelling lists</p> | | |
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| Saturday | SCIENCE | | Combined Science | Triple Science (Set 1) |
| | | Biology | B6 - Inheritance | B3 – Infection and Response |
| | | Chemistry | C8 –Chemical Analysis C9 – Chemistry of the atmosphere | C3 – Quantitative Chemistry |
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| | <p>OPTION B</p> <p><i>You will do one of these</i></p> | <p>COMPUTER SCIENCE:</p> <table border="1" data-bbox="472 161 1982 547"> <thead> <tr> <th data-bbox="472 161 978 197">Unit + Content to revise</th> <th data-bbox="978 161 1480 197">Where to find it</th> <th data-bbox="1480 161 1982 197"></th> </tr> </thead> <tbody> <tr> <td data-bbox="472 197 978 547"> <p>Databases and SQL:</p> <ul style="list-style-type: none"> SQL – searching for data SQL insert, delete and edit data in a database </td> <td data-bbox="978 197 1480 547"> <p>Teams > Files > Class Materials > Revision Materials > Databases and SQL</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr14-relational-databases-and-sql</p> <p>Watch all videos from the link above</p> </td> <td data-bbox="1480 197 1982 547"> <p>Remember the methods and syntax!</p> </td> </tr> </tbody> </table> <ul style="list-style-type: none"> ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. ICT /Digital Information Technology. Learning Aim C - Resources are on Know It all Ninja and Teams under your Files Tab. GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts FRENCH – revision materials will be sent in a separate document GERMAN - revision materials will be sent in a separate document | Unit + Content to revise | Where to find it | | <p>Databases and SQL:</p> <ul style="list-style-type: none"> SQL – searching for data SQL insert, delete and edit data in a database | <p>Teams > Files > Class Materials > Revision Materials > Databases and SQL</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr14-relational-databases-and-sql</p> <p>Watch all videos from the link above</p> | <p>Remember the methods and syntax!</p> | | |
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| Unit + Content to revise | Where to find it | | | | | | | | | |
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| <p>Sunday</p> | <p>OPTION C</p> <p><i>You will do one of these</i></p> | <p>COMPUTER SCIENCE:</p> <table border="1" data-bbox="472 1031 1982 1414"> <thead> <tr> <th data-bbox="472 1031 978 1067">Unit + Content to revise</th> <th data-bbox="978 1031 1480 1067">Where to find it</th> <th data-bbox="1480 1031 1982 1067"></th> </tr> </thead> <tbody> <tr> <td data-bbox="472 1067 978 1414"> <p>Databases and SQL:</p> <ul style="list-style-type: none"> SQL – searching for data SQL insert, delete and edit data in a database </td> <td data-bbox="978 1067 1480 1414"> <p>Teams > Files > Class Materials > Revision Materials > Databases and SQL</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr14-relational-databases-and-sql</p> <p>Watch all videos from the link above</p> </td> <td data-bbox="1480 1067 1982 1414"> <p>Remember the methods and syntax!</p> </td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | | <p>Databases and SQL:</p> <ul style="list-style-type: none"> SQL – searching for data SQL insert, delete and edit data in a database | <p>Teams > Files > Class Materials > Revision Materials > Databases and SQL</p> <p>Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr14-relational-databases-and-sql</p> <p>Watch all videos from the link above</p> | <p>Remember the methods and syntax!</p> | | |
| Unit + Content to revise | Where to find it | | | | | | | | | |
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| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 5 – Timber based materials – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim C - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Technical terms, wings, fly tower (flies), stage dock, orchestra pit, Tabs, LX, FX, The Book, SM, ASM • PSYCHOLOGY - Revise Unit 7 – Sleep and dreaming topic. | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |

| | | | Completed (tick) | Parent/ Carer (tick) |
|---|---|--|---------------------|-------------------------|
| Week 10 How to Support at Home: <i>Build Confidence</i> - tell your child their strengths. | | | | |
| Monday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY - PG Online Unit 1 – New and Emerging Technologies – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PE - Mental preparation. Types of guidance and feedback. | | |
| Tuesday | ENGLISH | Create character profiles for Tybalt, Romeo, Mercutio and Lord Capulet | | |
| | OPTION B <i>You will do one of these</i> | <ul style="list-style-type: none"> • ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim D - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • FRENCH – revision materials will be sent in a separate document | | |

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|--|---------------------------------|--|--|-------------------------------|--|--|--|
| | | <ul style="list-style-type: none"> GERMAN - revision materials will be sent in a separate document | | | | | |
| Wednesda y | SCIENCE | | Combined Science | Triple Science (Set 1) | | | |
| | | Biology | B6 - Inheritance | B3 – Infection and Response | | | |
| | | Chemistry | C8 –Chemical Analysis C9 – Chemistry of the atmosphere | C3 – Quantitative Chemistry | | | |
| | | Physics | P6 – Waves | P3 – Particle model of matter | | | |
| | OPTION C | COMPUTER SCIENCE: | | | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | Where to find it | | | | |
| Ethics: <ul style="list-style-type: none"> Explain the current ethical, legal and environmental impacts and risks of digital technology on society. Where data privacy issues arise these should be considered | | Teams > Files > Class Materials > Revision Materials > Ethics Craig and Dave https://student.craigndave.org/videos/aqa-8525-slr6-ethical-legal-and-environmental-impacts Watch all videos from the link above | Exam questions will be taken from the following areas: cyber security mobile technologies wireless networking cloud storage hacking (unauthorised access to a computer system) wearable technologies computer based implants autonomous vehicles. Students will be expected to understand and explain the general principles behind the issues rather than have detailed knowledge on specific issues. Students should be aware that ordinary citizens normally value their privacy and may not like it when governments or security services have too much access. Students should be aware that governments and security services often argue that they cannot keep their citizens safe from terrorism and other attacks unless they have access to private data. | | | | |

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| | | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY PG Online Unit 1 – New and Emerging Technologies – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • FOOD AND NUTRITION - See additional information page for food preparation revision topics • ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim D - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PERFORMANCE - Roles in the theatre: https://www.bbc.co.uk/bitesize/guides/zhx3pg8/revision/1 | | | |
| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | | |
| Friday | ENGLISH | <p>Create revision cards/poster of the context of ‘Romeo and Juliet’</p> <p>Revise spelling and meanings of sophisticated vocabulary-spelling lists</p> | | | |
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| Saturday | SCIENCE | | Combined Science | Triple Science (Set 1) | |
| | | Biology | B7 - Inheritance | B4 –Bioenergetics | |
| | | Chemistry | C10 – Using resources | C4 – Chemical changes C5 – Energy changes | |

| | | Physics | P7 – Magnetism and electromagnetism | P4 – Atomic Structure | | | |
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| | OPTION B | COMPUTER SCIENCE: | | | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | | Where to find it | | | |
| | | Pick a topic of your choice, preferably a weakness. | | Teams > Files > Class Materials > Revision Materials Craig and Dave https://student.craigndave.org/gcse-aqa-8525 Seneca | | | |
| | | <ul style="list-style-type: none"> • ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. • ICT /Digital Information Technology. Learning Aim D - Resources are on Know It all Ninja and Teams under your Files Tab. • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • FRENCH – revision materials will be sent in a separate document • GERMAN - revision materials will be sent in a separate document | | | | | |
| Sunday | OPTION C | COMPUTER SCIENCE: | | | | | |
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|--|--------------|---|--------|--|--|--|--|
| | | | Seneca | | | | |
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- **DESIGN TECHNOLOGY** PG Online Unit 1 – New and Emerging Technologies – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams)
- **FOOD AND NUTRITION** - See additional information page for food preparation revision topics
- **ENTERPRISE** Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision.
- **ICT /Digital Information Technology.** Learning Aim D - Resources are on Know It all Ninja and Teams under your Files Tab.
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- **HISTORY** - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts
- **PERFORMANCE** - Stage Positioning <https://www.bbc.co.uk/bitesize/guides/zm2yt39/revision/1>
- **PSYCHOLOGY** – Revise research methods.

| | | | Completed (tick) | Parent/ Carer (tick) | | | | | | |
|---|--|---|--------------------------|-------------------------|--|--|--|--|--|--|
| Week 11 How to Support at Home: <i>Encourage</i>: as your child begins exams, support them and keep them focused on the next exam. | | | | | | | | | | |
| Monday | MATHEMATICS | Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task. Make sure you attempt one MemRI and Fix-up-5 per week. | | | | | | | | |
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| Tuesday | ENGLISH | Revise characters, context and themes in ‘A Taste of Honey’. Focus on the following characters: Helen, Geoff, Jo and Peter | | | | | | | | |
| | OPTION B <i>You will do one of these</i> | <p>COMPUTER SCIENCE:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #FFF2CC;"> <th style="width: 40%;">Unit + Content to revise</th> <th style="width: 40%;">Where to find it</th> <th style="width: 20%;"></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> Pick a topic of your choice, preferably a weakness. </td> <td style="vertical-align: top;"> Teams > Files > Class Materials > Revision Materials Craig and Dave https://student.craigndave.org/qcse-aqa-8525 Seneca </td> <td></td> </tr> </tbody> </table> | Unit + Content to revise | Where to find it | | Pick a topic of your choice, preferably a weakness. | Teams > Files > Class Materials > Revision Materials Craig and Dave https://student.craigndave.org/qcse-aqa-8525 Seneca | | | |
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| Wednesday | SCIENCE | | Combined Science | Triple Science (Set 1) | |
| | | Biology | B7 - Inheritance | B4 –Bioenergetics | |
| | | Chemistry | C10 – Using resources | C4 – Chemical changes C5 – Energy changes | |
| | | Physics | P7 – Magnetism and electromagnetism | P4 – Atomic Structure | |
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| | <i>You will do one of these</i> | Unit + Content to revise | Where to find it | | |
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| Thursday | MATHEMATICS | <p>Use Hegarty in conjunction with your exam feedback sheets to identify topics you need to work on and watch the appropriate videos. Once watched, complete the associated Hegarty task.</p> <p>Make sure you attempt one MemRI and Fix-up-5 per week.</p> | | |
| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |
| Friday | ENGLISH | Revise context and themes in 'A Taste of Honey' | | |
| | OPTION A <i>You will do one of these</i> | <ul style="list-style-type: none"> • DESIGN TECHNOLOGY PG Online Unit 1 – New and Emerging Technologies – available in Teams – General – Files – Class Materials – PowerPoints and Worksheets + revision PowerPoint (in teams) • GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • RE – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts • PE - Health, fitness and well-being. Diet and nutrition | | |
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|--------|---------------------------------|--|-------------------------------------|---|--|---|
| | OPTION B | COMPUTER SCIENCE: | | | | |
| | <i>You will do one of these</i> | Unit + Content to revise | | Where to find it | | |
| | | Algorithms: <ul style="list-style-type: none"> Trace Tables (again!) | | Teams > Files > Class Materials > Revision Materials > Algorithms > Trace Tables Craig and Dave https://student.craigndave.org/videos/aqa-8525-sl7-algorithms | | This is a very important topic to revise. Trace tables will most likely feature quite heavily in your exam. Practice, practice, practice!!!!!! |
| | | <ul style="list-style-type: none"> ENTERPRISE Exam Technique Resources are on www.doddlelearn.co.uk and Teams under the Files tab - revision. ICT /Digital Information Technology. Learning Aim D - Resources are on Know It all Ninja and Teams under your Files Tab. GEOGRAPHY – see final section of this booklet for a week by week breakdown of tasks and also on Classcharts HISTORY - see final section of this booklet for a week by week breakdown of tasks and also on Classcharts FRENCH – revision materials will be sent in a separate document GERMAN - revision materials will be sent in a separate document | | | | |
| Sunday | OPTION C | COMPUTER SCIENCE: | | | | |
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| | | Pick a topic of your choice, preferably a weakness. | | Teams > Files > Class Materials > Revision Materials Craig and Dave https://student.craigndave.org/qcse-aqa-8525 Seneca | | |

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| | Topic review | Look back at topics studied previously – any subject – in order to make sure that they remain in your memory. | | |

Additional information: GCSE Fine Art Internally Set Assignment

4th January – 29th April 2022

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|-------|------------------------|--|
| Brief | Thinking & Questioning | Choose a theme from one of the 7 options. Mind maps, lists, text, sketches, images, news, media Work to own strengths in order to order to meet the assessment objectives in media |
| AO1 | Investigate | Show how your sources influence your own ideas Investigate the Formal Elements to show you understand how artists use them for meaning and intention. |
| AO2 | Experiment | Refine your work by exploring ideas, take risks, try your ideas out in different media, experiment with art materials. Print, collage, drawing, painting, digital, photography, textile, 3D materials. |
| AO3 | Record | Evidence how you have recorded your own ideas and observations through drawing as your work progresses. Annotate to explain your decisions and use of visual language. Develop your skills and techniques relevant to your idea. |
| AO4 | Respond | Carry out your personal response to the brief both in your sketchbook and in any large-scale work you may make. Show skilful use of visual language in your work. |

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| Week 1 | Setting the brief – thinking and questioning <ul style="list-style-type: none"> • Choose a theme from one of the 7 options • Mind map • Brainstorm ideas for your project • Research a variety of artists relevant to your theme • Create a mood board using images, materials, found objects, colour schemes, etc. • Small thumbnail sketches of ideas • Copy relevant artists' artwork • Artist analysis pages |
| Week 2 | AO1 Investigate Show how your sources influence your own ideas. Investigate the Formal Elements to show you understand how artists use them for meaning and intention. |
| Week 3 | <ul style="list-style-type: none"> • Copy relevant artists' artwork • Artist analysis pages • Take a wide range of photographs to support your project and generate ideas • Visit locations/galleries etc. • Observational drawing • Annotation |
| Week 4 | AO2 Experiment Refine your work by exploring ideas, take risks, try your ideas out in different media, experiment with art materials. Print, collage, drawing, painting, digital, photography, textile, 3D materials. |
| Week 5 | |

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| | <ul style="list-style-type: none"> • Observational drawing • Further photography • Media experiments relevant to your idea/theme • Annotation |
| Week 6 | <p>AO2 Experiment (continued)</p> <p>Refine your work by exploring ideas, take risks, try your ideas out in different media, experiment with art materials.</p> <p>Print, collage, drawing, painting, digital, photography, textile, 3D materials.</p> |
| Week 7 | <ul style="list-style-type: none"> • Further media experiments (refine your ideas and improve your work) • Start to select ideas/techniques/media that work well • Annotation |
| Week 8 | <p>AO3 Record</p> <p>Evidence how you have recorded your own ideas and observations through drawing as your work progresses.</p> <p>Annotate to explain your decisions and use of visual language.</p> <p>Develop your skills and techniques relevant to your idea.</p> |
| Week 9 | <p>AO3 Record</p> <p>Evidence how you have recorded your own ideas and observations through drawing as your work progresses.</p> <p>Annotate to explain your decisions and use of visual language.</p> <p>Develop your skills and techniques relevant to your idea.</p> |
| Week 10 | <ul style="list-style-type: none"> • Compositional planning (small sketches) • Create a practice piece/mock-up • Continued observational drawing/photography • Annotation |
| Week 11 | <p>AO2, AO3, AO4</p> <p>Start to plan compositional ideas for any large-scale work or 'final piece' you want to produce, use appropriate media and materials as previously worked with in sketchbooks.</p> <ul style="list-style-type: none"> • Finalise composition/planning • Start to create your final piece OR bring your project to a conclusion (this may need to be started earlier depending on what you are creating) • Annotation |
| Week 12 | <p>AO3, AO4</p> <ul style="list-style-type: none"> • Large-scale work • Final piece(s) • Sketchbook work • annotation |
| Week 13 | <p>AO3, AO4</p> <ul style="list-style-type: none"> • Large-scale work • Final piece(s) • Sketchbook work • annotation |
| Week 14 | <p>AO3, AO4</p> <ul style="list-style-type: none"> • Write an evaluation/analysis of your project • Tidy up your sketchbooks and any large-scale work, CLEARLY LABEL everything with your name and submit it in one portfolio (also labelled) to your teacher before the deadline |

Additional Information: FOOD PREPARATION AND NUTRITION

| TOPIC | REVISE | TASK |
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| 1. Vitamins and minerals. | <p>Fat soluble vitamins A, D, E and K.</p> <ol style="list-style-type: none"> 1. Sources of each. 2. Function of each. 3. Effects of excess and deficiency of each. <p>Water soluble vitamins B1, B2, B3, B9, B12 and vitamin C.</p> <p>Antioxidants. What are they? What do they do?</p> | <p>Make a set of revision cards. Different colours for each vitamin and minerals.</p> |
| 2. Macronutrients | <p>Proteins, fats and carbohydrates.</p> <ol style="list-style-type: none"> 1. What are the function of these macronutrients? 2. What happens if we have an excess and deficiency of the above macronutrients? 3. What foods are they found in? 4. What are HBVs and LBVs? Give examples of each. 5. Alternative proteins Quorn, quinoa and tofu. What are they? 6. Saturated and unsaturated fats. Are they good or bad? 7. The two types of Carbohydrate, sugar and starch. 8. The glycaemic index. What is it? | <p>Mind map the topic use coloured pens for each part of your mind map and add drawings to aid memory.</p> |
| 3. Minerals and trace elements. | <p>Calcium, Iron, Sodium, Phosphorus.</p> <p>Trace elements – Iodine and Fluoride. What are they? Why do we need them? What happens if we have excess and deficiency of each? What foods are they found in?</p> | q |
| 4. Fibre and water. | <p>What is fibre? Why do we need it? How much water do we need per day? Benefits of water?</p> | <p>Make notes on both topics.</p> |
| 5. Healthy eating guidelines. | <p>The Eat Well Guide. What is it? What are the recommendations?</p> | <p>Look at the NHS website read through the advice given. Print off a picture of the Eat Well Guide then label it with advice from the NHS web site.</p> |
| 6. Nutritional needs of | <ol style="list-style-type: none"> 1. Young children age 2 – 5 years old. 2. Children 5 – 12 years old. | <p>Make a table for each group and find the nutrients, reason they need that nutrient and</p> |

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| different age groups. | 3. Teenagers. 4. Adults. 5. Elderly adults. What foods to avoid and what foods are good to eat. | food examples of each nutrient. |
| 7. Diet related health problems. | Obesity. What is the BMI? How does it work? Causes of Obesity and health problems. Coronary Heart Disease. What is it? Causes of CHD and Health problems of CHD. Anaemia. What is it? Causes and health problems. Diabetes. What is type 1 and type 2? Causes and health problems. Rickets, osteoporosis and tooth decay. | Produce a table listing the causes and health problems of each dietary health problem. |
| 8. Energy needs. | BMR, PAL, LOL. What are they? How are they used? What are they used for? | Make a set of revision notes. |
| 9. Why is food cooked? | Find out more about the following. 1. To make it safe to eat. 2. To improve the shelf life. 3. To develop flavours. 4. To improve textures. 5. To give variety in the diet. | Produce a mind map of why food is cooked. Add pictures and colour for each section of your mind map. |
| 10. Heat Transfer. | Conduction, convection, radiation and microwave. What is each method of heat transfer? How do they transfer heat? | Add drawings to a poster called HEAT TRANSFER Add details about each method of heat transfer and how it works. |
| 11. Cooking methods. | Water based methods of cooking. Boiling, steaming, blanching, poaching and braising. Fat based cooking methods. Stir fry, roasting and shallow frying. Dry methods of cooking. Baking, grilling and dry frying. List the advantages and disadvantages of each of the different methods of cooking. Describe how each method is achieved. | Produce notes with the advantages and disadvantages of each method of cooking. |

Additional information: Religious Studies AQA GCSE SPEC A

Paper 1 part 1 Christian beliefs and practices

Week 1

The Trinity

Creation

Evil and suffering

The Afterlife

Week 2

Jesus Christ and Salvation

Different Forms of worship- liturgical, non- liturgical, private worship, denominations.

The Sacraments

Prayer and Pilgrimage

Week 3

Festivals- How and why they are celebrated, Christmas and Easter

The work of the Church

Paper 1 Part 2 Islamic beliefs and Practices

Sunni and Shia- differences and reasons for this.

6 articles of faith- Sunni

Week 4

5 roots of roots of faith

Tawhid- oneness of God, Shahadah, Shirk.

Allah's characteristics

The prophets- Adam, Abraham, Moses Muhammed.

Week 5

The life of Muhammed

The Quran and other holy scripture.

Life after death

Worship and duties

Week 6

5 pillars

Festivals- Ashura, Eid, Is UI Adha, Id UI Fitr

Paper 2 Component 2A

Theme A Relationships and Families

Sexuality and sexual relationships- homosexuality and religions, women's rights and the role of men and women in religions.

Contraception

Week 7

Marriage and divorce

Families

Gender Equality

Theme B Religion and Life

The origins of the universe and people- Adam and Eve, Big Bang, evolution, William Payley, Thomas Aquinas, Creationist, liberal and literal interoperations.

Week 8

The environment and stewardship

Animal rights, vegetarianism, vegan, testing.

Abortion

Euthanasia

Week 9

The afterlife- arguments , evidence and different beliefs for and against.

Theme D Religion, Peace and Punishment

Peace- pacifism, activism.

Peace and conflict Christianity

Peace and conflict- Islam

Week 10

Weapons of mass destruction

Peace making and peacemakers

Theme E Religion Crime and Punishment

Religion and the law- different religious laws, Sharia, 10 commandments

Week 11

Crime- different types of crime, sins

Punishment- types of punishments, pros and cons.

The death penalty- arguments for and against it, religious views on it.

Additional Information: Performing Arts

You will find the following useful when you are revising:

Theatre Websites. "Behind The Scenes". These websites give an insight into the theatre industry and how the Performance industry works, giving details of roles and responsibilities and the processes involved in putting on a production.

- National Theatre <https://www.nationaltheatre.org.uk/>
- Royal Shakespeare Company <https://www.rsc.org.uk/>
- Royal Exchange Company <https://www.royalexchange.co.uk/>
- GCSE Bitesize Drama <https://www.bbc.co.uk/bitesize/subjects/zbckjxs>

In addition, you will be given in class

1. The Performing Arts Handbook
2. The Revision Guide (You will be given this at Half- Term)
3. Past Papers

YEAR 11 PERFORMING ARTS - Schedule

| | Unit 3 Written Paper Revision Guide | Monday & Wednesday Unit 1 Preparation | Tuesday Unit 1 Portfolio |
|---------------------|--|---|--|
| January | | | |
| WK 20 th | Publicity and marketing. Purpose Research theatre practice. Comparing and evaluating publicity materials. Key information needed required on publicity and marketing materials. Homework: Creating publicity materials. Subject specific terms: Name/Definition/ Writing in a sentence. | Planning and research leading to pitch presentation on "Fate" or "Reinterpretation" either as a performer, designer or technician. | Research, continued Performance skills audit. Production skills audit. Skills evaluation. Ideas and skills developed through workshops. |
| WK 27 th | Reading a script. Writing a script. Looking at the lay out. The information looked for by actors/designers/technicians when creating a performance using a script. How to annotate a script. Homework: Answer an exam based | Skills development Creating a pitch and performance extracts from shared ideas and the devising of a performance piece, either as a performer, designer, or technician. | Ideas development Venue research. Risk assessment. |

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| | question on a piece of text using correct terminology. Name/ Definition. With reference to the mock exam. | | |
| February | | | |
| WK 3 rd | Arts agencies, Purpose, how do they operate. Demonstrate relevant companies. With reference to the mock exam Homework: Exam based question using correct terminology and information to make an informed answer. | Continued development of the pitch working along professional guidelines as a practitioner in the performance industry. | Skills development through rehearsal Initial ideas/the brief. Final idea. Synopsis. Company roles and responsibilities. |
| WK 10 th | Community theatre. Continuation of the work on Arts agencies. Reference to the mock exam. Homework: Exam based question. | Skills development through rehearsal | Skills development through rehearsal Research on personal roles. Costume/makeup. Sound and Lighting. |
| HALF TERM | | | |
| WK 24 th Feb | How to create a set- design. Key elements that must be included in your designs. Knowledge and understanding of technical terms and stage configurations. Homework: Creating a set design from a piece of script using exam based questions. Reference to the mock exam paper. | Skills development through rehearsal | Poster/advertising/ticket annotations. Rehearsal pictures. The PowerPoint |
| March | | | |
| WK 2 nd March | Creating a lighting/ sound plot. Homework: Creating a sound and lighting plot based on exam questions. | Final preparations & Rehearsals of Unit 1 Presentation | Final preparations & Rehearsals for Unit 1 Presentation |
| WK 9 th March | UNIT 1 EXAM: The Pitch Wednesday 11th & Thursday 12th March | | |
| WK 16 th | Revision | Evaluating and writing up portfolio | Evaluating and writing up portfolio |
| WK 23 rd | All portfolios to be completed, handed in Wednesday 25th March | | |
| WK 30 th April | Mop up week. Re-filming and coursework catch up | | |
| EASTER | | | |
| WK 20 th April | Revision Sessions | Catch up Coursework | Catch up Coursework |
| WK 27 th April | Revision Sessions | | |
| May | Revision Sessions | | |

Week 1 – The challenge of resource management

Good websites = http://coolgeography.co.uk/gcsen/resource_management.php

<https://www.bbc.co.uk/education/topics/zybnhv4>

<https://teachers.thenational.academy/units/understanding-resources-f2c3>

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| <p>Food, water and energy are fundamental to human development.</p> | <p>The significance of food, water and energy to economic and social well-being. An overview of global inequalities in the supply and consumption of resources.</p> |
| <p>The changing demand and provision of resources in the UK create opportunities and challenges.</p> | <p>An overview of resources in relation to the UK.</p> <p>Food:</p> <ol style="list-style-type: none"> 1. the growing demand for high-value food exports from low income countries and all-year demand for seasonal food and organic produce 2. larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food 3. the trend towards agribusiness. <p>Water:</p> <ol style="list-style-type: none"> 4. the changing demand for water 5. water quality and pollution management 6. matching supply and demand – areas of deficit and surplus 7. the need for transfer to maintain supplies. <p>Energy:</p> <ol style="list-style-type: none"> 8. the changing energy mix – reliance on fossil fuels, growing significance of renewables 9. reduced domestic supplies of coal, gas and oil 10. economic and environmental issues associated with exploitation of energy sources. |

In this section, students are required to study **one** from [Food](#) or [Water](#) or [Energy](#). **YOU ARE STUDYING ENERGY!**

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| <p>Demand for energy resources is rising globally but supply can be insecure, which may lead to conflict.</p> | <p>Areas of surplus (security) and deficit (insecurity):</p> <ol style="list-style-type: none"> 1. global distribution of energy consumption and supply 2. reasons for increasing energy consumption: economic development, rising population, technology 3. factors affecting energy supply: physical factors, cost of exploitation and production, technology and political factors. <p>Impacts of energy insecurity – exploration of difficult and environmentally sensitive areas, economic and environmental costs, food production, industrial output, potential for conflict where demand exceeds supply.</p> |
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| <p>Different strategies can be used to increase energy supply.</p> | <p>Overview of strategies to increase energy supply:</p> <ol style="list-style-type: none"> 1. renewable (biomass, wind, hydro, tidal, geothermal, wave and solar) and non-renewable (fossil fuels and nuclear power) sources of energy 2. an example to show how the extraction of a fossil fuel has both advantages and disadvantages. (Fracking shale gas) <p>Moving towards a sustainable resource future:</p> <ol style="list-style-type: none"> 3. individual energy use and carbon footprints. Energy conservation: designing homes, workplaces and transport for sustainability, demand reduction, use of technology to increase efficiency in the use of fossil fuels 4. an example of a local renewable energy scheme in an LIC or NEE to provide sustainable supplies of energy. Chambamontera, Micro Hydro Scheme, Peru |
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Week 2 - Urban issues and challenges

Good websites = <https://www.bbc.co.uk/education/guides/zqxhbk7/revision>

<https://teachers.thenational.academy/units/understanding-global-urbanisation-22cf>

<https://www.bbc.co.uk/education/clips/zgp4d2p>

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| <p>A growing percentage of the world's population lives in urban areas.</p> | <p>The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities.</p> |
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| <p>Urban growth creates opportunities and challenges for cities in LICs and NEEs.</p> | <p>A case study of a major city in an LIC or NEE to illustrate: Rio de Janeiro</p> <ol style="list-style-type: none"> 1. the location and importance of the city, regionally, nationally and internationally 2. causes of growth: natural increase and migration 3. how urban growth has created opportunities: 4. social: access to services – health and education; access to resources – water supply, energy 5. economic: how urban industrial areas can be a stimulus for economic development 6. how urban growth has created challenges: 7. managing urban growth – slums, squatter settlements 8. providing clean water, sanitation systems and energy 9. providing access to services – health and education 10. reducing unemployment and crime 11. managing environmental issues – waste disposal, air and water pollution, traffic congestion. <p>An example of how urban planning is improving the quality of life for the urban poor. Self Help Schemes in Rochina The Favela-Bairro Project</p> |
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Week 3 - <https://www.bbc.co.uk/education/guides/z9y47hv/revision>

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| <p>Urban change in cities in the UK leads to a variety of social, economic and environmental opportunities and challenges.</p> | <p>Overview of the distribution of population and the major cities in the UK. – Where are the most densely and sparsely populated areas? How does this link to relief of the land. Reasons why some cities population are increasing or decreasing?</p> <p>A case study of a major city in the UK to illustrate: Manchester</p> <ol style="list-style-type: none"> 1. the location and importance of the city in the UK and the wider world 2. impacts of national and international migration on the growth and character of the city 3. how urban change has created opportunities: 4. social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems 5. environmental: urban greening 6. how urban change has created challenges: 7. social and economic: urban deprivation, inequalities in housing, education, health and employment (Redevelopment of Hulme, Manchester) 8. environmental: dereliction, building on brownfield and greenfield sites, waste disposal 9. the impact of urban sprawl on the rural–urban fringe, and the growth of commuter settlements. <p>An example of an urban regeneration project (Manchester city centre/Hulme Inner city) to show:</p> <ul style="list-style-type: none"> • reasons why the area needed regeneration <ol style="list-style-type: none"> 10. the main features of the project. |
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| Urban sustainability requires management of resources and transport. | <p>Features of sustainable urban living: Curitiba, Brazil</p> <ol style="list-style-type: none"> 1. water and energy conservation 2. waste recycling 3. creating green space. <p>How urban transport strategies are used to reduce traffic congestion. Manchester</p> |
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Week 4 - The challenge of natural hazards

http://coolgeography.co.uk/gcsen/challenge_natural_hazards.php

<https://teachers.thenational.academy/units/understanding-natural-hazards-ca17>

<https://teachers.thenational.academy/units/tectonic-hazards-5ad7>

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| Natural hazards pose major risks to people and property. | <p>Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk.</p> |
| Tectonic Hazards Earthquakes and volcanic eruptions are the result of physical processes. | <p>Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.</p> |
| The effects of, and responses to, a tectonic hazard vary between areas of contrasting levels of wealth. | <p>Primary and secondary effects of a tectonic hazard. (Earthquakes) Immediate and long-term responses to a tectonic hazard. Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Chile 2010 and Nepal 2015 Earthquakes</p> |
| Management can reduce the effects of a tectonic hazard. | <p>Reasons why people continue to live in areas at risk from a tectonic hazard. How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.</p> |

Week 5 Weather Hazards

<https://www.bbc.co.uk/education/guides/zpxgk7h/revision>

<https://teachers.thenational.academy/units/climatic-hazards-6a18>

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| Global atmospheric circulation helps to determine patterns of weather and climate. | <p>General atmospheric circulation model: pressure belts and surface winds.</p> |
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| <p>Tropical storms (hurricanes, cyclones, typhoons) develop as a result of particular physical conditions.</p> | <p>Global distribution of tropical storms (hurricanes, cyclones, typhoons). An understanding of the relationship between tropical storms and general atmospheric circulation. Causes of tropical storms and the sequence of their formation and development. The structure and features of a tropical storm. How climate change might affect the distribution, frequency and intensity of tropical storms.</p> |
| <p>Tropical storms have significant effects on people and the environment.</p> | <p>Primary and secondary effects of tropical storms. Immediate and long-term responses to tropical storms. Use a named example of a tropical storm to show its effects and responses. Typhoon Haiyan 2013 How monitoring, prediction, protection and planning can reduce the effects of tropical storms.</p> |

Week 6 –

<https://www.bbc.co.uk/education/guides/zgvjxsg/revision>

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| <p>The UK is affected by a number of weather hazards.</p> | <p>An overview of types of weather hazard experienced in the UK.</p> |
| <p>Extreme weather events in the UK have impacts on human activity.</p> | <p>An example of a recent extreme weather event in the UK to illustrate: (Somerset Floods)</p> <ol style="list-style-type: none"> 1. causes 2. social, economic and environmental impacts 3. how management strategies can reduce risk. <p>Evidence that weather is becoming more extreme in the UK.</p> |

Week 7 – Climate Change

<https://www.bbc.co.uk/education/guides/zx234j6/revision>

<https://teachers.thenational.academy/units/climatic-hazards-6a18>

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| <p>Climate change is the result of natural and human factors, and has a range of effects.</p> | <p>Evidence for climate change from the beginning of the Quaternary period to the present day. Possible causes of climate change:</p> <ul style="list-style-type: none"> • natural factors – orbital changes, volcanic activity and solar output • human factors – use of fossil fuels, agriculture and deforestation. <p>Overview of the effects of climate change on people and the environment.</p> |
| <p>Managing climate change involves both mitigation (reducing causes) and adaptation (responding to change).</p> | <p>Managing climate change:</p> <ol style="list-style-type: none"> 1. mitigation – alternative energy production, carbon capture, planting trees, international agreements 2. adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels. |

Week 8 - The living world In this section, students are required to study **Ecosystems, Tropical rainforests** and one from **Hot deserts** or **Cold environments**. **YOU ARE STUDYING HOT DESERTS**

<https://www.bbc.co.uk/education/guides/zwh9j6f/revision>

<https://teachers.thenational.academy/units/hot-deserts-1b33>

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| <p>Ecosystems exist at a range of scales and involve the interaction between biotic and abiotic components.</p> | <p>An example of a small scale UK ecosystem to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling. The balance between components. The impact on the ecosystem of changing one component. An overview of the distribution and characteristics of large scale natural global ecosystems.</p> |
| <p>Tropical rainforest ecosystems have a range of distinctive characteristics.</p> | <p>The physical characteristics of a tropical rainforest. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity.</p> |
| <p>Week 9 - Deforestation has economic and environmental impacts.</p> | <p>Changing rates of deforestation. A case study of a tropical rainforest to illustrate: The Amazon Basin</p> <ol style="list-style-type: none"> 1. causes of deforestation – subsistence and commercial farming, logging, road building, mineral extraction, energy development, settlement, population growth 2. impacts of deforestation – economic development, soil erosion, contribution to climate change. |

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| Tropical rainforests need to be managed to be sustainable. | Value of tropical rainforests to people and the environment. Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction. |
| Hot desert ecosystems have a range of distinctive characteristics. | The physical characteristics of a hot desert. The interdependence of climate, water, soils, plants, animals and people. How plants and animals adapt to the physical conditions. Issues related to biodiversity. |
| Development of hot desert environments creates opportunities and challenges. | A case study of a hot desert to illustrate: Thar Desert <ol style="list-style-type: none"> 1. development opportunities in hot desert environments: mineral extraction, energy, farming, tourism 2. challenges of developing hot desert environments: extreme temperatures, water supply, inaccessibility. |
| Areas on the fringe of hot deserts are at risk of desertification. | Causes of desertification – climate change, population growth, removal of fuel wood, overgrazing, over-cultivation and soil erosion. Strategies used to reduce the risk of desertification – water and soil management, tree planting and use of appropriate technology. |

Week 10 – Physical Landscapes in the UK

In this section, students are required to study UK physical landscapes and two from Coastal landscapes in the UK, River landscapes in the UK and Glacial landscapes in the UK.

YOU ARE STUDYING RIVERS and COASTAL LANDSCAPES

<https://www.bbc.co.uk/education/guides/zwmgk7h/revision>

<https://teachers.thenational.academy/units/rivers-ba2f>

<https://www.bbc.co.uk/education/topics/zpypgdm>

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| The UK has a range of diverse landscapes. | An overview of the location of major upland/lowland areas and river systems. |
| RIVERS The shape of river valleys changes as rivers flow downstream. | The long profile and changing cross profile of a river and its valley. Fluvial processes: <ol style="list-style-type: none"> 1. erosion – hydraulic action, abrasion, attrition, solution, vertical and lateral erosion 2. transportation – traction, saltation, suspension and solution 3. deposition – why rivers deposit sediment. 4. |

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| <p>Distinctive fluvial landforms result from different physical processes.</p> | <p>Characteristics and formation of landforms resulting from erosion – interlocking spurs, waterfalls and gorges. Characteristics and formation of landforms resulting from erosion and deposition – meanders and ox-bow lakes. Characteristics and formation of landforms resulting from deposition – levées, flood plains and estuaries. An example of a river valley in the UK to identify its major landforms of erosion and deposition. The River Tees</p> |
| <p>Different management strategies can be used to protect river landscapes from the effects of flooding.</p> | <p>How physical and human factors affect the flood risk – precipitation, geology, relief and land use. The use of hydrographs to show the relationship between precipitation and discharge. The costs and benefits of the following management strategies:</p> <ol style="list-style-type: none"> 1. hard engineering – dams and reservoirs, straightening, embankments, flood relief channels 2. soft engineering – flood warnings and preparation, flood plain zoning, planting trees and river restoration. <p>An example of a flood management scheme in the UK to show: The Jubilee Flood Defence Scheme</p> <ol style="list-style-type: none"> 3. why the scheme was required 4. the management strategy 5. the social, economic and environmental issues. |

Week 11 Coastal Landforms

<https://teachers.thenational.academy/units/coasts-efff>

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| <p>The coast is shaped by a number of physical processes.</p> | <p>Wave types and characteristics. Coastal processes:</p> <ul style="list-style-type: none"> • weathering processes – mechanical, chemical • mass movement – sliding, slumping and rock falls • erosion – hydraulic power, abrasion and attrition • transportation – longshore drift <p>deposition – why sediment is deposited in coastal areas.</p> |
| <p>Distinctive coastal landforms are the result of rock type, structure and physical processes.</p> | <p>How geological structure and rock type influence coastal forms. Characteristics and formation of landforms resulting from erosion: headlands and bays, cliffs and wave cut platforms, caves, arches and stacks. Characteristics and formation of landforms resulting from deposition: beaches, sand dunes, spits and bars. An example of a section of coastline in the UK to identify its major landforms of erosion and deposition.</p> |

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| <p>Different management strategies can be used to protect coastlines from the effects of physical processes.</p> | <p>The costs and benefits of the following management strategies:</p> <ul style="list-style-type: none"> • hard engineering – sea walls, rock armour, gabions and groynes • soft engineering – beach nourishment and re-profiling, dune regeneration • managed retreat – coastal realignment. <p>One example of a coastal management scheme in the UK to show:</p> <ul style="list-style-type: none"> • the reasons for management • the management strategy <p>the resulting effects and conflicts.</p> |

In addition, you must prepare and revise for Paper 3 – Geographical Applications by going through and answering questions about the resource booklet when it comes out and revising both your Human and Physical fieldwork investigations.

<https://www.bbc.co.uk/education/topics/zpf6mnb>

Additional Information: History Revision Plan

AQA History 9-1 History (8145)

- **Wider World Depth Study (Paper 1 Section B): Conflict and tension: the inter-war years, 1918–1939.**
- **The Thematic study (Paper 2, Section A): Health and the People, c1000 to the present day.**
- **The British Depth Study with the historic environment (Paper 2, section B): Elizabethan England c1568-1603.**

| Date | Topic | Key question | Practice questions |
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| Week 1 w/c 10/1/22 | Health and the People: Medieval Medicine | <ol style="list-style-type: none"> 1. What did Medieval doctors know, including natural, supernatural, Hippocratic and Galenic ideas? 2. What training did Medieval doctors receive, including beliefs about the cause of illness? 3. How were the sick treated by the Christian Church, including the role of hospital? 4. What was the contribution of Christianity to medical progress in Medieval Britain? 5. What was the contribution of Medieval Islamic medicine to medical progress? | 1 Source A 1 Source B 2 a |
| Week 2 w/c 17/1/22 | Elizabethan England: Elizabeth I and her Court | <ol style="list-style-type: none"> 1. Elizabeth's background and character. 2. Court Life 3. Elizabeth's ministers 4. Relations with Parliament | |
| Week 3 w/c 24/1/22 | Health and the People: Medieval Medicine | <ol style="list-style-type: none"> 1. What were the public health conditions in Medieval towns? 2. What were the public health conditions and facilities in Medieval abbeys and monasteries? 3. What did people believe about the causes, treatment and prevention of the Black Death? 4. What was the impact of the Black Death? | 1 Source C 2c 2d |

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| Week 4 w/c 1/2/22 | | <ol style="list-style-type: none"> 1. Marriage and succession. 2. Elizabeth's authority in later years. 3. Essex's rebellion, 1601. | |
| Week 5 w/c 7/2/22 | Health and the People: Renaissance Medicine | <ol style="list-style-type: none"> 1. What was significant about the work of: Andreas Vesalius, Ambroise Paré and William Harvey. 2. Describe traditional and new methods of treating disease in the seventeenth and eighteenth centuries – quackery and scientific approaches. 3. Summarise the measures taken against the Great Plague. | 1 Source D 1 Source F 2 e 2f 2g 3c 3d |
| Week 6 w/c 14/2/22 | | <ol style="list-style-type: none"> 1. Living standards and fashions. 2. Prosperity and the gentry. 3. Elizabethan theatre. 4. Attitudes to the theatre. | |
| Week 7 w/c 21/2/22 | Health and the People: Renaissance Medicine | <ol style="list-style-type: none"> 1. Describe the changes to the training and status of surgeons and doctors. 2. Explain the growth of new hospitals, and how they were different from Medieval hospitals. 3. Evaluate John Hunter's contribution to medical progress. 4. Describe smallpox and its treatment using inoculation. 5. Explain how Edward Jenner made his discovery, and the opposition he faced. 6. Evaluate the impact of vaccination. | Source E 2h 2i 3b |
| Week 8 w/c 28/2/22 | | <ol style="list-style-type: none"> 1. Reasons for the increase in poverty 2. Attitudes to poverty 3. Government action 4. The historic environment: Burghley's Almshouses. | |
| Week 9 w/c 7/3/22 | Health and the People: Industrial Medicine | <ol style="list-style-type: none"> 1. Summarise Louis Pasteur's experiment and Germ Theory. 2. Koch and microbe hunting. 3. Germ theory and vaccination 4. Ehrlich and magic bullets 5. The impact of Germ Theory on everyday medicine. | 2g 2r 2s 2t 2u 3a 3e 3f |
| Week 10 w/c 14/3/22 | | <ol style="list-style-type: none"> 1. Hawkins and Drake 2. Circumnavigation of the Globe. 3. Voyages and trade. 4. Sir Walter Raleigh. | |
| Week 11 w/c | Health and the People: Industrial | How did surgery improve in the 19 th C? <ol style="list-style-type: none"> 1. The problem of pain: anaesthetics, including the role of James Simpson and chloroform. | 1 Source G 2k |

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| 21/3/22 | Medicine | <ol style="list-style-type: none"> The problem of pus: antiseptic and aseptic surgery, including the work of Jospheh Lister. How did hospitals improve - the work of Florence Nightingale. | 2l 2m 2n 3g |
| Week 12 w/c 28/3/22 | | <ol style="list-style-type: none"> The Elizabethan Religious Settlement, 1559. Mary Queen of Scots arrival in England. The Northern Rebellion Elizabeth's excommunication. | |
| Week 13 w/c 4/4/22 | Health and the People: | Public Health and Government involvement <ol style="list-style-type: none"> describe the public health problems in industrial Britain. examine the main cholera epidemics of the nineteenth century, including the work of John Snow. explore the role of public health reformers, including: Edwin Chadwick, Joseph Bazalgette and William Farr. The 1st Public Health Act 1848 The 2nd Public Health Act 1875 Explain why the Government abandoned its laissez-faire attitude to public health. | 1 Source H 2o 2p 2q 3i |
| Week 14 w/c 11/4/22 | | <ol style="list-style-type: none"> The Ridolfi Plot, 1571 The Throckmorton Plot, 1583 The Babington Plot, 1586 The execution of Mary Queen of Scots | |
| Week 15 w/c 18/4/22 | Health and the People: | <ol style="list-style-type: none"> Summarise the development of the pharmaceutical industry. Outline the factors in Alexander Fleming's discovery and the development of penicillin. Outline the role of Florey and Chain in the mass production of penicillin. Define antibiotic resistance. Describe alternative treatments. | 2w |
| Week 16 w/c 25/4/22 | | <ol style="list-style-type: none"> Who were the Puritans? Why were Puritans a threat to Elizabeth's government? How did Elizabeth deal with the threat from Puritans? | |
| Week 17 w/c 2/5/22 | Health and the People | <ol style="list-style-type: none"> Outline the impact of the First World War and the Second World War on the development of medicine. Explore the latest technological breakthroughs since the First and Second World Wars, including plastic surgery, blood transfusions, X-rays, transplant surgery, lasers, radiation therapy and keyhole surgery | 1 Source K 2x |
| Week 18 w/c | | <ol style="list-style-type: none"> Reasons for conflict with Spain. Naval warfare: tactics and technology. | |

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| 9/5/22 | | 3. The defeat of the Spanish Armada | |
| Week 19 w/c 16/5/22 | Health and the People | <ol style="list-style-type: none"> 1. Describe the impact of Charles Booth, Seebohm Rowntree and the Boer War on public health in Britain at the start of the 20th century. 2. Outline the Liberal social reforms of 1906 onwards in relation to poverty and housing in Britain. 3. Examine the impact of the two world wars on public health. 4. Explore significance of the NHS. 5. Explore the costs, choices and issues relating to healthcare. | 1 Source J 2v 2y 3k 3m |
| Week 20 w/c 23/5/22 | | <ol style="list-style-type: none"> 1. The historic environment: Burghley's Almshouses. | |