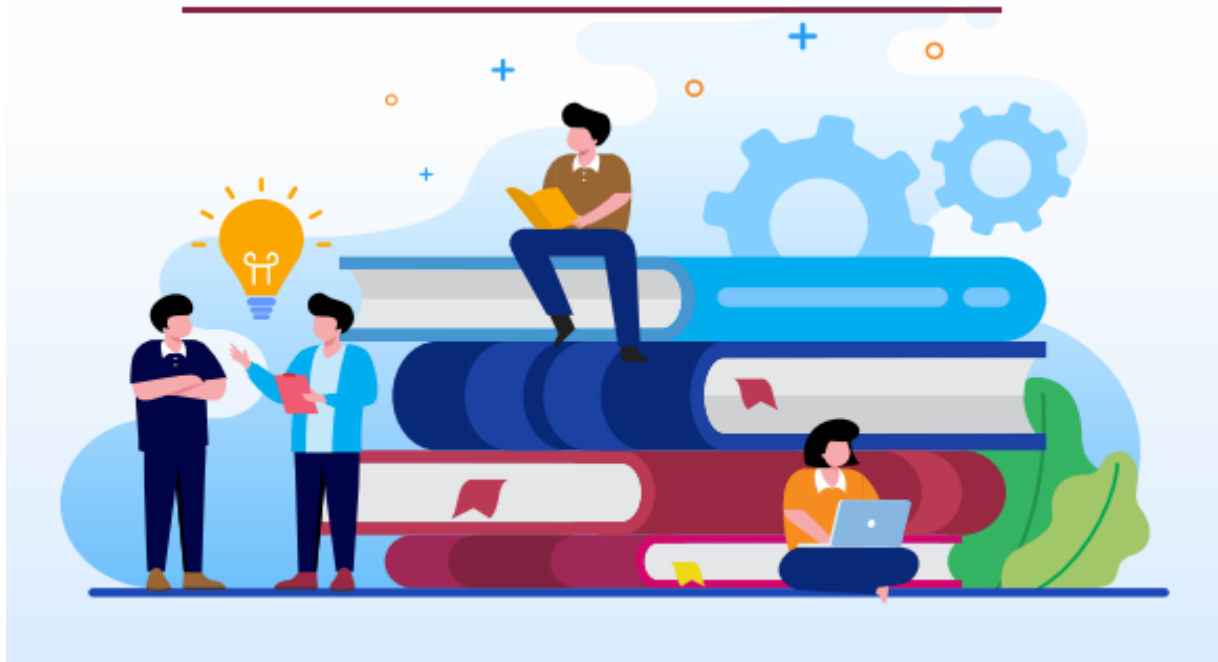


Year 11

Exams 2024

Your 10 Week Revision Countdown



How to use this booklet

All of your teachers have listened to everything the exam boards have said about each paper, in each subject you are studying.

They have put together this revision schedule based on this knowledge, and their expert knowledge of how best to prepare for your unique exam series.

For each subject you are guided week by week as to what particular topic to revise, you are given specific features to focus on and then pointed in the direction of how you should do this and where to go for help if you are struggling.

Follow this schedule week by week – handing in anything you complete to your teachers for checking – and you will be 100% ready for whatever appears on those exam papers in the Summer.

Your Year team, form tutors and class teachers are around to support you – so please talk to any of us if there is something that you are struggling with.

Keep going – I know it seems tough and never ending, but all your efforts will be worth it!

You are braver than you believe, stronger than you seem and smarter than you think. —A.A. Milne

English

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	Love and Relationship Poetry <ul style="list-style-type: none"> • Key quotes with lang analysis • Context Exam technique for poetry responses. Poetic techniques and terminology. Writing a lively article: place, guide etc	Revisit: <ul style="list-style-type: none"> • Transactional Writing: forms. • Your poetry analysis strategy - remember the differences between unseen and anthology (context!). 	Practce a Single Poem Analysis using a past paper. Extension: Plan a comparison. Create revision cards for the love and relationship cluster of poems. Use the resources in your KS4 digital classroom to continue to work on different types of transactional tasks. It's important that you can write for all types of purpose and format so check out some guidance here: https://classroom.google.com/w/MTlwMzI5NDc2Mjgx/tc/NDlwNjAxNzcwNjY0
School Week 2: 18th March	Infosearch: A great place for a day out. Revise and try Component 2 Reading 10 markers Focus on the Inspector in AIC	Revisit: <ul style="list-style-type: none"> • Plot/character/themes of AIC • Social responsibility in An Inspector Calls 	Find some specific examples - remember to think about your potential audiences - it could be a day out for your peers or for the whole family. Plan for both! Create a Quotation table for The Inspector Lit character focus: Use Youtube podcasts to help with- the best ones are made by Mr Bruff and Dystopia Junkie.

<p>School Week 3:</p> <p>25th March</p>	<p>Infosearch: Your views on climate change.</p> <p>AIC: Class, Gender, Gerald</p>	<p>Revisit:</p> <ul style="list-style-type: none"> • Tension in Macbeth- rate the best moments that keep us on our seats and re-visit them in your annotated texts. • Act Structure for An Inspector Calls 	<p>Using BBC Bitesize and your exercise book, create detailed mind maps for all of the characters in the Birling household and what they are responsible for. In addition to looking at the characters, think about the themes that these characters embody. Aim to have 6-8 quotes memorised for each character.</p> <p>Create a graphic organiser with sections for all the children in the text- what are they trying to show a Victorian audience?</p>
<p>School Week 4:</p> <p>1st April (Easter1)</p>	<p>Infosearch: Tips and advice on how to survive the exam season</p> <p>Witches and Wicked Women in Macbeth</p> <p>ACC: Plot events, key characters e.g. Scrooge, Fred, The Cratchits & the Ghosts.</p>	<p>Love and Relationship Poetry</p> <ul style="list-style-type: none"> • Key quotes with lang analysis • Context <p>Redemption in A Christmas Carol</p>	<p>Memorise this information: Write it out, record the info on your phone, turn words into pictures, colour code key words for characters and themes. E.g. all quotes to do with death/ murder in red, all quotes to do with sleep in blue. Find a way to remember it!</p> <p>Create detailed mind maps/ knowledge organisers for the themes/characters of any text using Sparknotes, BBC Bitesize and Shmoop in addition to your exercise book and class resources.</p>
<p>School Week 5:</p> <p>8th April (Easter 2)</p>	<p>Consider and plan for GUILT and BLAME in An Inspector Calls</p> <p>Infosearch: Consider 5 different ways to improve Bolton and flesh your ideas out in detail.</p> <p>Narrative writing skills/plan</p>	<p>Revisit:</p> <ul style="list-style-type: none"> • 5 places where you can clearly see the changes in Scrooge and 2 quotes from each of those places that will be good to 'juice.' • Revisit your narrative- can 	<p>Organise your Bolton research into a graphic organiser- aim for five sections with key details and vocabulary in each. Then you get it onto cue cards...what would you change? The key is to have credible and detailed opinions that you can discuss at length.</p>

		you write it up in 40 minutes?	Use postcards to get the sections of your story into condensed form. Think about key events, key dialogue that you need to remember and the best words and phrases that you cannot do without.
School Week 6: 15th April	<p>Infosearch: How to keep fit and healthy in your teenage years.</p> <p>Revise and try Component 2 Reading</p>	<p>Revisit:</p> <ul style="list-style-type: none"> • The transformation of Scrooge across all five staves. • Unseen poetry strategy- try a single poem analysis and a comparison in 60 minutes. 	Practice makes perfect on any reading papers: access the bank we have provided and time yourself strictly to ensure you can finish the paper.
School Week 7: 22nd April	<p>Language Reading Paper Revision</p> <p>Infosearch: A person you'd love to spend a day with- and why.</p> <p>Poverty in A Christmas Carol</p> <p>Women in An Inspector Calls</p>	<p>Revisit:</p> <ul style="list-style-type: none"> • Act events in Macbeth including what soliloquy goes where. • Ten key quotations for Lady Macbeth 	<p>Practice makes perfect on any reading papers: access the bank we have provided and time yourself strictly to ensure you can finish the paper.</p> <p>Check out our Google classroom section in KS4- Digital English for individual podcasts on each question strategy... the link is here: https://classroom.google.com/w/MTlwMzl5NDc2Mjgx/tc/MjA2MzcwOTczMDM5</p> <p>An alternative strategy might be to write the mark scheme- look for all the options and quotes you would have awarded and list them!</p>
School Week 8: 29th April	<p>Infosearch: Thoughts on the validity of school uniforms.</p> <p>Track key themes in Macbeth through extracts and key events.</p>	<p>Revisit:</p> <ul style="list-style-type: none"> • Act structure for Macbeth • Key Soliloquies for Macbeth • Childhood in A Christmas Carol- look at how children are represented 	<p>Create a Quotation table for Lady Macbeth</p> <p>Mindmap the Kings and their actions- evaluate the best>worst with evidence from your text. Check out youtube podcasts on the theme too.</p>

	Revise and try Component 1 Language Reading Plan/Write a speech persuading your peers to donate to a charity you feel strongly about.	and consider Dickens' message	Memorise this information: Write it out, record the info on your phone, turn words into pictures, colour code key words for characters and themes. E.g. all quotes to do with death/ murder in red, all quotes to do with sleep in blue. Find a way to remember it! Create a for/against table on uniform- make sure you have enough to say on this well-worn question topic. Evaluate this BY FINDING EVIDENCE TO SUPPORT THE STATEMENT OR TO CHALLENGE IT.
School Week 9: 6th May (Exams begin 9/05)	Review your review if you have one- write one if you don't. Poetry Anthology: Time and Growing Up <u>COMPONENT 1 LIT: Macbeth and Poetry needs to be your priority.</u>	Revisit: <ul style="list-style-type: none"> • Twelve key quotations for Macbeth himself • Kings and Kingship in Macbeth • Banquo in Macbeth 	Planning any Macbeth essay is key to coverage. Use the organisational template to gather your ideas, Plan answers to the following 3 x 25 mark questions. 1. How is the character of Macduff presented in the play? 2. How is the theme of supernaturalism explored in the play? 3. How are children presented as victims in the play? Write a poetry comparison essay plan. Can you use similar quotes for time and growing up but differentiate in your analysis?
School Week 10: 13th May	Infosearch: A lottery win means you can improve your school- where would you start?	Revisit: <ul style="list-style-type: none"> • 5 quotes on Christmas in A Christmas Carol • Find and describe 3 different families from A Christmas Carol 	Complete 2 of the following questions in ONE HOUR: <ol style="list-style-type: none"> 1) How are Mr and Mrs Birling presented in extract 2 and elsewhere in the text? 2) How is Eric presented in extract

	<p><u>COMPONENT 2</u> <u>LIT: A Christmas Carol, An Unseen Poetry needs to be your priority.</u></p> <p>Start to think about English Language - Narrative- revisit, refresh and learn</p>	<p>with 2 quotes for each.</p>	<p>19 and elsewhere in the text?</p> <p>3) How is the Inspector presented in extract 17 and elsewhere in the text?</p> <p>Use the lottery information to plan a persuasive speech for The Board of Governors of your school.</p> <p>It's important you get rest- but it's crucial that you continue with the plan. Use the resources in your KS4 digital classroom to continue to work on different types of transactional tasks. It's important that you can write for all types of purpose and format so check out some guidance here: https://classroom.google.com/w/MTlwMzI5NDc2Mjgx/tc/NDlwNjAxNzcwNjY0</p>
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Maths

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!
- Use the personalised learning plans in your books to focus your revision

Year 11 GCSE Revision 2024

Week beginning	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11th March	Volume of Prisms (Cones and Spheres - Higher)	<ul style="list-style-type: none"> • Name of 2D and 3D shapes • Area of squares, rectangles, triangles, rhombus', parallelograms, trapeziums (on formula sheet) and circles (on formula sheet) • Naming parts of a circle. 	Google Classroom https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3NjQw/details Cones and Spheres (Higher only) https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NDgyMDEwOTY0/details CorbettMaths.com Clips 309 - 315 (313-315 Higher only)
School Week 2: 18th March	Expanding Brackets and Factorising.	<ul style="list-style-type: none"> • Factors • Multiplying terms • Simplifying terms 	Google Classroom Expanding Brackets https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MzU1NTczNDAX/details Factorising https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MzU1NTczNDAX/details CorbettMaths.com Expanding Brackets Clips 13 and 14 (15 Higher only) Factorising Clips 117 and 118 (119, 119a and 120 Higher Only)
School Week 3: 25th March	Rules of Indices and Standard Form.	<ul style="list-style-type: none"> • Multiplying and dividing, including with decimals. 	Google Classroom Standard Form https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTIwNTk1NzE2OTAX/details

		<ul style="list-style-type: none"> • Adding and subtracting, including with decimals. • Powers and roots • reciprocals 	CorbettMaths.com Rules of Indices Clip 17, 172 - 175 Standard Form Clip 300 - 303
School Week 4: 1st April (Easter 1)	Transformations	<ul style="list-style-type: none"> • Angles and direction. • Column vectors. • Similarity and scale factor. • Symmetry. 	Google Classroom Enlargement https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDI1/details Translation https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDE0/details Reflections https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NTcwNzM5NDI1/details Rotation https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3Njc3/details CorbettMaths.com Translation Clips 325, 326 Reflection Clips 272, 273, 274 Rotation Clip 275 Enlargement Clip 104 - 106 (107 and 108 Higher Only)
School Week 5: 8th April (Easter 2)	Straight Line Graphs.	<ul style="list-style-type: none"> • Substitution • Coordinates 	Google Classroom https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4NDgzMjcwMzU2/details CorbettMaths.com Clip 186, 187
	Venn Diagrams	<ul style="list-style-type: none"> • Types of numbers. 	Google Classroom

School Week 6: 15th April			https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ5NDc0MjEy/details CorbettMaths.com Clip 380
School Week 7: 22nd April	Trigonometry (SOHCAHTOA) and Pythagoras' Theorem	<ul style="list-style-type: none"> • how to label a triangle. • Powers and roots. 	Google Classroom https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ1Njc3NjQ3/details https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTI2ODUwOTY3/details CorbettMaths.com Trigonometry - Clips 329 - 331 Pythagoras - Clip 257
School Week 8: 29th April	Averages from Frequency tables.	<ul style="list-style-type: none"> • Averages from a list of data (Mean, median and Mode) • Range. • Quartiles and Interquartile range (Higher only) • Mid points 	Google Classroom https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ2NjY1MjQ0/details CorbettMaths.com Clip 51, 52 (Median) 54, 55 (Mean) 56a (Mode)
School Week 9: 6th May (Exams begin 9/05)	Adding and subtracting fractions	<ul style="list-style-type: none"> • Converting between mixed numbers and improper fractions. • Simplifying fractions • Multiplication and division. 	Google Classroom https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTUzNjY1MjQ0/details CorbettMaths.com Clip 133
School Week 10: 13th May	Probability Trees	<ul style="list-style-type: none"> • Understand that Probabilities add up to 1. • Multiplying and dividing fractions and decimals. 	Google Classroom https://classroom.google.com/c/MTM2OTI5MzQ4NDI2/m/MTI4MTQ5NTcwNzEx/details CorbettMaths.com Clip 252

COMBINED SCIENCE (FOUNDATION)

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2024

Week beginning	Topics for revision	Suggested activities
School Week 1: 11th March	Biology: 4.1 Cell biology (<i>with specific focus on chromosomes, cell cycle & mitosis and stem cells</i>). Chemistry: 5.1 Atomic structure and the periodic table (<i>with specific focus on periodic table, metals/non-metals, group 1, 0 and 7</i>) Physics: 6.1 Energy (<i>with specific focus on energy stores, energy changes in a system and power, national and global energy resources</i>)	DIGITAL CURRICULUM (google classroom) 1. Access the Digital Curriculum resources for the topic listed. Watch the instructional video and make some summary/condensed notes from this. 2. Complete the modelled exam questions alongside the video. 3. Complete the Google form to test your understanding. SENECA LEARNING 1. Access the correct course <u>and</u> tier for example – <i>Combined Science Chemistry: AQA GCSE Higher tier</i> . 2. Select the topic you want to work though and complete the activities as they arise. 3. Complete the end of topic questions. Use the standardised assessment courses for each subject for extra exam practise.
School Week 2: 18th March	Biology: 4.2 Organisation - Circulatory system (<i>with specific focus on blood, blood vessels, the heart, non-communicable diseases and cancer</i>) Chemistry: 5.2 Bonding and structures (<i>with specific focus on states of matter, state symbols, properties of ionic compounds and small molecules, polymers, giant covalent structures, metals and alloys, diamond, graphite, graphene and fullerenes</i>). Physics: 6.2 Electricity (<i>with specific focus on circuit symbols, charge and current, current, resistance and potential difference</i>)	
School Week 3: 25th March	Biology: 4.2 Organisation – Digestion and Enzymes (<i>with specific focus on digestive system, enzymes and factors affecting enzymes</i>) Chemistry: 5.4 Chemical changes (<i>with specific focus on reactivity of metals, extraction of metals, reactions of acids & electrolysis</i>) Physics: 6.3 Particle model of matter (<i>with specific focus on density and changes of state</i>)	
Week 4: Easter Holidays 1st April	Biology: 4.3 Infection and response (<i>with specific focus on infectious diseases, bacterial, viral, fungal and protist diseases, human defences, vaccination, antibiotics and drug development</i>) Chemistry: 5.6 Rates of reaction (<i>with specific focus on factors affecting rates, collision theory, catalysts & calculating rates, reversible reactions & equilibrium</i>) Physics: 6.4 Atomic structure (<i>with specific focus on radioactive decay and radiation, decay equations, half life and radiative contamination</i>)	GCSE POD 1. Login using your google classroom details. 2. Access the course: <i>Combined Sciences</i> . 3. Select the topics you want to work though. 4. Complete the multiple-choice questions at the end of each pod.
Week 5: Easter Holidays 8th April	Biology: 4.4 Bioenergetics (<i>with specific focus on Photosynthesis</i>) Chemistry: 5.7 Organic chemistry (<i>with specific focus on carbon compounds as fuels/feedstock, crude oil,</i>	

	<p><i>alkanes, fractional distillation, hydrocarbons and cracking)</i></p> <p>Physics: 6.5 Forces (<i>with specific focus on scalar and vectors, contact/non-contact forces, gravity & resultant force</i>)</p>	<p>KAY SCIENCE Follow the links below to access free revision videos and quizzes for Combined Science.</p> <p>https://www.kayscience.com/courses/biology https://www.kayscience.com/courses/chemistry https://www.kayscience.com/courses/physics</p> <p>REQUIRED PRACTICAL REVIEW</p> <p>Access Primrose Kitten for Science and Maths on YouTube.</p> <p>Watch the videos for AQA GCSE Science Core/Required practicals.</p> <p>PAST PAPERS</p> <p>Print past paper questions/mark schemes/examiners reports from the AQA website (look for Combined Science: Trilogy 8464): http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources</p>
<p>School Week 6:</p> <p>15th April</p>	<p>Biology: 4.5 Homeostasis (<i>with specific focus on endocrine system and hormones, hormones to treat infertility, and control of blood glucose</i>)</p> <p>Chemistry: 5.8 Chemical analysis (<i>with specific focus on purity, formulations and chromatography</i>)</p> <p>Physics: 6.5 Forces (<i>with specific focus on motion in a line, force and acceleration, Newton's Laws of motion, and forces & braking</i>)</p>	
<p>School Week 7</p> <p>22nd April</p>	<p>Biology: 4.7 Ecology (<i>with specific focus on organisation of ecosystems, communities, biotic/abiotic factors, food chains and webs, carbon and water cycle, & waste management</i>)</p> <p>Chemistry: 5.9 Chemistry of the atmosphere (<i>with specific focus on the composition and evolution of the Earth's atmosphere & how oxygen/carbon dioxide levels changed, atmospheric pollutants from fuels and carbon footprint</i>)</p> <p>Physics 6.6 Waves (<i>with specific focus on electromagnetic waves - their types, properties and uses</i>)</p>	
<p>School Week 8</p> <p>29th April</p>	<p>Biology: 4.1 Cell biology (<i>with specific focus on chromosomes, cell cycle & mitosis and stem cells</i>).</p> <p>Chemistry: 5.10 Using resources (<i>with specific focus on using the Earth's resources, sustainable development, potable water, waste water treatment, alternative methods of extracting metals</i>)</p> <p>Physics: 6.7 Magnetism and electromagnetism (<i>with specific focus on poles of a magnet, magnetic fields and electromagnetism, the motor effect</i>)</p>	
<p>School Week 9:</p> <p>6th May (Bank Hol)</p>	<p>Biology: 4.2 Organisation - Circulatory system (<i>with specific focus on blood, blood vessels, the heart, non-communicable diseases and cancer</i>)</p> <p>Chemistry: 5.1 Atomic structure and the periodic table (<i>with specific focus on periodic table, metals/non-metals, group 1, 0 and 7</i>)</p> <p>Physics: 6.1 Energy (<i>with specific focus on energy stores, energy changes in a system and power, national and global energy resources</i>)</p>	
<p>School Week 10:</p> <p>13th May</p>	<p>Biology: 4.2 Organisation – Digestion and Enzymes (<i>with specific focus on digestive system, enzymes and factors affecting enzymes</i>)</p> <p>Chemistry: 5.2 Bonding and structures (<i>with specific focus on states of matter, state symbols, properties of ionic compounds and small molecules, polymers, giant covalent structures, metals and alloys, diamond, graphite, graphene and fullerenes</i>).</p>	

	Physics: 6.2 Electricity (<i>with specific focus on circuit symbols, charge and current, current, resistance and potential difference</i>)	
School Week 11: 20th May EXAMS BEGIN	Biology: 4.3 Infection and response (<i>with specific focus on infectious diseases, bacterial, viral, fungal and protist diseases, human defences, vaccination, antibiotics and drug development</i>) Chemistry: 5.4 Chemical changes (<i>with specific focus on reactivity of metals, extraction of metals, reactions of acids & electrolysis</i>) Physics: 6.3 Particle model of matter (<i>with specific focus on density and changes of state</i>)	

REQUIRED PRACTICALS TO MAKE A FOCUS OF YOUR REVISION

Biology Required practical activity 1: use of a light microscope.

Biology Required practical activity 3: use qualitative reagents to test for a range of carbohydrates, lipids and proteins.

Biology Required practical activity 5: investigate the effect of light on the rate of photosynthesis of an aquatic plant such as pondweed.

Biology Required practical activity 7: measure the population size of a common species in a habitat. Use sampling techniques to investigate the effect of a factor on the distribution of this species.

Chemistry Required practical activity 8: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.

Chemistry Required practical activity 9: investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

Chemistry Required practical activity 10: investigate the variables that affect temperature changes in reacting solutions such as, e.g., acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

Chemistry Required practical activity 11: investigate how changes in concentration affect the rates of reactions by a method involving measuring the volume of a gas produced and a method involving a change in colour or turbidity. This should be an investigation involving developing a hypothesis.

Chemistry Required practical activity 12: investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate R_f values.

Physics Required practical activity 14: an investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.

Physics Required practical activity 16: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.

Physics Required practical activity 21: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

COMBINED SCIENCE (HIGHER)

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2024		
Week beginning	Topics for revision	Suggested activities
School Week 1: 11th March	<p>Biology: 4.1 Cell biology (<i>with specific focus on chromosomes, cell cycle & mitosis and stem cells</i>).</p> <p>Chemistry: 5.2 Bonding and structures (<i>with specific focus on states of matter, state symbols, properties of ionic compounds and small molecules, polymers, giant covalent structures, and metals & alloys</i>).</p> <p>Physics: 6.1 Energy (<i>with specific focus on energy stores, energy changes in a system and power</i>)</p>	<p>DIGITAL CURRICULUM (google classroom)</p> <ol style="list-style-type: none"> 1. Access the Digital Curriculum resources for the topic listed. Watch the instructional video and make some summary/condensed notes from this. 2. Complete the modelled exam questions alongside the video. 3. Complete the Google form to test your understanding. <p>SENECA LEARNING</p> <ol style="list-style-type: none"> 1. Access the correct course <u>and</u> tier for example – <i>Combined Science Chemistry: AQA GCSE Higher tier</i>. 2. Select the topic you want to work though and complete the activities as they arise. 3. Complete the end of topic questions. <p>Use the standardised assessment courses for each subject for extra exam practise.</p> <p>GCSE POD</p> <ol style="list-style-type: none"> 1. Login using your google classroom details. 2. Access the course: <i>Combined Sciences</i>. 3. Select the topics you want to work though. 4. Complete the multiple-choice questions at the end of each pod.
School Week 2: 18th March	<p>Biology: 4.2 Organisation - Circulatory system (<i>with specific focus on blood, blood vessels, the heart and coronary heart disease, non-communicable diseases and cancer</i>)</p> <p>Chemistry: 5.3 Quantitative chemistry (<i>with specific focus on amounts of substance in pure substances</i>)</p> <p>Physics: 6.2 Electricity (<i>with specific focus on power, energy transfers in devices, & national grid</i>)</p>	
School Week 3: 25th March	<p>Biology: 4.2 Organisation – Digestion and Enzymes (<i>with specific focus on digestive system, enzymes and factors affecting enzymes</i>)</p> <p>Chemistry: 5.4 Chemical changes (<i>with specific focus on reactivity of metals and reactions of acids & electrolysis</i>)</p> <p>Physics: 6.3 Particle model of matter (<i>with specific focus on density, changes of state, particle motion in gases</i>)</p>	
Week 4: Easter Holidays 1st April	<p>Biology: 4.4 Bioenergetics (<i>with specific focus on Photosynthesis</i>)</p> <p>Chemistry: 5.5 Energy changes (<i>with specific focus on endothermic and exothermic reactions</i>)</p> <p>Physics: 6.4 Atomic structure (<i>with specific focus on atomic structure and isotopes, development of the atomic model, radioactive decay and radiation, decay equations, half life and radiative contamination</i>)</p>	
Week 5: Easter Holidays 8th April	<p>Biology: 4.5 Homeostasis (<i>with specific focus on endocrine system and hormones, reproductive hormones, hormones to treat infertility, and control of blood glucose</i>)</p> <p>Chemistry: 5.6 Rates of reaction (<i>with specific focus on factors affecting rates, collision theory, catalysts & calculating rates, reversible reactions & equilibrium</i>)</p>	

	Physics: 6.5 Forces (with specific focus on scalar and vectors, contact/non-contact forces, gravity & resultant force)	KAY SCIENCE Follow the links below to access free revision videos and quizzes for Combined Science. https://www.kayscience.com/course/biology https://www.kayscience.com/course/chemistry https://www.kayscience.com/course/physics REQUIRED PRACTICAL REVIEW Access Primrose Kitten for Science and Maths on YouTube. Watch the videos for AQA GCSE Science Core/Required practicals. PAST PAPERS Print past paper questions/mark schemes/examiners reports from the AQA website (look for Combined Science: Trilogy 8464): http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources
School Week 6: 15 th April	Biology: 4.7 Ecology (with specific focus on organisation of ecosystems, biodiversity and the effect of humans) Chemistry: 5.7 Organic chemistry (with specific focus on carbon compounds as fuels/feedstock, crude oil, alkanes, fractional distillation, hydrocarbons and cracking) Physics: 6.5 Forces (with specific focus on motion in a line, force and acceleration, Newton's Laws of motion, and momentum)	
School Week 7 22 nd April	Biology: 4.1 Cell biology (with specific focus on chromosomes, cell cycle & mitosis and stem cells). Chemistry: 5.8 Chemical analysis (with specific focus on purity, formulations and chromatography) Physics: 6.6 Waves (with specific focus on electromagnetic waves - their types, properties and uses)	
School Week 8 29 th April	Biology: 4.2 Organisation - Circulatory system (with specific focus on blood, blood vessels, the heart and coronary heart disease, non-communicable diseases and cancer) Chemistry: 5.9 Chemistry of the atmosphere (with specific focus on the composition and evolution of the Earth's atmosphere & how oxygen/carbon dioxide levels changed) Physics: 6.7 Magnetism and electromagnetism (with specific focus on electromagnetism, Fleming's left hand rule and motors)	
School Week 9: 6 th May (Bank Hol)	Biology: 4.2 Organisation – Digestion and Enzymes (with specific focus on digestive system, enzymes and factors affecting enzymes) Chemistry: 5.10 Using resources (with specific focus on using the Earth's resources, sustainable development, potable water, waste water treatment, alternative methods of extracting metals) Physics: 6.1 Energy (with specific focus on energy stores, energy changes in a system and power)	
School Week 10: 13 th May	Biology: 4.4 Bioenergetics (with specific focus on Photosynthesis) Chemistry: 5.2 Bonding and structures (with specific focus on how bonding and structure are related to properties) Physics: 6.2 Electricity (with specific focus on power, energy transfers in devices, & national grid)	
School Week 11:	Biology: 4.5 Homeostasis (with specific focus on endocrine system and hormones, reproductive	

20th May EXAMS BEGIN	<i>hormones, hormones to treat infertility, and control of blood glucose)</i> Chemistry: 5.3 Quantitative chemistry (<i>with specific focus on amounts of substance in pure substances</i>) Physics: 6.3 Particle model of matter (<i>with specific focus on density, changes of state, particle motion in gases</i>)	
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REQUIRED PRACTICALS TO MAKE A FOCUS OF YOUR REVISION

Biology Required practical activity 3: use qualitative reagents to test for a range of carbohydrates, lipids and proteins.

Biology Required practical activity 4: investigate the effect of pH on the rate of reaction of amylase enzyme.

Biology Required practical activity 5: investigate the effect of light on the rate of photosynthesis of an aquatic plant such as pondweed.

Biology Required practical activity 7: measure the population size of a common species in a habitat. Use sampling techniques to investigate the effect of a factor on the distribution of this species.

Chemistry Required practical activity 8: preparation of a pure, dry sample of a soluble salt from an insoluble oxide or carbonate, using a Bunsen burner to heat dilute acid and a water bath or electric heater to evaporate the solution.

Chemistry Required practical activity 9: investigate what happens when aqueous solutions are electrolysed using inert electrodes. This should be an investigation involving developing a hypothesis.

Chemistry Required practical activity 10: investigate the variables that affect temperature changes in reacting solutions such as, e.g., acid plus metals, acid plus carbonates, neutralisations, displacement of metals.

Chemistry Required practical activity 11: investigate how changes in concentration affect the rates of reactions by a method involving measuring the volume of a gas produced and a method involving a change in colour or turbidity. This should be an investigation involving developing a hypothesis.

Chemistry Required practical activity 12: investigate how paper chromatography can be used to separate and tell the difference between coloured substances. Students should calculate R_f values.

Physics Required practical activity 14: an investigation to determine the specific heat capacity of one or more materials. The investigation will involve linking the decrease of one energy store (or work done) to the increase in temperature and subsequent increase in thermal energy stored.

Physics Required practical activity 16: use circuit diagrams to construct appropriate circuits to investigate the I–V characteristics of a variety of circuit elements, including a filament lamp, a diode and a resistor at constant temperature.

Physics Required practical activity 21: investigate how the amount of infrared radiation absorbed or radiated by a surface depends on the nature of that surface.

Religious Education

- All resources mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2024			
W/B	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	Paper 1: Catholic Christianity Beliefs & Teachings	<ul style="list-style-type: none"> • The Trinity • Biblical understanding of the Trinity • Creation • The creation of the universe and the nature of humanity • The incarnation • The Paschal Mystery • The significance of the life, death and resurrection of Jesus. • Eschatology 	<p>Use SENECA learning to revise over subject knowledge.</p> <p>Use your revision packs to compound plan answers to challenging questions.</p> <p>Sample questions:</p> <p>B.) Explain two reasons why the incarnation is significant to Catholics today.</p> <p>C.) Explain two divergent Christian beliefs about life after death. In your answer you must refer to a source of wisdom and authority (5)</p>
School Week 2: 18th March	Paper 1: Catholic Christianity Practices	<ul style="list-style-type: none"> • The sacramental nature of reality. • Liturgical worship including the importance of the Eucharist. • The funeral rite. • The nature and importance of prayer • Forms of Popular Piety. • The nature, history and importance of Catholic pilgrimage. • Catholic Social Teaching with reference to the work of CAFOD. • Mission and Evangelism 	<p>Use your revision packs to create revision flash cards, on one side write a challenging question and on the other side compound plan the answers. Choose either C or D questions to include sources of wisdom and authority and arguments for and against.</p> <p>Sample questions:</p> <p>B.) Explain two reasons why CAFOD support those in need (4)</p> <p>D) "The most important sacrament for a Catholic to receive is the Eucharist" Evaluate the statement considering answers for an against and reach a justified conclusion.</p>

School Week 3: 25th March	Paper 1: Catholic Christianity Sources of Wisdom & Authority	<ul style="list-style-type: none"> • The Bible • Interpretations of the Bible. • The magisterium of the Church. • The importance of the Second Vatican Council with reference to the four documents. • The Church as the Body of Christ. • The meaning of the four marks of the Church. • Mary as a model of the Church. • Sources of personal and ethical decision making. 	Traffic light all the past paper questions for this unit in your revision booklet. Use Mr MacMillian REvise videos: https://www.youtube.com/watch?v=zUIYcXuvdY8&list=PLO9sTSBHwEDYdpV_SZ9KcVmpYmmRizPTC Sample questions: C.) Explain two reasons why the Bible is important for Catholics today. In your answer you must refer to a source of wisdom and authority (5) C.) Explain two purposes of the second Vatican Council. In your answer you must refer to a source of wisdom and authority (5)
School Week 4: 1st April (Easter1)	Paper 1: Catholic Christianity Forms of expression	<ul style="list-style-type: none"> • The common and divergent forms of architecture. • The different internal features of a Catholic church. • The meaning and significance of sacred objects. • The meaning and significance of paintings. • The meaning and significance of sculptures and statues. • The purpose and use of symbolism and imagery. • The meaning and significance of drama. • The nature and use of the traditional and contemporary styles of music. 	Create a table for and against the use of the following: Paintings and symbols in worship Drama in worship Music in worship Sculptures & statues in worship Sample questions: A) Outline three religious paintings used by Christians during worship (3) B) Describe two features of the architecture of a church (4)
School Week 5: 8th April (Easter 2)	Paper 3: Philosophy & Ethics Arguments for the existence of God	<ul style="list-style-type: none"> • Revelations • Visions • Miracles • Religious Experience • Design Argument • Cosmological Argument • Evil and suffering • Solutions to the problem of evil and suffering 	Create flashcards for each topic including key words, sources of wisdom and authority, how these topics might lead people to believe in God, how might this topic be used against a belief in God.
School Week 6:	Paper 3: Philosophy & Ethics Relationships in the 21st Century	<ul style="list-style-type: none"> • Importance of marriage. • Importance of sexual relationships. • Importance and purpose of the family. 	Use your revision pack to compound plan answers to questions that you highlighted as difficult, use the revision booklet to help plan these answers.






15th April		<ul style="list-style-type: none"> • Support for the family in the local parish. • Family planning and birth regulations. • Christian attitudes towards divorce. • Catholic teaching about the equality of men and women in the family. • Prejudice and discrimination. 	<p>Recap subject knowledge using SENECA learning.</p> <p>C.) Explain two purposes of marriage for Catholics. In your answer you must refer to a source of wisdom and authority. (5)</p> <p>D.) “Catholic parishes help to keep families together”</p> <p>Evaluate the statement considering arguments for and against.</p> <p>In your response you should refer to Catholic teachings and reach a justified conclusion.</p>
School Week 7: 22nd April	Paper 2 Judaism Beliefs and Teachings	<ul style="list-style-type: none"> • The Nature of the Almighty. • The nature and importance of the Shekhinah • The nature and importance of the Messiah. • The covenant at Sinai. • The covenant with Abraham • Sanctity of life - Pikuach Nefesh • Moral principles and the Mitzvot • Jewish beliefs about life after death. 	<p>Use SENECA learning or GCSE Pod to recap on key topics you have highlighted as challenging.</p> <p>Use your revision packs to compound plan answers to questions for this topic.</p> <p>Sample questions:</p> <p>A) Outline three features of the covenant at Sinai. (3)</p> <p>D) “The principle of Pikuach Nefesh means euthanasia is difficult to justify” Evaluate the statement considering arguments for and against and reach a justified conclusion. (12)</p>
School Week 8: 29th April	Paper 2 Judaism Practices	<ul style="list-style-type: none"> • The nature and purpose of Jewish public acts of worship. • The Tenakh Talmud • The nature and purpose of prayer in the home and of private prayer • The nature and importance of the Shema and Amidah. • The importance of Jewish rituals and ceremonies 	<p>Create a revision map on the Judaism Practices unit. For each topic include; key term definition, the importance, divergent views and a source of wisdom and authority.</p> <p>Sample questions:</p>

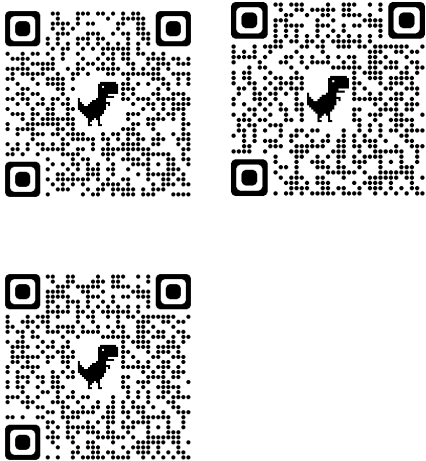



		<p>today: Birth, marriage, Bar and Bat Mitzvah and mourning ceremonies.</p> <ul style="list-style-type: none"> • The nature, features, history and purpose of celebrating Shabbat. • Jewish festivals: nature, history, importance of festivals including Rosh Hashanah, Yom Kippur, Pesach, Shavuot and Sukkot. • Features of the Synagogue. 	<p>A.) Outline three objects used during worship in the Synagogue (3)</p> <p>B.) Explain two ways Yom Kippur is celebrated (4)</p> <p>C) Explain two reasons why the Shema and Amidah are important. In your answer you should refer to a source of wisdom and authority (5)</p> <p>D.) "Shabbat is the most important Jewish festival" Evaluate the statement, considering arguments for and against and reach a justified conclusion.</p>
<p>School Week 9:</p> <p>6th May (Exams begin 9/05)</p> <p>9th May Paper 1: Catholic Christianity</p>	<p>Paper 1 Catholic Christianity all units</p>	<p>Go through your revision pack and focus on any specific topics that you are unsure of.</p> <p>Check you know the following tricky key terms</p> <p>Incarnation Stewardship Eschatology Requiem Evangelism Magisterium</p>	<p>Use the Mr MacMillan REvise video playlist for Edexcel Catholic Christianity to bring all your notes together https://www.youtube.com/@MrMacMillanREvis/playlists?view=50&sort=dd&shelf_id=31</p> <p>Recap on tricky key words and definitions</p> <p>Revise sources of wisdom and authority from your scripture passport.</p>
<p>School Week 10:</p> <p>13th May</p>	<p>16th May Paper 2: Judaism</p> <p>7th June Paper 3: Arguments for the existence of God & Relationships in the 21st Century</p>	<p>Judaism beliefs & Teachings</p> <p>Judaism Practices</p> <p>Arguments for the existence of God</p> <p>Relationships in the 21st Century</p>	<p>Use BBC videos to recap key beliefs and practices in Judaism: https://www.youtube.com/@bbceach/search?query=judaism</p> <p>Use Mr MacMillan REvise video to recap arguments for the existence of God https://www.youtube.com/watch?v=EONcjSCXD2k</p> <p>Use Mr MacMillan REvise videos to recap Marriage and Family life: https://www.youtube.com/watch?v=H_pxzT8YO60&list=PLO9sTSBHwEDYRX8iS6G4ftn1L1iBsTLqw</p>









Business

- All resources mentioned are either on Google Classroom or have been given to you in class.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2024

Week beginning	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11th March	1.1.2 Risk and reward 1.1.3 The role of business enterprise	2.1.1 Business growth	Follow the QR code to access resources on Google Classroom  
School Week 2: 18th March	1.2.2 Market research 1.2.3 Market segmentation	2.1.3 Business and globalisation	Follow the QR code to access resources on Google Classroom  
School Week 3: 25th March	1.3.1 Business aims and objectives 1.3.2 Business revenues, costs and profits 1.3.3 Cash and cash-flow 1.3.4 Sources of business finance	2.1.4 Ethics, the environment and business	Follow the QR code to access resources on Google Classroom 

Easter Hols 1st April - 15th April	<p>1.4.1 The options for start-up and small business</p> <p>1.4.2 Business location</p> <p>1.4.3 The marketing mix</p>	<p>2.2.1 Product</p>	<p>Follow the QR code to access resources on Google Classroom</p> 
School Week 6: 15th April	<p>1.5.1 Business stakeholders</p> <p>1.5.2 Technology and business</p> <p>1.5.3 Legislation and business</p> <p>1.5.4 The economy and business</p> <p>1.5.5 External influences</p>	<p>2.2.3 Promotion</p>	<p>Follow the QR code to access resources on Google Classroom</p> 
School Week 7: 22nd April	<p>2.1.1 Business growth</p> <p>2.1.3 Business and globalisation</p> <p>2.1.4 Ethics, the environment and business</p>	<p>2.4.1 Business calculations</p>	<p>Follow the QR code to access resources on Google Classroom</p> 
School Week 8: 29th April	<p>Revise topics from this document which you know need to be revisited</p>		<p>Use the resources on the Google Classroom pages</p> 
School Week 9: 6th May	<p>2.2.1 Product</p> <p>2.2.3 Promotion</p> <p>2.2.4 Place</p>	<p>1.3.1 Business aims and objectives</p>	<p>Follow the QR code to access resources on Google Classroom</p>

	2.2.5 Using the marketing mix to make business decisions		
School Week 10: 13th May	2.3.1 Business operations 2.3.2 Working with suppliers 2.3.4 The sales process	1.3.3 Cash and cash-flow	Follow the QR code to access resources on Google Classroom   
20th May	2.4.1 Business calculations 2.4.2 Understanding business performance	1.3.4 Sources of business finance	Follow the QR code to access resources on Google Classroom  
27th May	2.5.1 Organisational structures 2.5.4 Motivation	1.4.2 Business location	Follow the QR code to access resources on Google Classroom  

Child Development

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	A1 - Individual needs	<ul style="list-style-type: none"> • Physical needs. • Cognitive and intellectual needs. • Communication and language needs. • Social and emotional needs. 	<p>State the different physical needs that can affect a child's play, learning and development.</p> <p>Explain the term 'poor concentration levels'.</p> <p>Explain how the amount of time a child spends hearing different languages can determine their preferred language.</p> <p>State what is meant by social norms and values.</p>
School Week 2: 18th March	A2 - Know how individual needs may impact on play, learning and development	<p>All areas of development are interlinked and affect each other.</p> <ul style="list-style-type: none"> • Physical learning and development. • Cognitive and intellectual learning and development. • Communication and language learning and development. • Social and emotional learning and development. 	<p>Past paper questions, mind maps, flashcards.</p> <p>Explain what is meant by varying levels.</p> <p>State three things that children who do not understand the rules of play may find difficult.</p> <p>State two reasons why children may find it difficult to build positive relationships with adults.</p>
School Week 3: 25th March	B1 - Ensure all children are safe	<ul style="list-style-type: none"> • Manage risks and hazards of environments and activities. • Teach children how to use internet-enabled technology safely (including computers and tablets, smart technology, wearable technology, toys with voice recognition, app-enabled toys). 	<p>Past paper questions, mind maps, flashcards.</p> <p>Assess the importance of the balance between the potential risk of harm and the benefit of children participating in activities.</p> <p>What is internet enables technology?</p>

<p>School Week 4:</p> <p>1st April (Easter1)</p>	<p>B2 - Health and safety considerations for inside environments for children with individual needs.</p>	<ul style="list-style-type: none"> • Width of doorways, corridors. • Layout of furniture. • Types of flooring and floor coverings in the space, considering potential trip hazards. • How resources can be organised to enable children to find things easily. • Continuity of use of specific areas for play activities and routines. • Selecting appropriate resources to ensure safety, linked to the ability of the child. • Monitoring activities to ensure safety is being maintained. 	<p>Past paper questions, mind maps, flashcards.</p> <p>Why is it important to consider the width of doorways, aisles and corridors?</p> <p>Explain how well organised resources can impact on children's learning.</p>
<p>School Week 5:</p> <p>8th April (Easter 2)</p>	<p>B3 - Health and safety considerations for outside environments for children with individual needs</p>	<ul style="list-style-type: none"> • Appropriate clothing. • Planning ahead on outings – for clothing changes, hunger, thirst, toileting needs. • Accessibility – how children may enter and exit buildings and outside spaces, ramps, smooth play surfaces. • Choice of outdoor play resources, taking into consideration individual needs. • Choosing quiet or noisy play spaces. • Having equipment and resources at different levels. • Use of signs, symbols and maps as visual aids. • Consideration of weather implications. 	<p>Past paper questions, mind maps, flashcards.</p> <p>Explain two things that need to be considered when planning an outing for children.</p> <p>Explain why children need both noisy and quiet play spaces in the outdoor environment.</p>
<p>School Week 6:</p>	<p>C1 - The benefits of adapting activities for all children in play, learning and development</p>	<ul style="list-style-type: none"> • Recognition that every child has a right to learn. • Promotes five areas of development for all children. • The role of the adult. • The benefits to other children of playing with 	<p>Past paper questions, mind maps, flashcards.</p> <p>State two examples of how a setting can be exclusive.</p>

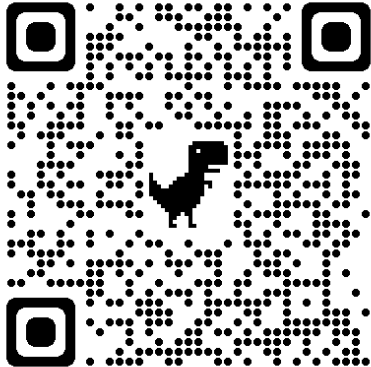
15th April		children who have additional needs.	<p>Explain how an adult can be a good role model to children.</p> <p>State three ways that adults can promote inclusion.</p>
School Week 7: 22nd April	C2 - Adapting activities/resources to support a child with physical needs (ensuring age appropriateness)	<ul style="list-style-type: none"> ● Make adjustments to the environment – sufficient space is available to carry out the activity, adjust the amount of lighting available to improve visibility, adjust height of tables/easels. ● Select appropriate resources for children with fine motor skills delay. ● Select appropriate resources for children with gross motor difficulties who use a wheelchair or walking frame. ● Secure movable objects so they do not move – use tape to secure paper, mixing bowls or wood blocks to the table or floor so they remain in place as the child paints, draws, stirs or hammers. ● Adjust the level of difficulty of activities and resources to suit the child's needs. ● Provide materials and resources for visual impairment including use of contrasting colour schemes, 3D art materials, use of scents and textures. ● Keep resources in the same place so a child with visual impairment knows where they are. ● Adapt activities for children who have a hearing impairment, including use of gestures to communicate, picture/visual clues, making sure the child is looking at you. ● Adapt technological/digital resources to suit the child's individual needs. 	<p>Past paper questions, mind maps, flashcards.</p> <p>State two ways that adults can ensure there is sufficient space for children with physical needs.</p> <p>State one suitable resource to support each of the following:</p> <ul style="list-style-type: none"> ● Grasping ● Holding ● Releasing ● Transferring <p>Explain the possible adaptations for children aged 3-5 years with a visual impairment, giving two examples.</p>

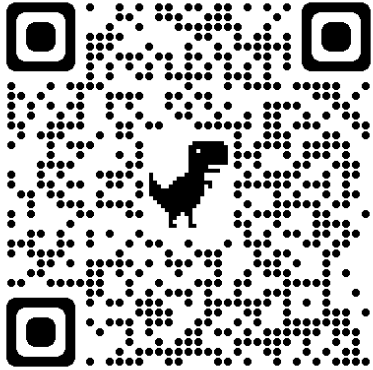
<p>School Week 8:</p> <p>29th April</p>	<p>C3 - Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)</p>	<ul style="list-style-type: none"> ● Provide opportunities to learn and play near other children doing the same activity to encourage observation, copying and/or sharing of ideas. ● Shorten activities to suit concentration span. ● Break activities into shorter steps. ● Repeat activities to promote learning and memory. ● Adults can demonstrate activities. ● Modify resources, reduce number of parts, use specific colours. ● Limit the number of materials available to avoid overwhelming the child. ● Use technological/digital resources. ● Keep equipment and resources in the same place, to aid memory and/or provide consistency. 	<p>Past paper questions, mind maps, flashcards.</p> <p>State one way that adults can provide opportunities for children to learn and play near to other children doing the same activity.</p> <p>Explain why some children need activities to be shortened.</p> <p>State one example of how technological/digital resources can support children aged 3-5 who have cognitive and intellectual needs.</p>
<p>School Week 9:</p> <p>6th May (Exams begin 9/05)</p>	<p>C4 - Adapting activities to support a child with communication or language needs (ensuring age appropriateness)</p>	<ul style="list-style-type: none"> ● Use group activities to promote social inclusion, which encourages friendships with other children, and build bonds and trust with adults. ● Praise children when they attempt to communicate, to build their confidence. ● Make instructions short and clear, so children can understand them easier. ● Adults can demonstrate activities, so children can learn without needing language. ● Reduce the complexity of own language, so children can understand. ● Repeat activities, so children become familiar with the vocabulary used in them. ● Use alternative communication ● Use non-verbal communication to encourage responses from children. 	<p>Past paper questions, mind maps, flashcards.</p> <p>Explain the difference between PECS and Makaton.</p> <p>State two benefits of labelling equipment for children.</p> <p>State two benefits of displaying routines and activities as pictures.</p> <p>Explain how the use of nursery rhymes with actions can support children with communication and language needs.</p> <p>Discuss how children may benefit from the use of group and/or team activities.</p>

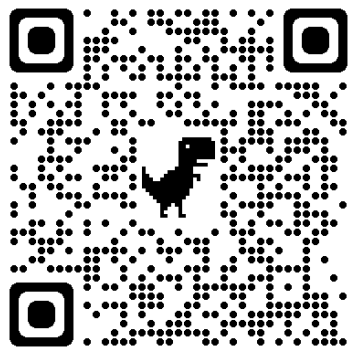

		<ul style="list-style-type: none"> ● Use songs and nursery rhymes with actions to promote identification of words. ● Label equipment – use picture cards to encourage independence and choice. ● Display routines and activities as pictures. 	
School Week 10: 13th May	C5 Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)	<ul style="list-style-type: none"> ● Promote self-resilience – limit the choices of activity available so a child does not feel overwhelmed, provide activities that will help the child feel capable. ● Provide a structured approach throughout daily activities. ● Assign specific tasks to the child during any transition between activities to reduce their worry/anxiety. ● Maintain engagement of the child by filling tidying-up periods with short activities. ● Set out activities that focus on a child's areas of interest. ● Choose books and games that include any issues that may be worrying the child. ● Promote choice and control by providing a range of materials and resources the child can select from in activities. ● Use activities which can encourage expression of thoughts, feelings and ideas. ● Provide opportunities for social norms and values to be demonstrated and praised through children and adults' role modelling. ● Encourage small group activities to build confidence in participating with other children, to encourage sharing and turn-taking. 	<p>Past paper questions, mind maps, flashcards.</p> <p>Explain why adults may need to limit children's choices of activities.</p> <p>State why a structured approach supports children experiencing transitions.</p> <p>State two ways that adults can set out activities that focus on a child's areas of interest.</p> <p>Assess the benefits of giving children with additional needs choices.</p>


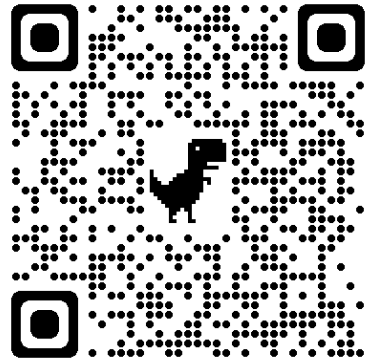
Computer Science


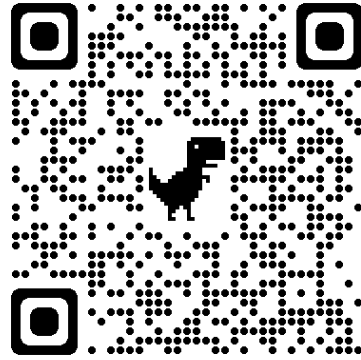
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- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!



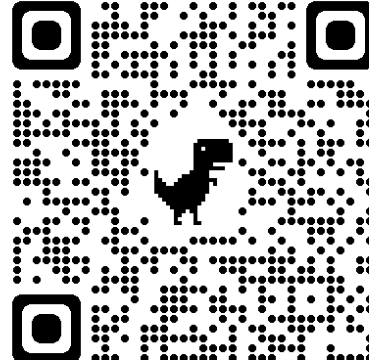
Year 11 GCSE Revision 2024			
Week beginning	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11th March	1.1 Systems Architecture	<p>The purpose of the CPU</p> <p>Common CPU components and their function (ALU, CU, Cache, Registers)</p> <p>Von Neumann architecture</p>	<p>Create a set of Flashcards to explain the following parts of the CPU:</p> <p>Von Neumann Architecture; Registers (MAR, MDR); Accumulator; Program Counter; Cache; Clock Speed; Cache Size; Cores; Buses; Fetch-Decode-Execute</p> <p>Use the Google Classroom resources on Systems Architecture</p> 
School Week 2: 18th March	1.2 – Memory and storage	<p>Primary storage (Memory): RAM, ROM, Virtual Memory</p> <p>Secondary storage (Optical, Magnetic, Solid State)</p> <p>Storage Characteristics</p>	<p>Create a Comparison between ROM and RAM</p> <p>Have ROM on one side of the page and RAM on the other. Explain the characteristics of each and their uses.</p> <p>Create flashcards to explain Virtual Memory and Optical Memory</p> <p>Revise using you top-trump cards for secondary storage devices.</p>

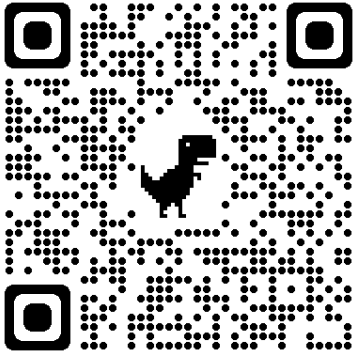
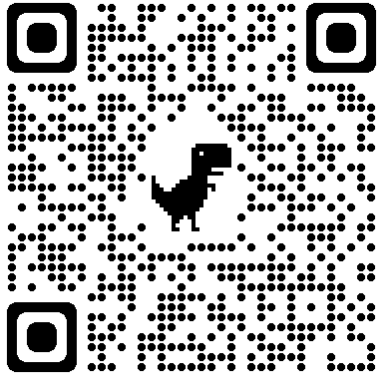
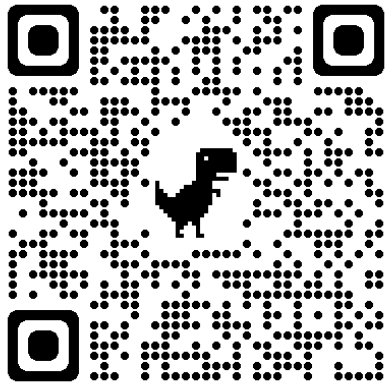
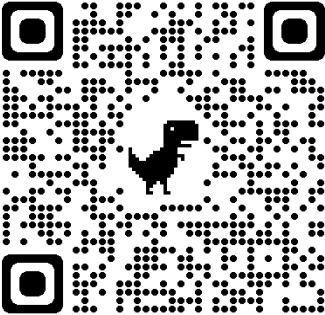
			<p>Consider which storage is suitable for the different applications.</p> <p>Scan the QR Code for the Google Classroom resources:</p> 
<p>School Week 3:</p> <p>25th March</p>	1.2 – Memory and storage	<p>Units of Data</p> <p>Data Storage: Numbers, Characters, Images, Sound</p> <p>Compression</p>	<p>Practice Binary-Denary Conversions, Binary Shifts and Binary Addition</p> <p>Practice Hexadecimal-Denary and Binary Conversions.</p> <p>Create a spider diagram split into three sections to explain how binary is used to represent sounds, images and compression techniques. Make sure that you talk about the following:</p> <p>Images: Met Data, Colour Depth</p> <p>Sounds: Sample Size, Bit Rate, Sample Frequency.</p> <p>Compression: Lossy, lossless.</p>

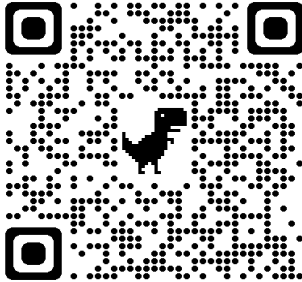
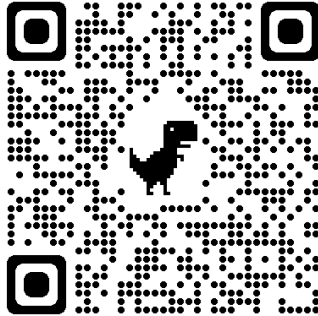
			<p>Scan the QR Code for the Google Classroom resource</p> 
<p>School Week 4:</p> <p>1st April (Easter1)</p>	<p>1.3 – Computer networks, connections and protocols</p>	<p>LAN, WAN, Network Performance, Network Hardware, Internet, Topologies, Wired, Wireless,</p>	<p>Create a mind-map about Networks.</p> <p>Make sure that you explain the different types of networks, their pros, cons and performance factors.</p> <p>Add a section to explain about virtual networks, Internet, Hardware needed to connect to a LAN. Make sure you include: Wifi, Star, Mesh, Ethernet, Layers, Packet Switching, IP Addresses, MAC addresses and protocols. Explain the role of computers in client servers.</p> <p>Scan the QR Code for the Google Classroom resources:</p> 
<p>School Week 5:</p> <p>8th April Easter 2</p>	<p>1.3 – Computer networks, connections and protocols</p>	<p>Encryption, IP and MAC Addresses, Protocols and standards, Network Layers. DNS</p>	<p>Create Revision Cards to explain the difference between IPV4, IPV6 and a MAC address.</p>

			<p>Create revision cards to learn the definition of a protocol and a standard and WHY they are needed.</p> <p>Create a revision card to explain how a computer obtains an IP address using a DNS when the IP address is unknown.</p> <p>Create a poster for the 4 layers of the TCP/IP protocol stack. Make sure that you understand how they work.</p> 
<p>School Week 6:</p> <p>15th April</p>	1.4 – Network security	Forms of attack + Preventing Common Vulnerabilities	<p>Create a set of flash cards to explain the different forms of attack and the threats to a network.</p> <p>Complete example exam questions on how to identify vulnerabilities. Scan the QR Code for the Google Classroom resources:</p> 
<p>School Week 7:</p> <p>22nd April</p>	2.1 – Algorithms	Computational thinking: Abstraction, Decomposition, Algorithmic thinking.	<p>Create a series of flash-cards with the flow-diagram symbols on them and the keywords.</p> <p>Complete the mini-flow diagram tasks set.</p>

		<p>Flow Diagrams</p> <p>Searching and Sorting Algorithms</p>	<p>Past Exam Questions</p> <p>Practice using past exam questions on Google Classroom with Flow Diagrams.</p> <p>Scan the QR Code for the Google Classroom resources:</p>  
<p>School Week 8:</p> <p>29th April</p>	<p><i>2.2 – Programming fundamentals</i></p>	<p>variables, constants, operators, inputs, outputs and assignments</p> <p>Sequence, Selection, Iteration (count- and condition-controlled loops)</p> <p>arithmetic operators</p> <p>Boolean operators AND, OR and NOT</p> <p>Data Types</p>	<p>Create Flash-Cards to explain Abstraction and Decomposition the keywords and programming constructs.</p> <p>Use past paper questions to test your understanding and the practice questions in the revision book.</p> <p>Scan the QR Code for the Google Classroom resources:</p>

		<p>Working with file handlers</p> <p>String Manipulation</p>	 
<p>School Week 9:</p> <p>6th May</p>	<p><i>2.2 – Programming fundamentals</i></p> <p>2.3 – Producing robust programs</p>	<p>Arrays</p> <p>Sub-programs</p> <p>Defensive design including validation.</p> <p>Input Validation</p> <p>Code Maintainability</p> <p>Testing Code</p>	<p>Complete past papers on SQL.</p> <p>Scan the QR Code for the Google Classroom resources:</p> <p>Arrays:</p>  <p>Sub-Programs:</p>

			 <p>Code Maintainability:</p>  <p>String Manipulation</p>  <p>Validation of Code</p> 
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<p>School Week 10:</p> <p>13th May</p>	<p><i>2.2 – Programming fundamentals</i></p> <p>2.4 – Boolean logic</p> <p>2.5 – Programming languages and Integrated Development Environments</p>	<p>SQL</p> <p>AND, OR, NOT Truth Tables</p> <p>High and Low level programming languages</p> <p>IDEs</p>	<p>Use past Exam Questions to learn about SQL. Scan the QR Code for the Google Classroom resources:</p>  <p>Practice Creating Logical Diagrams for Boolean Operators. Revise how to create a logical diagram by watching the videos on Google Classroom</p> <p>Make a time-line style diagram showing the different types of programming languages. Make sure that you explain the characteristics and examples of each of the types.</p> <p>Create flashcards to explain: Translators, Assemblers, Compilers, Interpreters and different development environments.</p> <p>Use the Google Classroom resources on IDEs</p> 
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BTEC Construction

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- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

[illegible]






<p>School Week 3:</p> <p>25th March</p>	<p>Sound insulation</p>	<p>The purposes of sound insulation:</p> <ul style="list-style-type: none"> • Preventing nuisance and noise disturbance of adjacent neighbours • Reducing external infrastructure noise • Reducing aircraft noise, providing confidentiality. <p>Types of sound insulation:</p> <ul style="list-style-type: none"> • Triple glazing, heavy-density blockwork • Sound insulation quilt, plasterboard layers • Flooring mats, carpeting, Acoustic ceilings. <p>How sound insulation can be provided:</p> <ul style="list-style-type: none"> • Adding material density • Ensuring sound isolation of structures <p>Reducing sound by using machinery silencers</p>	<p>Sample questions</p> <ul style="list-style-type: none"> • Why would high-density block work be useful for sound insulation? • Can you name any other items that would help in sound insulation? <p>Why is sound insulation important to hotel owners?</p>
<p>School Week 4:</p> <p>1st April (Easter1)</p>	<p>Weather resistance</p>	<p>The purpose of weather resistance:</p> <ul style="list-style-type: none"> • Keeping occupants in an acceptable environment • Ensuring thermal comfort of occupants • Humidity levels, preventing damage to finishes and water staining. • Use of falls, weather seals and sealants, flashings and soffits. <p>The location of weather-resistant materials:</p> <p>Guttering, window and door openings</p>	<p>Sample questions</p> <ul style="list-style-type: none"> • What is the purpose of weather resistance? • Why would you use sealants on around the edge of windows? <p>Sketch a house and label the guttering, window openings and the eaves.</p>
<p>School Week 5:</p> <p>8th April (Easter 2)</p>	<p>Sustainability</p>	<p>The purpose of sustainability:</p> <ul style="list-style-type: none"> • Reduction in building energy use, conserving finite resources, reducing carbon emissions to the atmosphere, Reducing pollution and wastage. <p>Methods of ensuring sustainability:</p> <ul style="list-style-type: none"> • Orientating buildings for light and heat in the UK • Reducing the use of greenfield sites and improving the re-use of brownfield sites • Using low embodied energy materials and green renewable natural materials, using local suppliers 	<p>Past paper questions, mind maps and revision cards</p> <p>Sample questions:</p> <ul style="list-style-type: none"> • What is example grey water harvesting? • Why would you use or solar panels for domestic usage? <p>Can you explain the principles of</p>




		Materials: <ul style="list-style-type: none"> Hemp, lime, sheep's wool, straw (for the construction of walls) Timber (such as cedar cladding or softwoods in timber framing) Aluminium (as guttering and downpipes).	sustainability in buildings
School Week 6: 15th April	Common structural forms for low-rise construction	Traditional cavity wall construction: <ul style="list-style-type: none"> Load-bearing elements, Blockwork outer and blockwork inner with external rendered finishes. Cross-wall construction: <ul style="list-style-type: none"> Relationships of connecting floors , prefabricated concrete cross wall, Use of cross-wall construction in accommodation units. Panel and cladding construction: <ul style="list-style-type: none"> Structural insulated panels (SIPS) , panel finishes Panel function (panel design to support load), Timber-framed construction: <ul style="list-style-type: none"> Position of insulation and vapour/moisture barriers, including damp-proof membranes The position of plywood on panels and connection binder details , external brick cladding	Sample questions: <ul style="list-style-type: none"> What is traditional cavity wall construction? What is a cross-wall construction? What is a panel and cladding systems? What is a timber-framed construction?
School Week 7: 22nd April	Planning a Project	Desk-based preconstruction: <ul style="list-style-type: none"> Construction health and safety plan , method statements and risk assessments , informing the Health and Safety Executive (HSE). Planning the site – a scaled site layout plan indicating: <ul style="list-style-type: none"> Site accommodation, welfare facilities Storage accommodation Compounds, temporary roads and hard standing Fixed plant, fire precaution measures.	Sample questions: <ul style="list-style-type: none"> What is a construction health and safety plan? What are the key features when planning a construction project? What are the key features that are needed on a construction site before building can begin?
School Week 8:	Sub-structure groundworks	Hazards associated with groundworks: <ul style="list-style-type: none"> Gas, collapse of the sides of the excavation 	Sample questions <ul style="list-style-type: none"> Explain why the control of water is important and explain the








<p>29th April</p>	<p>Sub-structure groundworks</p>	<ul style="list-style-type: none"> • Protection of third parties, movement of ground water, working in a confined space • Safe access and egress, overburden • Proximity of workers to excavation plant. <p>The control of water:</p> <ul style="list-style-type: none"> • Temporary control of sub-soil and surface water during excavation (simple sump pumping) • Permanent control of sub-soil water (land drainage). <p>Methods of earthwork support, including:</p> <ul style="list-style-type: none"> • Steel trench sheets, timbering • Hydraulic trench supports, aluminium walling. <p>The function and requirements of a foundation:</p> <ul style="list-style-type: none"> • To safely transmit the loads of the building to the sub-soil • To settle within acceptable limits for settlement • To support the loads of the building for its lifespan. • Engineering brickwork to damp proof course and cavity fill • Weep holes, <p>Selection of appropriate foundation for a variety of ground conditions</p>	<p>difference between simple sump pumping and land drainage.</p> <p>Explain each of the different earthwork support methods.</p> <p>Student activity:</p> <ul style="list-style-type: none"> • Sketch a simple low-rise building and indicate the transmission of loads through the foundations. • Sketch the different types of foundations: <p>Explain the advantages/disadvantages of each foundation type</p>
<p>School Week 9:</p> <p>6th May (Exams begin 9/05)</p>	<p>Sub-structure groundworks</p>	<p>Hazards associated with groundworks:</p> <ul style="list-style-type: none"> • Gas, collapse of the sides of the excavation • Protection of third parties, movement of ground water, working in a confined space • Safe access and egress, overburden • Proximity of workers to excavation plant. <p>The control of water:</p> <ul style="list-style-type: none"> • Temporary control of sub-soil and surface water during excavation (simple sump pumping) • Permanent control of sub-soil water (land drainage). <p>Methods of earthwork support, including:</p>	<p>Sample questions</p> <ul style="list-style-type: none"> • Explain why the control of water is important and explain the difference between simple sump pumping and land drainage. <p>Explain each of the different earthwork support methods.</p>




Creative iMedia





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Year 11 Revision 2024			
Week beginning	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11th March	Learning Outcome 1: Media Sectors and Products	Traditional Media New Media Roles in the Media Industry	Watch the Know-it-All-Ninja Revision Videos. Whilst watching them create revision cards for each of the types of media and job roles. Traditional Media  New Media  Creative Job Roles  Technical Job Roles  Senior Job Roles 
School Week 2:	Learning Outcome 2:	Purpose Client Requirements	Watch the following know it all ninja videos: Purpose of Documents

18th March	Factors Influencing Media Design	Audience and Segmentation	 <p>Audience</p>  <p>Client Requirements</p>  <p>For each of the following 2 briefs list the client requirements, audience and purpose. YOU DO NOT NEED TO MAKE THE DOCUMENTS.</p> <p>Brief 1 A client wants to create a TV advert to be shown to advertise a new baby food which will be sold in supermarkets. The poster should be colourful and show the healthy side of the products and benefits. We would like this completed by June.</p> <p>Brief 2 You have been asked to create a poster to be displayed on bus stops around Bolton looking at the new James Bond Movie. The poster should show when the film is released and where it can be seen. It should also show the stars in the movie and images of James Bond.</p>
School Week 3: 25th March	Learning Outcome 2: Factors Influencing Media Design	Primary and Secondary Research Media Codes	<p>Watch the following know it all ninja videos and make two different spider diagrams (One for Research Methods and One for Media Codes).</p> <p>Primary Research Methods</p>

			 <p>Secondary Research Methods</p>  <p>Understanding Media Codes</p> 
<p>School Week 4:</p> <p>1st April (Easter1)</p>	<p>Learning Outcome 3: Pre-Production Planning:</p>	<p>Camera Angles and Movement</p> <p>Mise en scene</p> <p>Audio</p> <p>Animation</p> <p>Colour, graphics and typography</p>	<p>Watch the following Know-it-all ninja videos.</p> <p>Camera & Lighting</p>  <p>Mise en Scene, Audio and Lighting</p>  <p>Transition and Interactivity</p>  <p>Choose 3 Famous Movie Clips and for each one list:</p> <ul style="list-style-type: none"> - Camera Angles used - Camera Movement - Lighting and Effects - Mise en Scene - Audio Used - Transitions Used <p>Colour Graphics and Typography</p> 

			Create a set of Flashcards to explain Colour Effects in Media, Graphics and Typography.
School Week 5: 8th April Easter 2	Learning Outcome 3: Pre-Production Planning:	Work Planning	<p>Watch the Know-it-all ninja video: Create a set of flashcards to explain: what a work plan is; what is included in a work plan; what a production schedule is; what contingency time is.</p>  <p>Create a work plan for your daily routine. Create a table to explain the pro's and con's of a work plan on paper compared to on a computer. Fold each revision card in half. On the front of the revision card explain the platform media used. On the other side, on the left hand side write the advantages and on the other side the disadvantages. Use images and drawings to represent words.</p> 
School Week 7: 22nd April	Learning Outcome 3: Pre-Production Planning:	Storyboards, Visualisation Diagrams and Wireframes	<p>Create a set of Flashcards to explain:</p> <ul style="list-style-type: none"> • Purpose of each document • Uses of the document • Content of the document  <p>TASK Create a Storyboard for the opening scene of the game you created a spider-diagram for. TASK Create a visualisation diagram for a re-design of your bedroom.</p>
School Week 8: 29th April	Learning Outcome 1: Understand the purpose and content of pre-production	Scripts, Asset Logs and Flow Charts	<p>Create a set of Flashcards to explain a scripts and Assets Charts:</p> <ul style="list-style-type: none"> • Purpose of a script / asset chart • Uses of a script / asset chart

	(Scripts)		<ul style="list-style-type: none"> • Content of a script / asset chart • Each of the flowchart symbols and their uses.  <p>TASK Create a script with two characters to tell a joke between two characters in the game you planned last week.</p>
School Week 9: 6th May	Learning Outcome 3: Pre-Production Planning	Moodboards and Mindmaps	<p>Create a set of Flashcards to explain:</p> <ul style="list-style-type: none"> • Purpose of each document • Uses of the document • Content of the document  <p>TASK Create a Moodboard for a new Kids TV Cartoon aimed at toddlers which should teach them about making friends.</p>
School Week 10: 13th May	Learning Outcome 3: Pre-Production Planning	File Formats for images, Audio, Video and animation Media Classification	<p>Create a spider diagram with 'File Formats' in the centre. The nodes should then include images; audio; video; animation. From each of the notes you should have sub-nodes to give the different types of file formats from each. Add more sub-nodes from each file type to explain the properties, advantages and disadvantages of each of the file types.</p> <p>Image Files</p>  <p>Audio Files</p>  <p>Moving Image Files</p>

			 <p>Create revision cards to explain how media is classified.</p> 
Extra Revision	<p>Learning Outcome 2:</p> <p>Be able to plan pre-production</p>	Health & Safety	<p>Create a picture map to explain the health and safety law. Using images and a couple of words explain what the law is and the purpose of it.</p>  <p>Create a series of revision cards for the following documents: Location recce; risk assessments; safer working practices. Label an image of good ergonomics when working at a desk. Create revision cards for the dangers of working with IT. These should include: RSI; Eye-Strain; Electric Shocks; Trailing wires; Back Pain; Viruses. Make sure that for each of the dangers you give an example of how to solve the problems.</p>
Extra Revision	<p>Learning Outcome 3:</p> <p>Pre-Production Planning</p>	Legal Issues Legislation: Copyright Design + Patents Acts	<p>Watch the Know-it-all-ninja video.</p>  <p>Create a poster to explain the copyright design and patents act. Try to use images and diagrams rather than just words. Create a series of revision cards to explain the following: Patent; creative commons; trademarks; intellectual property. Create a poster to explain the data protection act. Try to use images and diagrams rather than just words.</p>

Design Technology

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Year 11 GCSE Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	Industry	The impact of new and emerging technologies on:	Sample questions Please complete Cornell notes on Enterprise and emerging technologies. Funding methods: You need to research crowd funding and how it affects the development of a product. Name a product and define the technology Push and pull.
	Enterprise	The design and organisation of the workplace including automation and the use of robotics, buildings and the place of work, tools and equipment. Enterprise based on the development of an effective business innovation: Crowd funding, virtual marketing and retail, co-operatives, fair trade.	
	Sustainability	The impact of resource consumption on the planet:	
	People	Finite, non-finite, disposal of waste. How technology push/market pull affects choice. Changing job roles due to the emergence of new ways of working driven by technological change.	
School Week 2: 18th March	Culture	Changes in fashion and trends in relation to new and emergent technologies.	Past paper questions, mind maps and revision cards Name a product and discuss the developments of the design via the emergence of new technology
	Society	Respecting people of different faiths and beliefs.	
	Environment	How products are designed and made to avoid having a negative impact on others:	
	Production techniques and systems	design for disabled, elderly, different religious groups. Positive and negative impacts new products have on the environment: continuous improvement, efficient working, pollution global warming.	

School Week 3: 25th March	How the critical evaluation of new and emerging technologies informs design decisions	<p>The contemporary and potential future use of:</p> <p>Automation, computer aided design (CAD), computer aided manufacture (CAM), flexible manufacturing systems (FMS)</p> <p>just in time (JIT), lean manufacturing.</p> <p>That it is important to consider scenarios from different perspectives and considering:</p> <p>planned obsolescence, design for maintenance, ethics and</p> <p>the environment.</p> <p>How products are produced in different volumes.</p>	Sample questions Name the reasons why different manufacturing methods are used for different production volumes: <ul style="list-style-type: none"> • prototype • batch mass, continuous.
School Week 4: 1st April (Easter1)	Fossil fuels Nuclear power Renewable energy Energy storage	<p>How power is generated from: coal, gas, oil.</p> <p>Arguments for and against the selection of fossil fuels.</p> <p>How nuclear power is generated. Arguments for and against the selection of nuclear power.</p> <p>How power is generated from: wind, solar, tidal, hydro-electrical, biomass.</p> <p>Kinetic pumped storage systems. Alkaline and re-chargeable batteries.</p>	Sample questions Arguments for and against the selection of fossil fuels. Sample questions Arguments for and against the selection of renewable energy
School Week 5: 8th April (Easter 2)	Modern materials Smart materials Composite materials	<p>Developments made through the invention of new or improved processes eg Graphene, Metal foams and Titanium.</p> <p>Alterations to perform a particular function eg Coated metals, Liquid Crystal Displays (LCDs) and Nanomaterials.</p> <p>That materials can have one or more properties that can be significantly changed in a controlled fashion by external stimuli, such as stress, temperature, moisture, or PH eg shape memory alloys, thermochromic pigments and photochromic pigments</p> <p>That composite materials are produced by combining two or more different materials to create an enhanced material eg glass reinforced plastic (GRP) and carbon fibre reinforced plastic (CRP).</p>	Sample questions Classification of the types of properties via Nano materials and coated metals. Please complete Cornell notes on the External stimuli and memory alloys.
	Inputs	The use of light sensors, temperature sensors, pressure sensors and switches.	Please complete Cornell notes on

School Week 6: 15th April	Processes Outputs Types of movement Changing magnitude and direction of force	<p>The use of programming microcontrollers as counters, timers and for decision making, to provide functionality to products and processes.</p> <p>The use of buzzers, speakers and lamps, to provide functionality to products and processes.</p> <p>The functions of mechanical devices to produce linear, rotary, reciprocating and oscillating movements.</p> <p>Levers: first order, second order, third order Linkages, bell cranks, push/pull., Rotary systems, CAMs and followers, simple gear trains, pulleys and belts.</p>	<p>Electrical Inputs, Processes and Outputs. Sample questions</p> <p>Can you name any programable processors?</p> <p>Sample questions</p> <ul style="list-style-type: none"> • Work out the force used to operate a first-class lever <p>Gear Ratio and speed and rotation of gears and mechanisms.</p>
School Week 7: 22nd April	Product Analysis Natural and manufactured timbers	<p>Students should have an overview of the types of how to analyse a product using ACCESSFM and ergonomics and anthropometrics</p> <p>Types of natural and manufactured timbers: hardwoods including: ash, beech, mahogany, oak, balsa softwoods including: larch, pine, spruce manufactured boards including: medium density fibreboard (MDF), plywood, chipboard.</p>	<p>Past paper questions, mind maps and revision cards on papers and boards.</p> <p>Please complete Cornell notes on Papers and boards</p> <p>Please complete Cornell notes on Natural and manufacturing timbers</p>
School Week 8: 29th April	Material properties	<p>Students should know and understand physical properties of materials, such as:</p> <p>absorbency (resistance to moisture)</p> <ul style="list-style-type: none"> • density, fusibility, electrical and thermal conductivity. <p>In relation to the main categories outlined above (not the specific materials identified), students should know and understand working properties such as: strength, hardness, toughness, malleability, ductility and elasticity.</p>	<p>Key Terminology</p> <p>Research and complete Cornell notes on the composition of some important alloys eg selection of an alloy for enhanced durability in a particular design situation.</p>

<p>School Week 9:</p> <p>6th May (Exams begin 9/05)</p>	<p>Functionality: application of use, ease of working.</p> <p>Aesthetics: surface finish, texture and colour.</p> <p>Environmental factors: Reduce, refuse, re-use, repair, recycle and rethink.</p>	<p>Availability: ease of sourcing and purchase.</p> <p>Cost: bulk buying.</p> <p>Social factors: social responsibility. Safe working conditions; reducing oceanic/ atmospheric pollution and reducing the detrimental (negative) impact on others.</p> <p>Cultural factors: sensitive to cultural influences.</p> <ul style="list-style-type: none"> • Ethical factors: purchased from ethical sources such as FSC. • Tension, compression, bending, torsion and shear <p>How materials can be reinforced, stiffened or made more flexible: eg lamination, bending, folding, webbing, fabric interfacing.</p>	<p>Sample questions</p> <ul style="list-style-type: none"> • To what extent does the availability of the materials affect the cost of the costs. • How does the selection and use of materials affect the end of life disposal. <p>Please complete Cornell notes on the ethical factors such as FSC and environmental factors.</p>
<p>School Week 10:</p> <p>13th May</p>	<p>Ecological issues in the design and manufacture of products</p> <p>Deforestation, mining, drilling and farming.</p>	<p>Mileage of product from raw material source, manufacture, distribution, user location and final disposal.</p> <ul style="list-style-type: none"> • That carbon is produced during the manufacture of products. • Timber based materials (Seasoning, conversion and creation of manufactured timbers). • Timber based materials (traditional timber children's toys and flat pack furniture). • Seasoning to reduce moisture content of timbers (timber-based materials). • Timber based materials (how to cut, drill, chisel, sand and plane). <p>Stock forms: Timber based materials:</p> <ul style="list-style-type: none"> • planks, boards and standard mouldings • sold by length, width, thickness and diameter • standard components eg woodscrews, hinges, KD fittings. 	<p>Please complete Cornell notes on the environmental impact of deforestation.</p> <p>Sample questions</p> <ul style="list-style-type: none"> • To what extent does the amount of carbon within a product affect the impact to the environment. • How does seasoning affect the material properties of the Wood. <p>What are the stock forms of wood?</p>

Subject: Geography

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Year 11 GCSE Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	<u>The living world:</u> <u>Tropical rainforests</u> <u>and hot deserts</u>	Characteristics of rainforests. Causes and impacts of deforestation. Managing tropical rainforests. Sustainable management of rainforests. Characteristics of hot deserts. Opportunities and challenges for development in the Sahara Desert. Causes of desertification in the Sahel. Reducing desertification in hot deserts.	.Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0ODk3 Create a case study fact file on both the Amazon and Sahara Desert to help with the extended answers on this section. Describe and explain the characteristics of one plant and one animal in both the tropical rainforest and hot desert biomes. Exam questions: Explain how deforestation can have both economic and environmental impacts (6 marks). To what extent are there more opportunities than challenges in a hot desert you have studied? (9 marks).
School Week 2: 18th March	<u>Urban issues and challenges LIC/NEE</u> <u>case study: Rio</u>	How has the world become more urban? What is a megacity? Social, economic and environmental opportunities and challenges in an NEE/LIC city: Rio De Janeiro. Urban planning scheme to help the poor: Favela Bairro Project.	.Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAx Create a case study sheet for Rio De Janeiro including the Favela Bairro Project. Explain why the majority of world megacities are located in Asia. Where will they be in the future?

			<p>Create flashcards of each of the key terms for the topic- there are lots to remember.</p> <p>Exam question:</p> <p>To what extent has an urban planning scheme been successful in helping the poor in a city you have studied? (9 marks).</p>
<p>School Week 3:</p> <p>25th March</p>	<p><u>Urban issues and challenges UK case study: London & Sustainable case study: Freiburg</u></p>	<p>Social, economic and environmental opportunities and challenges in a UK city: London.</p> <p>A regeneration project in a UK city: The Olympic Park Regeneration.</p> <p>Sustainable urban development: Freiburg.</p>	<p>Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OOTAx</p> <p>Create a case study sheet for London including the Olympic Park Regeneration. Create a case study sheet for Freiburg showing how it is socially, economically and environmentally sustainable.</p> <p>Exam Questions: To what extent has a regeneration project in a UK city been successful? (9 Marks). Explain how a city can be made sustainable (6 marks).</p>
<p>School Week 4:</p> <p>1st April (Easter1)</p>	<p><u>Rivers</u></p>	<p>The UK's relief and landscapes.</p> <p>How does a river change from source to mouth?</p> <p>River processes.</p> <p>Erosional landforms.</p> <p>Erosional and depositional landforms.</p> <p>Landforms on the River Tees.</p> <p>Factors increasing flood risk.</p> <p>Hard and soft river engineering to manage floods.</p> <p>Managing floods in Boscastle.</p>	<p>Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0ODk4</p> <p>Draw a diagram for each of the landforms created by rivers.</p> <p>Create flashcards for all the key words for the topic.</p> <p>Create a case study sheet for Boscastle.</p> <p>Exam questions: Evaluate the view that hard engineering is more sustainable than soft engineering (6 marks).</p>

			Explain the formation of a waterfall (4 marks).
School Week 5: 8th April (Easter 2)	<u>The Changing Economic World Nigeria Case Study</u>	Measures of development. Causes and consequences of uneven development. Strategies to reduce the development gap. Tourism in Jamaica. Nigeria's location and importance. The changing industrial structure of Nigeria. Nigeria and TNC's. Nigerian international aid and trade. Nigeria QOL. Nigeria's development and the environment.	Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAy Make a knowledge organiser for the strategies to reduce uneven development. Include tourism in Jamaica. Exam questions: TNC's only bring negatives to the host country. Do you agree? (6 marks) Explain how Nigeria is impacted by foreign aid (4 marks)
School Week 6: 15th April	<u>The Changing Economic World The UK Case study</u>	Causes of economic change. Impacts industry on the physical environment. Rural changes. Infrastructure developments. North south divide. The place of the UK in the wider world.	Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAy Research the UK's link to the EU and how this has changed during brexit. Go on cool geography and make detailed notes on the changing UK economy unit. https://www.coolgeography.co.uk/gcsen/economic_world.php Exam questions: Assess the importance of transport improvements to the UK economy (9 marks) Explain how the UK has links with the wider world (4 marks)
School Week 7: 22nd April	<u>Tectonic hazards</u>	Structure of the Earth. Theories of plate tectonics. Distribution of earthquakes and volcanoes. Earthquake case studies: New Zealand and Nepal. Why do	Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTIwODI4MDE3MDcx Draw a diagram of each of the plate boundaries including detailed labels that provide the landforms and explain the processes.

		people live near hazards?	Create a case study fact file on the two contrasting earthquake case studies including the primary and secondary effects and immediate and long-term responses. Exam questions: Explain why volcanoes and earthquakes are found along destructive plate boundaries (6 marks) To what extent are primary effects more significant than secondary effects for a tectonic hazard you have studied (9 marks)
School Week 8: 29th April	<u>Weather hazards</u>	Global atmospheric circulation. The formation and characteristics of tropical storms. Tropical storm case study: Typhoon Haiyan. How can we reduce the impacts of tropical storms? Extreme weather in the UK. Example of UK extreme weather: The Beast From the East.	Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTlwODI4MDE3MDcx Draw a series of diagrams for tropical storms to show the formation and characteristics. Create a case study fact file on Typhoon Haiyan including the primary and secondary effects and immediate and long-term responses. Write a list of extreme weather events in the UK with dates to show how they are increasing. Create a factfile on the social, economic and environmental impacts of the Beast From the East.
School Week 9:	<u>Climate change</u>	Evidence, human and physical causes, effects and management of climate change.	Geography digital curriculum: https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTlwODI4MDE3MDcx

6th May (Exams begin 9/05)			<p>Create a list of human and physical causes of climate change. For each one explain how it causes either an increase or decrease in global temperature and whether this is long-term or short-term.</p> <p>Exam questions:</p> <p>Explain the evidence that climate is 'changing' (4 marks).</p> <p>Explain how volcanic eruptions and orbital changes are changing global climate (4 marks).</p>
School Week 10: 13th May	<u>General resources</u> <u>Food</u>	<p>The global distribution of food, water and energy.</p> <p>Provision of food, water and energy in the UK.</p> <p>Global supply and demand for food.</p> <p>Impacts of food security.</p> <p>Strategies to increase food supply.</p> <p>Sustainable food production.</p>	<p>Geography digital curriculum:</p> <p>https://classroom.google.com/w/MTM2OTI5MzQ4MzYy/tc/MTM3MjE1MDM0OTAz</p> <p>For each of the resources describe its global distribution, UK distribution and how issues are managed in the UK.</p> <p>Create flashcards for all the key words for the topic.</p> <p>Exam question:</p> <p>Explain how water quality can be managed in the UK (6 marks).</p>

Health and Social care

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Year 11 Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	A1 Factors affecting health and wellbeing	Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: o genetic inheritance, including inherited conditions and predisposition to other conditions o ill health o diet (balance, quality and amount) o amount of exercise o substance use, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs	Past paper questions, mind maps, A3 fact sheets and revision cards Sample questions <ul style="list-style-type: none"> • Explain how negative factors can effect health and wellbeing • Explain how a positive factors can effect health and wellbeing
School Week 2: 18th March	A1 Factors affecting health and wellbeing	Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: o social interactions, e.g. supportive /unsupportive relationships, social integration/isolation o stress, e.g. work-related o willingness to seek help or access services, e.g. influenced by culture, gender, education.	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> • What are supportive / unsupportive relationships? • Examples of stress can include
School Week 3: 25th March	A1 Factors affecting health and wellbeing	The impact of life events relating to relationship changes and changes in life circumstances.	Past paper questions Sample questions <ul style="list-style-type: none"> • How can life events affect health and wellbeing?

			<ul style="list-style-type: none"> What ways could you suggest to improve health and wellbeing
School Week 4: 1st April (Easter1)	B1 Physiological indicators	Learners will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. The potential significance of abnormal readings: risks to physical health. Using published guidance to interpret data relating to these physiological indicators.	Past paper questions, mind maps and revision cards. Sample questions <ul style="list-style-type: none"> Explain the term abnormal readings What is the relationship between abnormal readings and risks to health? Explain how published guidance is used
School Week 5: 8th April (Easter 2)	B2 Lifestyle indicators	Learners will interpret lifestyle data in relation to risks posed to physical health. Interpretation of lifestyle data, specifically risks to physical health associated with: <ul style="list-style-type: none"> o smoking o alcohol consumption o inactive lifestyles. 	Past paper questions, mind maps and revision cards. Sample questions <ul style="list-style-type: none"> What is the role of lifestyle data? Explain the role of an inactive lifestyle in relation to health and wellbeing?
School Week 6: 15th April	C1 Person-centred approach	The ways in which a person-centred approach takes into account an individual's: needs – to reduce health risks, wishes – their preferences and choices, circumstances – to include age, ability, location, living conditions, support, physical and emotional health.	Past paper questions, mind maps and revision cards. Sample questions <ul style="list-style-type: none"> What are the care values? Explain the significance of care values to a service user Why is a person-centred approach so it important?
School Week 7: 22nd April	C2 Recommendations and actions to improve health and wellbeing	Established recommendations for helping to improve health and wellbeing: <ul style="list-style-type: none"> o improving resting heart rate and recovery rate after exercise o improving blood pressure 	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> What current impacts on health

		<ul style="list-style-type: none"> o maintaining a healthy weight o eating a balanced diet o getting enough physical activity 	<ul style="list-style-type: none"> • Explain the significance of creating a realistic health plan • How could formal / informal support help?
School Week 8: 29th April	C3 Barriers and obstacles to following recommendations	Established recommendations for helping to improve health and wellbeing: <ul style="list-style-type: none"> o quitting smoking o sensible alcohol consumption o stopping substance misuse. 	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> • What current impacts on health • Explain the significance of creating a realistic health plan • How could formal / informal support help?
School Week 9: 6th May (Exams begin 9/05)	C3 Barriers and obstacles to following recommendations	Learners will explore the obstacles that individuals can face when implementing these plans and how they may be mitigated. <ul style="list-style-type: none"> o availability of resources – financial, physical, e.g. equipment o unachievable targets – unachievable for the individual or unrealistic timescale o lack of support, e.g. from family and friends. 	Past paper questions, mind maps and revision cards. Sample questions <ul style="list-style-type: none"> • What are potential obstacles to following a plan? • Why might a lack of support affect the success of the plan?
School Week 10: 13th May	C3 Barriers and obstacles to following recommendations	Potential barriers to the individual and the recommendation: <ul style="list-style-type: none"> o physical barriers o barriers to people with sensory disability o barriers to people with different social and cultural backgrounds o barriers to people that speak English as an additional language or those who have language or speech impairments o geographical barriers o resource barriers for service provider o financial barriers 	Past paper questions, mind maps and revision cards. Sample questions <ul style="list-style-type: none"> • What are potential barriers to following a plan? • Why might a lack of support affect the success of the plan?

History

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Year 11 GCSE Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	Paper 2 American West	Plains Indians <ul style="list-style-type: none"> • Who were the Plains Indians and how were they organised? • US government policy towards the PI • Plains Indians Wars (Little Crow, Sand Creek, Red Cloud, Little Big Horn, Wounded Knee) • Reservations End of PI way of life	<u>Exam Questions</u> Explain the importance of horses for Plains Indians. (8) Explain the importance of the Dawes Act 1887 on Plains Indians. (8) Write a narrative account analysing the events of the Sand Creek Massacre, 1864 (8) <u>Revision Guide Pages</u> 1, 2, 3, 20, 21, 22, 28, 29, 30, 31, 32
School Week 2: 18th March	Paper 2 American West	Migration west <ul style="list-style-type: none"> • What were the factors that encouraged migration? • What were the problems of migration? • How did the American Civil war impact the development of the West? • How did settlements continue to grow? Law and order <ul style="list-style-type: none"> • How was lawlessness a problem in early towns and how was it dealt with? • How did the Civil War cause problems for law and order? • How did Billy the Kid show law and order was still a problem? • How did Wyatt Earp show law and order was still a problem? • How did the Johnson County War show law and order was still a problem? 	<u>Exam Questions</u> Explain two consequences of the Oregon Trail on migration west (8) Explain the importance of the American Civil War on government policy on migration (8) Explain the importance of the mining towns on the development of law and order (8) Write a narrative account analysing the events of the life of Wyatt Earp (8) <u>Revision Guide Pages</u> Migration: 4, 5, 6, 7, 8, 13, 14, 25 Law and Order: 11, 12, 16, 26, 27
School Week 3: 25th March	Paper 3 Weimar and Nazi Germany	Early Weimar Germany <ul style="list-style-type: none"> • What were the impacts of the First World War on Germany? • What were the strengths and weaknesses of the Weimar Republic? • Why was the Treaty of Versailles so unpopular in Germany? • How did left and right-wing groups challenge the Weimar Republic? • What happened when the French invaded the Ruhr? • What were the impacts of hyperinflation? • What was the early Nazi Party like? 	<u>Exam questions</u> Explain why the Treaty of Versailles was unpopular in Germany (12) Explain why Germany faced challenges from the left and right, 1918-1922 (12) Explain why 1923 was a bad year for Germany (12) Explain why the Munich Putsch was both a success and a failure (12) <u>Revision Guide Pages</u> 1-5, 10-11

		<ul style="list-style-type: none"> Why did the Munich Putsch happen, and what happened? Was the Munich Putsch a total disaster? What happened to the Nazi Party between 1924 and 1928? 	
School Week 4: 1st April (Easter1)	Paper 2 Anglo-Saxon & Norman England	Anglo-Saxon England <ul style="list-style-type: none"> How was Anglo-Saxon England socially ordered? How powerful was the king and in Anglo-Saxon England? What was life like in Anglo-Saxon England? (Economy/Religion) Why were the Godwin family so powerful? Why did the Danelaw areas revolt against Tostig in 1065? Who wanted the English throne in 1066? What was the biggest threat to King Harold? 	<u>Exam Questions</u> Explain why England was a stable country under Edward the Confessor (12) Describe two key features of a buhr (4) 'The biggest threat to King Harold was the Danelaw areas'. How far do you agree with this statement? (16) <u>Revision Guide Pages</u> 1-6
School Week 5: 8th April (Easter 2)	Paper 2 Anglo-Saxon & Norman England	Events of 1066 <ul style="list-style-type: none"> What happened at the Battle of Gate Fulford? What happened at the Battle of Stamford Bridge? What happened at the Battle of Hastings? Why did William win the Battle of Hastings? Gaining and maintaining control <ul style="list-style-type: none"> Why did the earls submit to William in 1066? How did the Marcher Earldoms gain control for William? How did Motte and Bailey castles increase William's control? What were the results of Edwin and Morcar's rebellion in 1068? Why did revolts happen in the North in 1068? How did the Harrying of the North impact England? Why did Hereward the Wake rebel in 1070? How did landownership change between 1066 and 1087? How did William maintain royal power? 	<u>Exam Questions</u> Explain why William gained control of England, 1066-1068 (12) Explain why Edwin and Morcar revolted in 1068 (12) Explain why the revolts in the North failed (12) Explain why William maintained control of England 1068-1086 (12) <u>Revision Guide Pages</u> 7-16
School Week 6:	Paper 1 Medicine and trenches	<ul style="list-style-type: none"> What were the causes, prevention and treatment of disease during the Middle Ages? Causes/prevention and treatment of the Black Death What were the causes, prevention and treatment of disease during the Renaissance? 	<u>Exam Questions</u> Explain why there was continuity in ideas about the cause of disease during the period c1250-c1500. (12m) 'The Theory of the Four Humours was the main idea about the cause of disease in the Middle Ages'. How far do you agree? Explain your answer. (16 m)

15th April		<ul style="list-style-type: none"> How and why did medicine move forward during the Renaissance? What role did Vesalius play? What role did Harvey play? What role did Sydenham play? Causes/prevention and treatment during the Great Plague 	<p>Explain why there was little change in the care provided by hospitals in the period c1250-c1500. (12 m)</p> <p>Explain why there was improvement in the understanding of medicine between 1500 and 1700 (12m)</p> <p>Explain one way in which people's responses to the 1665 Great Plague in London were similar to the way that people reacted to the Black Death in Britain. (4m)</p> <p><u>Revision guide pages</u> 1,2,3,4,5,6,7,8,9,10,11</p>
School Week 7: 22nd April	Paper 1 Medicine and trenches	<ul style="list-style-type: none"> What were the causes, prevention and treatment of disease during the Industrial Period? How and why did medicine move forward during the Industrial Period? How did surgery change during the Industrial Period? How did hospitals develop during the Industrial Period? What were the causes, prevention and treatment of disease during the Modern Medicine? 	<p>Explain why there was rapid change in the prevention of smallpox after 1798. (12m)</p> <p>Explain why there was rapid progress in approaches to preventing illness in Britain during the period c1750-c1900. (12m)</p> <p>Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700-c1900'. How far do you agree? Explain your answer. (16m)</p> <p>'John Snow's work on cholera was a turning point in the prevention of infectious diseases c1700-c1900'. How far do you agree? Explain your answer. (16m)</p> <p>Explain why there was rapid change in who treated the sick 1800-1900 (12 m)</p> <p>Explain one way in which understanding of the cause of disease and illness was different c1500 and the present day (4m)</p> <p>Explain one way in which understanding of the causes of disease and illness was different in c1750 from the present day. (4m)</p> <p><u>Revision guide pages</u> 13,14,15,16,17,18,19,20,21,22</p>
School Week 8: 29th April	Paper 2 American West	<ul style="list-style-type: none"> What was the Homestead Act and why was it significant? What was the Pacific Railroad Act and why was it significant? What were the Exoduster movement & Oklahoma Land Rush and why significant? What were the causes and consequences of each of the Plains Indian Wars? <ul style="list-style-type: none"> ➤ Little Crows War ➤ Sandcreek Massacre ➤ Red Clouds War ➤ Battle of Little Bighorn ➤ Wounded Knee Massacre What was the 1887 Dawes Act and what were its consequences? 	<p><u>Exam Questions</u></p> <p>Explain two consequences of the Homestead Act on settlement in the west (8)</p> <p>Explain two consequences of the Pacific Railroad Act on settlement in the west (8)</p> <p>Explain two consequences of the Oklahoma Land Rush on settlement of west (8)</p> <p>Explain two consequences of the Battle of the Little Bighorn (8)</p> <p>Write a narrative account analysing the conflict between the Plains Indians and the US government in the years 1876-1890 (8)</p> <p>The importance of the Homestead Act (1862) for the development of the Plains (8)</p> <p>The Importance of the Wounded Knee Massacre on Plains Indians (8)</p> <p><u>Revision guide pages</u> 13,14,25,4,22, 28, 29, 32</p>
	Paper 2 Anglo-Saxon & Norman England	<p>Normanisation of England</p> <ul style="list-style-type: none"> Why did the earls revolt in 1075? Why did the Revolt of the Earls fail? How did the Feudal System increase William's control? 	<p><u>Exam Questions</u></p> <p>Explain why the Revolt of the Earls took place in 1075 (12)</p> <p>Explain why the Revolt of the Earls failed in 1075 (12)</p> <p>Explain why the church changed under the</p>

<p>School Week 9:</p> <p>6th May (Exams begin 9/05)</p>		<ul style="list-style-type: none"> • How did Feudalism increase William's control? • What role did the church play in Norman England? • How was the church Normanised? • How much did society change under the Normans? • Why was the Domesday Book of 1085 significant? • How did the Normans govern England? • Why was the forest significant? • Why was the Domesday Book of 1085 significant? • How did Bishop Odo cause problems for William? • How did William's death lead to a second succession crisis? 	<p>leadership of Lanfranc (12)</p> <p>'The biggest change to England under the rule of William I was on culture'. How far do you agree with this statement? (16)</p> <p><u>Revision Guide Pages</u> 17-30</p>
<p>School Week 10:</p> <p>13th May</p>	<p>Paper 1</p> <p>Medicine and trenches</p>	<ul style="list-style-type: none"> • How have the causes, treatment and prevention of lung cancer developed? • How has the use of technology changed modern medicine? • How has the role of government changed in modern medicine? • What were the causes of illness/disease in the trenches? • Who treated the sick in the trenches? • How were injured soldiers moved/evacuated in the trenches? • How did medicine develop in the trenches? 	<p>Exam Questions</p> <p>Explain why there was rapid change in the treatment of illness in Britain during the twentieth century. (12m) Explain why there was rapid progress in disease prevention after c1900. (12m)</p> <p>'Treatment of diseases and care of the sick completely changed after c1800'. How far do you agree? modern period (c1900-present).</p> <p>'Government action is the most important reasons why there were improvements in care and treatment in hospitals during the nineteenth and twentieth centuries'. How far do you agree? Explain your answer. (16m)</p> <p>Describe two features of ill health among soldiers that arose from the trench environment (4)</p> <p>Describe two features of brain surgery on the Western Front (4)</p> <p>Describe two features of Base Hospitals on the Western Front (4)</p> <p>Describe two features of stretcher bearers on the Western Front (4)</p> <p><u>Revision guide pages</u> 23,24,25,26,27,28</p>

WJEC Hospitality and Catering

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Year 11 Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	LO1 Understand the environment in which hospitality and catering providers operate	AC1.1 describe the structure of the hospitality and catering industry Hospitality and catering industry Types of provider, Types of service, Commercial establishments, Non-commercial catering establishments, Services provided, Suppliers, where hospitality is provided at non-catering venues, Standards and ratings, Job roles within the industry (management, kitchen brigade, front of house, housekeeping, administration)	Past paper questions, mind maps, A3 fact sheets and revision cards Sample questions <ul style="list-style-type: none"> • Give 5 sectors of the Hospitality and catering industry • What are the overheads for non-commercial establishments? • Give the features of restaurants • What would you expect in a 4 star hotel? https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTY4/details
School Week 2: 18th March	LO1 Understand the environment in which hospitality and catering providers operate	AC1.3 describe working conditions of different job roles across the hospitality and catering industry Working conditions Different types of employment contracts, Working hours, Rates of pay, Holiday entitlement, Remuneration (tips, bonus payments, rewards).	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> • Describe casual employment • Give 6 things that full and part time employees are entitled to • Give 3 examples of remuneration • Name 4 pieces of legislation to protect workers https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTQy/details
School Week 3: 25th March	LO1 Understand the environment in which hospitality and catering providers operate	AC1.4 explain factors affecting the success of hospitality and catering providers Factors Costs, Profit, Economy, Environmental, Technology, Emerging and innovative cooking techniques, Customer demographics	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> • List 5 reasons that an establishment might fail • How does costs contribute to the success of an establishment? • How does the economy contribute to the success of an establishment?

		and lifestyle and expectations, Customer service and service provision generally, Competition, Trends, Political factors, Media.	<ul style="list-style-type: none"> How does environmental policies contribute to the success of an establishment https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTE5/details
School Week 4: 1st April (Easter1)	LO2 Understand how hospitality and catering provision operates	AC2.2 describe the operation of front of house Operation Layout, Work Flow, Operational activities, Equipment and materials, Stock control, Documentation and administration, Staff allocations, Dress code, Safety and security,	Past paper questions Sample questions <ul style="list-style-type: none"> What does perishable foods mean? Name 4 classes of perishable foods What is the rule of stock rotation? What is recorded on time sheets? Why is accident recording important? https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNTAy/details
School Week 5: 8th April (Easter 2)	LO2 Understand how hospitality and catering provision operates	AC2.3 explain how hospitality and catering provision meet customer requirements Requirements Customer needs, Customer expectations, Customer trends, Equality, Customer rights.	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> Describe the different ways that you can use data How do professionals use this data? https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNDgy/details
School Week 6: 15th April	LO3 Understand how hospitality and catering provision meets health and safety requirements	AC3.1 describe personal safety responsibilities in the workplace Responsibilities Of employees. In relation to Health and Safety at Work Act, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> Give 6 examples of good customer service What right does the customer have under the Food Safety act? Give 3 rights under the Consumer rights act https://classroom.google.com/c/MTlwMzI5NDc2MjUx/a/MjA2NzEzOTAzNDY4/details
School Week 7: 22nd April	LO4 Know how food can cause ill health	AC4.2 describe the role and responsibilities of the Environmental Health Officer (EHO). Enforcing environmental health laws. Responsibilities Inspecting business for food safety standards, Follow up complaints,	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> Define what an Environmental health officer is Give 8 roles of environmental health officers

		Follow up outbreaks of food poisoning, Maintaining evidence, Submitting reports.	<ul style="list-style-type: none"> Give 4 pieces of legislation enforces by environmental health officers What does the food safety act require? https://classroom.google.com/c/MTIwMzI5NDc2MjUx/a/MjA2NzEyMTE0ODM3/details
School Week 8: 29th April	LO4 Know how food can cause ill health	AC4.3 describe food safety legislation Legislation Food Safety Act Food Safety (General Food Hygiene Regulations), Food Labelling Regulations.	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> Give the 3 main types of food safety legislation List the 6 main provisions of the Food safety act What are the 2 things that food businesses must ensure under the act What are the powers given to EHOs What are the penalties under the Food safety act? https://classroom.google.com/c/MTIwMzI5NDc2MjUx/a/MjA2NzEyMTE0ODIx/details
School Week 9: 6th May (Exams begin 9/05)	LO4 Know how food can cause ill health	AC4.5 describe the symptoms of food induced ill health Symptoms Visible symptoms, Signs, Non-visible symptoms, Length of time until symptoms appear, Duration of symptoms.	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> Give the symptoms of food intolerance Give the symptoms of food allergy Give the symptoms of food poisoning https://classroom.google.com/c/MTIwMzI5NDc2MjUx/a/MjA2NzEyMTE0Nzk2/details
School Week 10: 13th May	LO4 Know how food can cause ill health	AC4.5 describe the symptoms of Food induced ill health Intolerances, Allergies, Food poisoning.	Past paper questions, mind maps and revision cards Sample questions <ul style="list-style-type: none"> Give the symptoms of food intolerance Give the symptoms of food allergy Give the symptoms of food poisoning https://classroom.google.com/c/MTIwMzI5NDc2MjUx/a/MjA2NzEyMTE0Nzk2/details

Music

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Year 11 GCSE Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	AoS2 The Concerto Through Time The Classical Concerto		<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom. •
School Week 2: 18th March	AoS3 Rhythms of the World Bhangra Calypso Israeli Klezmer Greek	AoS2 Classical Concerto	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom. •
School Week 3: 25th March	AoS4 Film Music Music that has been composed specifically for Film	AoS3 Bhangra Calypso Israeli Klezmer Greek	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom. •
School Week 4: 1st April (Easter1)	AoS5 Conventions of Pop Pop Ballads of the 1970s, 1980s and 1990s Rock and Roll	AoS4 Film Music	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom. •
School Week 5: 8th April (Easter 2)	AoS2 The Concerto Through Time Baroque Solo Concerto Baroque Concerto Grosso	AoS5 Pop Ballads of the 1970s, 1980s and 1990s Rock and Roll	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom.

School Week 6: 15th April	AoS3 Bhangra Calypso Israeli Klezmer Greek	AoS2 Baroque Solo Concerto Baroque Concerto Grosso	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom.
School Week 7: 22nd April	AoS4 Film Music Music that has been composed specifically for Film	AoS3 Bhangra Calypso Israeli Klezmer Greek	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom.
School Week 8: 29th April	AoS5 Conventions of Pop Rock 'n' Roll Music of the 1950s and 60s Pop Ballads	AoS4 Film Music	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom.
School Week 9: 6th May (Exams begin 9/05)	AoS2 The Concerto Through Time The Classical Concerto The Baroque Concerto Grosso Comparison AoS3 Rhythms of the World Bhangra Calypso Israeli Klezmer Greek	AoS5 Pop Ballads of the 1970s, 1980s and 1990s Rock 'n' Roll Music of the 1950s and 60s Rock Anthems Solo Artists	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom.
School Week 10: 13th May	AoS2 The Concerto Through Time The Classical Concerto The Baroque Solo Concerto Comparison AoS3 Rhythms of the World Calypso Greek	AoS2 The Classical Concerto The Baroque Concerto Grosso Comparison AoS5 Rock 'n' Roll Pop Ballads	<ul style="list-style-type: none"> • Complete the resources on this topic set out in Google Classroom. There are Madtshirt exercises, exam style questions and self- mark schemes. • Use the resources you have developed over the course to review the topic: mind maps, flash cards, pictorial images, summary cards, mnemonics, A3 summaries, etc • Complete the Focus on Sound lessons and tests on this topic using the links provided in Google Classroom. • Complete any interval or melody exercises' in Auralia and Musition; follow the links in Google Classroom.

Year 11 GCSE Physical Education

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

NEA Moderation: Tuesday 30th April Paper 01: Wednesday 22nd May PM Paper 02: Monday 3rd June PM *You should schedule at least 3 opportunities to plan and write a 9 mark response. CLICK HERE. Use the mark scheme afterwards*			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11th March	<ul style="list-style-type: none"> ★ Components of fitness ★ Reasons for and limitations of fitness testing ★ Fitness tests for each component of fitness 	<ul style="list-style-type: none"> ★ Describe how to carry out each fitness test ★ Aerobic and anaerobic training (including intensities) 	<ul style="list-style-type: none"> ★ Define each component of fitness ★ Use the words intensity, duration and oxygen to describe aerobic/anaerobic sport ★ Identify the intensity for aerobic/anaerobic ★ Test yourself on Google Classroom
School Week 2: 18th March	<ul style="list-style-type: none"> ★ High altitude training (aerobic) ★ Seasonal aspects of training (pre/peak/post) ★ Principles of training (SPORT) ★ Calculating training intensities 	<ul style="list-style-type: none"> ★ SMART goal setting ★ Performance goals (suit a beginner) and outcome goals (should be avoided on their own) 	<ul style="list-style-type: none"> ★ Use Max HR to calculate aerobic and anaerobic training intensities ★ Test yourself on Google Classroom
School Week 3: 25th March	<ul style="list-style-type: none"> ★ Inverted-U theory, arousal and performance to include types of skill classification that suit arousal states, how to control arousal with stress management techniques and types of aggression. ★ Introvert and extrovert personality types 	<ul style="list-style-type: none"> ★ Classification of skills (open/closed, basic/complex, self/externally paced, fine/gross) 	<ul style="list-style-type: none"> ★ Draw and label the inverted-U graph for a gross skill and for a fine skill ★ List three examples of direct and three examples of indirect aggression ★ Draw the 4 skill continuums and place a sporting example at each end of each continuum ★ Test yourself on Google Classroom

School Week 4: 1st April (Easter1)	<ul style="list-style-type: none"> ★ Functions of the skeleton ★ Structure of a synovial joint ★ What is an agonist and antagonist? ★ Muscle contractions (isotonic and isometric) ★ Joint movements possible 	<ul style="list-style-type: none"> ★ Bones of the body ★ Muscles of the body 	<ul style="list-style-type: none"> ★ Label a synovial joint ★ Test yourself on Google Classroom
School Week 5: 8th April (Easter 2)	Conduct of performers <ul style="list-style-type: none"> ★ Sportsmanship ★ Gamesmanship ★ Etiquette ★ Contract to compete Conduct of spectators <ul style="list-style-type: none"> ★ Hooliganism 	<ul style="list-style-type: none"> ★ Health, fitness and well-being (Physical, mental, social) 	<ul style="list-style-type: none"> ★ Sporting examples for each aspect of conduct ★ Reasons why hooliganism happens and things being done to combat it ★ Test yourself on Google Classroom
School Week 6: 15th April	<ul style="list-style-type: none"> ★ Information processing model ★ Intrinsic and extrinsic feedback ★ Types of guidance and which type suits a beginner ★ Intrinsic and extrinsic motivation 	<ul style="list-style-type: none"> ★ What is skill? What is ability? 	<ul style="list-style-type: none"> ★ Draw and label the information processing model ★ Test yourself on Google Classroom ★ *Students selected for moderation are notified. NEA to be finalised.
School Week 7: 22nd April	<ul style="list-style-type: none"> ★ The pathway of air ★ Mechanics of breathing - <i>DIRT CAP Air</i> ★ Factors affecting gaseous exchange ★ Interpretation of a spirometer trace 	<ul style="list-style-type: none"> ★ Recovery and EPOC 	<ul style="list-style-type: none"> ★ What is the difference between mechanics of breathing at rest/during exercise (more force / muscles recruited etc) ★ Draw and label a spirometer trace ★ Test yourself on Google Classroom
School Week 8: 29th April	<ul style="list-style-type: none"> ★ Considerations to prevent injury / recovery process ★ Immediate (during), Short term (up to 36 hours after) and Long term 	Positive and negative impacts of; <ul style="list-style-type: none"> ★ Commercialisation ★ Sponsorship ★ Media ★ Technology On, performers, officials and spectators	<ul style="list-style-type: none"> ★ Draw a table to summarise the positive and negative impacts of commercialisation, sponsorship, media and technology on performers, officials and spectators ★ Test yourself on Google Classroom

	(months) effects of exercise		
School Week 9: 6th May (Exams begin 9/05)	<ul style="list-style-type: none"> ★ Aerobic and anaerobic training (including intensities) ★ Benefits of a warm up/cool down ★ Types of training 	<ul style="list-style-type: none"> ★ 1st, 2nd, 3rd class lever systems ★ Mechanical advantage ★ Planes and axes 	<ul style="list-style-type: none"> ★ Use the words intensity, duration and oxygen to describe aerobic/anaerobic sport ★ State the advantages and disadvantages of each type of training ★ Sketch out each lever ★ Justify why a 2nd class has a mechanical advantage ★ Test yourself on Google Classroom
School Week 10: 13th May	<ul style="list-style-type: none"> ★ Structure and function of blood vessels ★ Vasodilation and vasoconstriction ★ Structure of the heart / cardiac cycle ★ Heart rate / stroke volume / cardiac output 		<ul style="list-style-type: none"> ★ Label the structure of the heart ★ Draw and label a graph for heart rate response to submaximal exercise ★ Test yourself on Google Classroom
School Week 11: 20th May	<ul style="list-style-type: none"> ★ Somatotypes ★ Consequences of a sedentary lifestyle / obesity ★ Factors that affect calorie consumption - age, gender, height, energy expenditure 	<ul style="list-style-type: none"> ★ Energy use ★ Balanced diet ★ Role of vitamins and minerals ★ Hydration 	<ul style="list-style-type: none"> ★ How many calories should an adult male and adult female consume per day? ★ Test yourself on Google Classroom
School Week 12: 27th May (half-term)	<ul style="list-style-type: none"> ★ Advantages and disadvantages of a performer using performance enhancing drugs ★ Engagement patterns. RAMBO IS REAL factors that affect participation - gender, race, disability, age 	<ul style="list-style-type: none"> ★ Performance enhancing drugs and methods. Type of athlete that benefits from each, reasons why, reasons why not 	<ul style="list-style-type: none"> ★ Test yourself on Google Classroom ★ Test yourself on Google Classroom

SPANISH

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Year 11 GCSE Revision 2024			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11TH March	General revision Kerboodle - pages 10-15 in both the Foundation and Higher textbooks	Numbers Months of the year Days of the week Time Quantities Frequency Colours Weather	<p>Use Kerboodle to access both the Foundation and Higher text books on-line. You can access a range of activities in all the skill areas – listening, speaking, reading, writing, translation and grammar.</p> <p>(Check your log-on and if you need your password resetting then see Mrs Lyon – the institution code is jsm4)</p> <p>Keep learning your <u>SPEAKING QUESTIONS</u> and these will also support your written answers.</p> <p>Revising vocabulary is a key aspect of developing both your Reading and Listening skills.</p> <p>Revise / learn the vocabulary in the relevant topic areas using the booklet which has been provided and every week you will be tested on this vocabulary using the quizzes on Google Classroom.</p>

			<p>Create mind-maps of key vocabulary from each weekly topic.</p> <p>As well as this, online activities are also available on the following websites:</p> <p>www.languagesonline.org.uk grammar explanations and topic vocabulary with activities to practise</p> <p>www.memorizenow.com create flashcards to test yourself online</p> <p>www.vocabexpress.com register with your school email address</p> <p>www.mflgames.co.uk</p> <p>www.channel4.com/extra</p> <p>www.bbc.co.uk/languages/spanish</p> <p>www.quizlet.com vocabulary learning exercises</p> <p>www.lyricstraining.co.uk listening activities with popular current songs in the target language</p> <p>duolingo app</p> <p>gojimo app</p> <p>If you complete any revision activities on-line make sure you keep evidence by someone signing your exercise book or by taking a</p>
	<p><u>Identity and Culture</u></p> <p>Me, my family and friends</p> <p>Foundation</p> <p>p 16-28</p> <p>Higher</p> <p>p 16-28</p>	<p>Relationships</p> <p>Family and friends</p> <p>Marriage and partnership</p> <p>Future plans</p>	

			<p>screenshot of the page and emailing it to your teacher.</p> <p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 26</p> <p>Writing – p 44 ex 2, 3, 4b</p> <p>Speaking – p 46 ex 1, 3</p> <p><u>Higher:</u></p> <p>Grammar – p 26</p> <p>Writing – p 44 ex 1b, 2b, 3</p> <p>Speaking – p 46 ex 1, 3</p>
<p>School Week 2:</p> <p>18th March</p>	<p><u>Identity and Culture</u></p> <p>Technology in everyday life</p> <p>Foundation</p> <p>p 30-40</p> <p>Higher</p> <p>p 30-40</p> <p><u>Units 1 +2 Test and Revise</u></p> <p>Listening and Reading</p>	<p>Social media</p> <p>Mobile technology</p> <p>Self, family and friends</p> <p>Technology</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 38</p> <p>Writing – p 44 ex 1, 3, 4a</p> <p>Speaking – p 46 ex 2, 4</p> <p><u>Higher:</u></p> <p>Grammar – p 38</p> <p>Writing – p 44 ex 1a, 2a</p> <p>Speaking – p 46 ex 2, 4</p> <p><u>Kerboodle</u></p> <p><u>Foundation:</u> Page 42-43</p> <p><u>Higher:</u> Page 42-43</p>
<p>School Week 3:</p>	<p><u>Identity and Culture</u></p> <p>Free-time activities</p>	<p>Music</p> <p>Cinema and TV</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p>

25th March	<p>Foundation p 48-62</p> <p>Higher p 48-62</p>	<p>Sports</p> <p>Free time activities (hobbies, opinions, time frequency – how often?)</p> <p>Activities outside the home</p> <p>Food and drink</p>	<p>Grammar – p 60</p> <p>Writing – p 78 ex 2, 3, 4, 5b</p> <p>Speaking – p 80 ex 1, 3, 5</p> <p><u>Higher:</u></p> <p>Grammar – p 60</p> <p>Writing – p 78 ex 1b, 2, 3b</p> <p>Speaking – p 80 ex 1, 2</p>
School Week 4: 1st April (Easter1)	<p><u>Identity and Culture</u></p> <p>Customs and Festivals</p> <p>Foundation p 64-74</p> <p>Higher p 64-74</p>	<p>Spain and customs</p> <p>Festivals in Spain and Hispanic countries</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 72</p> <p>Writing – p 78 ex 1, 4, 5a</p> <p>Speaking – p 80 ex 2, 4</p> <p><u>Higher:</u></p> <p>Grammar – p 72</p> <p>Writing – p 78 ex 1a, 3a, 4</p> <p>Speaking – p 80 ex 2, 4</p>
School Week 5: 8th April (Easter 2)	<p><u>Units 3 + 4 Test and Revise</u></p> <p>Listening and Reading</p> <p><u>Local, National, International and Global areas of interest</u></p> <p>Home, town, neighbourhood and region</p>	<p>Free time</p> <p>Festivals</p> <p>Home</p> <p>Where I live</p> <p>Places in a town</p> <p>Advantages and disadvantages of living in the countryside</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u> Page 76-77</p> <p><u>Higher:</u> Page 76-77</p> <p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 92</p> <p>Writing – p 110 ex 1, 2a, 3</p> <p>Speaking – p 112 ex 1, 3</p> <p><u>Higher:</u></p>

	<p>Foundation</p> <p>p 82-94</p> <p>Higher</p> <p>p 82-94</p>		<p>Grammar – p 92</p> <p>Writing – p 110 ex 1b, 2, 3a, 5</p> <p>Speaking – p 112 ex 1, 3</p>
<p>School Week 6:</p> <p>15th April</p>	<p><u>Local, National, International and Global areas of interest</u></p> <p>Social issues</p> <p>Foundation</p> <p>p 96-106</p> <p>Higher</p> <p>p 96-106</p> <p><u>Units 5 and 6 Test and Revise</u></p> <p>Listening and Reading</p>	<p>Charity and voluntary work</p> <p>Healthy and unhealthy living</p> <p>Smoking, drugs and alcohol</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 104</p> <p>Writing – p 110 ex 1, 2a, 3</p> <p>Speaking – p 112 ex 2, 4</p> <p><u>Higher:</u></p> <p>Grammar – p 104</p> <p>Writing – p 110 ex 1a, 3b, 4</p> <p>Speaking – p 112 ex 2, 4</p> <p><u>Kerboodle</u></p> <p><u>Foundation:</u> Page 108-109</p> <p><u>Higher:</u> Page 108-109</p>
<p>School Week 7:</p> <p>22nd April</p>	<p><u>Local, National, International and Global areas of interest</u></p> <p>Global issues</p> <p>Foundation</p> <p>p 114-124</p> <p>Higher</p> <p>p 114-124</p>	<p>Environment</p> <p>Poverty</p> <p>Homelessness</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 122</p> <p>Writing – p 140 ex 1, 2, 4</p> <p>Speaking – p 142 ex 1, 4</p> <p><u>Higher:</u></p> <p>Grammar – p 122</p> <p>Writing – p 140 ex 2, 3a, 3b, 4</p> <p>Speaking – p 142 ex 1, 3</p>
<p>School</p>	<p><u>Local, National, International and</u></p>	<p>Holiday and travel</p> <p>Regions of Spain</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p>

<p>Week 8:</p> <p>29th April</p>	<p><u>Global areas of interest</u></p> <p>Travel and Tourism</p> <p>Foundation</p> <p>p 126-136</p> <p>Higher</p> <p>p 126-136</p> <p><u>Units 7 and 8 Test and Revise</u></p> <p>Listening and Reading</p>	<p>Global issues</p> <p>Holidays</p>	<p>Grammar – p 134</p> <p>Writing – p 140 ex 3, 5a, 5b</p> <p>Speaking – p 142 ex 2, 3</p> <p><u>Higher:</u></p> <p>Grammar – p 134</p> <p>Writing – p 140 ex 1a, 1b, 4</p> <p>Speaking – p 142 ex 2, 4</p> <p><u>Kerboodle</u></p> <p><u>Foundation:</u> Page 138-139</p> <p><u>Higher:</u> Page 138-139</p>
<p>School Week 9:</p> <p>6th May</p> <p>(Exams begin 9/05)</p>	<p><u>Current and future study and employment</u></p> <p>My studies</p> <p>Life at school and college</p> <p>Foundation</p> <p>p 146-156</p> <p>Higher</p> <p>p 146-156</p>	<p>School and subject</p> <p>Life at school</p> <p>Buildings</p> <p>Rules</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 154</p> <p>Writing – p 172 ex 1, 2, 3</p> <p>Speaking – p 174 ex 1, 3</p> <p><u>Higher:</u></p> <p>Grammar – p 154</p> <p>Writing – p 172 ex 1b, 2, 3a, 4</p> <p>Speaking – p 174 ex 1, 3</p>
<p>School Week 10:</p> <p>13th May</p>	<p><u>Current and future study and employment</u></p> <p>Education post-16</p> <p>Jobs, Career choices and ambitions</p> <p>Foundation</p> <p>p 158-168</p> <p>Higher</p> <p>p 158-168</p> <p><u>Units 9-12 Test and Revise</u></p> <p>Listening and Reading</p>	<p>Jobs</p> <p>University</p> <p>Work</p> <p>Choice of career</p> <p>My studies</p> <p>Life at school</p> <p>Education post-16</p> <p>Jobs, careers and future plans</p>	<p><u>Kerboodle</u></p> <p><u>Foundation:</u></p> <p>Grammar – p 166</p> <p>Writing – p 172 ex 4a, 4b, 5</p> <p>Speaking – p 174 ex 2, 4</p> <p><u>Higher:</u></p> <p>Grammar – p 166</p> <p>Writing – p 172 ex 1a, 3b, 4</p> <p>Speaking – p 46 ex 2, 4</p> <p><u>Kerboodle</u></p> <p><u>Foundation:</u> Page 170-171</p> <p><u>Higher:</u> Page 170-171</p>

Year 11 SPORT

- All papers mentioned are on Google Classroom or will be given to you by your teacher.
- Complete the tasks each week for the selected topic and show your teacher to gain feedback and to make sure you are getting it right!

Exam May 4th 2024			
<p>*You should schedule at least 3 opportunities to plan and write a 9 mark response. Use the mark scheme afterwards*9 mark questions</p> <p>You should schedule time to attempt the past paper questions PAST PAPERS</p>			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 11th March	<ul style="list-style-type: none"> ★ Explore the importance of fitness for sports performance ★ A1 The importance of fitness for successful participation in sport 	<ul style="list-style-type: none"> ★ A1 Components of Physical Fitness. (MMS FAB) ★ A1 Components of Skill-Related Fitness. (PCRAB) ★ Notes in book ★ Google classroom lesson 1 	<ul style="list-style-type: none"> ★ Learn components of MMS FAB ★ Learn basic definitions ★ Learn sporting example for each component ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjYONjAzNTE3ODFw/details
School Week 2: 18th March	<ul style="list-style-type: none"> ★ A2 Fitness Training Principles ★ A3 Exercise Intensity 	<ul style="list-style-type: none"> ★ A2 Basic Principles of Training (FITT) ★ A2 Additional Principles of Training ★ Notes in book ★ Google classroom lessons 2 and 3 	<ul style="list-style-type: none"> ★ Produce a mind map of the following: ★ The components and meaning of basic principles of training ★ The components and meaning of additional principles of training. ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjYONjA0NDkxMDAy/details https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjYONjA1MTk0NjIz/details
School Week 3: 25th March	<ul style="list-style-type: none"> ★ B1 The importance of fitness testing ★ B2 Fitness test methods for components of Physical Fitness ★ B3 Fitness test methods for Skill-Related fitness ★ B4 Interpretation of fitness test results 	<ul style="list-style-type: none"> ★ B1 purpose of testing and how to administer - RELIABILITY, VALIDITY & PRACTICALITY (RVP) (PAR-Q) Lesson 4 Notes in book ★ B2 All fitness tests for MMS FAB including RVP ★ Notes in book Lesson 5 ★ B3 All fitness tests for PCRAB including 	<ul style="list-style-type: none"> ★ Produce fact sheet for B1 ★ Complete and learn revision sheet from lesson 7B ★ Produce a mind map of all tests. Link each test to a component ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjYONjAyNzU4NTUw/details https://classroom.google.com/c/NTQ1ODIyNDY3

		RVP Notes in book Lesson 6 ★ B4 Normative tables ★ Notes in book lesson 9	OTE1/a/NjY0NjA0OTE5NDQw/details https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjY0NjA1MjM5Mzk0/details
School Week 4: 1st April (Easter1)	★ C1 Requirement for training methods ★ C2 Training methods for Physical (MMS FAB) ★ C3 Training methods for Skill-Related (PCRAB)	★ C1 - How to train safely -Warm up, cool down Lesson 11a ★ C2 Link each training methods to a components of physical fitness Notes on revision cards Lesson 10 ★ C3 Link each training method to a component of Skill-Related fitness Notes on revision cards Lesson 10	★ Produce revision card for C1 ★ Use the revision cards produced in class for C2 and C3 - Read, cover, repeat. ★ Complete lesson 7 & 8 revision sheet ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjY0NjA0MDczNzQz/details https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjY0NjA1MTA3MTY0/details https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjYxNjU2NzY0MDY2/details
School Week 5: 8th April (Easter 2)	★ C5 Additional Requirements of training (Ads & Disads)	★ Advantages and Disadvantages of training Costs, number of people taking part, ease set up, access, risks Information on revision cards given in class Lesson 11C	★ Use revision cards given in class - Read , cover, repeat ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjY0NjA1MDQ3MzUw/details
School Week 6: 15th April	★ C5 Provisions for taking part in fitness training methods	★ Advantages and disadvantages of PUBLIC, PRIVATE and VOLUNTARY provision Lesson 12	★ Produce an information table of advantages and disadvantages for each. ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3OTE1/a/NjY0NjA1MDQ3MzUw/details
School Week 7:	★ C6 The effects of long-term fitness training on the body systems	★ The effects on the body for Aerobic training Flexibility training Muscular Endurance training	★ Produce a mind map on the effects on the body for each type of training ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3

22nd April		Muscular Strength training Speed Training Lesson 13 Notes in book	OTE1/a/NjU1NjEyOTg0NTQz/details
School Week 8: 29th April	<ul style="list-style-type: none"> ★ D1 Personal information to aid program design ★ D2 Fitness Programme Design ★ D3 Motivational Techniques 	<ul style="list-style-type: none"> ★ D1 - Aims, Objectives, lifestyle & attitude ★ D2 Information, specificity, FITT ★ D3 - Definitions, types, Goals (SMARTER), Influences and Benefits Lessons 14a 14b 14c Note sin book 	<ul style="list-style-type: none"> ★ Produce revision cards for each section ★ Answer these questions on google classroom https://classroom.google.com/c/NTQ1ODIyNDY3OTE1a/NjU1NjEyMzI5OTEx/details https://classroom.google.com/c/NTQ1ODIyNDY3OTE1a/NjY0NjA2MTcxNTkw/details
School Week 9: 6th May (Exams begin 9/05)	EXAM		