

Year 11 Exams 2026

Your 15 Week Revision Countdown



Contents

How to use this booklet	3
Revision Guidance	4
English	5
Mathematics	15
Religious Education	19
Combined Science	25
Separate Science	29
Business Studies	34
Child Development	40
Construction	45
Dance	49
Creative iMedia	51
Design Technology	58
Geography	61
Health and Social Care	65
History	69
Hospitality and Catering	73
Music	78
Physical Education	80
Spanish	83

How to use this booklet:

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 you for your exams. The **core subjects** are ordered first in this booklet, followed by the **option subjects** in alphabetical order.

For each subject you are guided week by week as to what particular topic to revise and 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 need it. Follow this schedule week by week and hand in anything you complete to your teachers for checking. Your Year team, form tutors and class teachers are around to support you – so please talk to us.

All of your revision materials will be posted on **Google Classroom**, including links to all online learning and revision platforms. Make use of your **revision guides** if you have them.

Year 11 Revision Schedule

- Aim to revise **two subjects per day** for around **45 minutes** each.
- Here is a suggestion as to how you may break up your time.
- Try to stick to this timetable to ensure that you have everything covered.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
English	RE	Maths	Science	Maths	Option Block C	Maths
Science	Option Block A	English	RE	Option Block B	English	Option Block Open



Revision Guidance

To be prepared for the exams you must revise in a way that will test your memory and in conditions that reflect the exam conditions. To help with this follow you should always try to;

- Revise in the same place
- Remove distractions
- Set clear time frames
- Set rewards for completion
- Set a clear goal you want to achieve from each session

How to revise:

It is easy to fool yourself and others that you are revising when you are not. This is often achieved by looking busy by reading or making notes, but this will be ineffective because it is only part of the planning stage of revision.

You must engage in revision which tests your memory. Make sure you devote as much time to learning and testing yourself as you do creating revision materials.

Planning	Revising to test memory
Re-reading notes	
Making notes	Reproduce notes in another format e.g. a diagram, exam question, equation, summary flash card.
Highlighting notes	Construct sentences from highlighted facts
Making flash cards	Test yourself or have someone test you. Repeat with any answers you did not get right.
Making mind maps	Reproduce mind map from memory, then answer questions/exam task without looking.
Making an essay or exam question plan.	Writing complete questions or sections of an answer without using notes.
Reading a mark scheme	Writing an answer, completing an equation, testing a particular assessment objective through a written or verbal explanation.

Steps to carry out and repeat to make sure revision is effective:

1. Use a list of what you need to know/understand and identify weak and strong areas on it. This will usually be a PLC (personalised learning checklist) given to you by your teacher.
2. Find work in your book or from an exam paper that is complete and correct or that you have corrected following teacher feedback and therapy.
3. Choose a revision strategy which tests your memory such as memorising flash cards.
4. Test yourself. If you make mistakes, hesitate, have to refer to the materials or do not feel confident repeat steps 2 and 3. If you get everything correct, answer quickly and feel confident then return to step 1 with a new topic.
5. Repeat these steps for every area of weakness you identified in your PLC.

Subject: 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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	<u>Session 1</u> A Christmas Carol <i>Stave One</i>	<ul style="list-style-type: none"> • Key Quotations Explosions • ACC Knowledge Organiser. • Cornell Notes/Class Notes on ACC. 	<ol style="list-style-type: none"> 1. Complete the revision activities on the 'One Sheet Revision' worksheet for Stave One.
	<u>Session 2</u> Macbeth <i>The Character of Macbeth</i>	<ul style="list-style-type: none"> • Key Quotations Explosions • Macbeth Knowledge Organiser. • Cornell Notes/Class Notes on Macbeth 	<ol style="list-style-type: none"> 1. Read through the booklet guidance at the beginning of the booklet. 2. Work through the character revision booklet on the character of Macbeth. 3. Use the answers guidance on the last page to self-assess your work.
	<u>Session 3</u> Language Paper 1 Q2, 3, 4	<ul style="list-style-type: none"> • Language Paper 1 models and notes. 	<ol style="list-style-type: none"> 1. Read the questions and highlight the keywords. 2. Read the extract and highlight any quotations needed for the question(s). 3. Annotate any key effects of the language/structure. REMEMBER what it makes the reader think/feel/understand. 4. Answer the question on a piece of lined paper or a notebook. 5. Re-read your response and check your SPaG AND check you have answered the question.
School Week 2: 26th January	<u>Session 1</u> A Christmas Carol <i>Stave Two</i>	<ul style="list-style-type: none"> • Key Quotations Explosions • ACC Knowledge Organiser. • Cornell Notes/Class Notes on ACC. 	<ol style="list-style-type: none"> 1. Complete the revision activities on the 'One Sheet Revision' worksheet for Stave Two.
	<u>Session 2</u> Macbeth <i>The Character of Lady Macbeth</i>	<ul style="list-style-type: none"> • Key Quotations Explosions • Macbeth Knowledge Organiser. 	<ol style="list-style-type: none"> 1. Read through the booklet guidance at the beginning of the booklet.

		<ul style="list-style-type: none"> ● Cornell Notes/Class Notes on Lady Macbeth 	<ol style="list-style-type: none"> 2. Work through the character revision booklet on the character of LM. 3. Use the answers guidance on the last page to self-assess your work.
	<p>Session 3 Language Paper 1 Q5</p>	<ul style="list-style-type: none"> ● Four Moves Narrative structure and models. 	<ol style="list-style-type: none"> 1. Decide which narrative task to complete and highlight it. 2. Think about your core narrative and plan how you will ADAPT your core narrative and the 'Four Moves' to make sure it fits the question. 3. Write your response on a piece of lined paper or a notebook. 4. Re-read your response and check your SPaG AND check you have answered the question
<p>School Week 3: 2nd February</p>	<p>Session 1 A Christmas Carol Stave Two</p>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● ACC Knowledge Organiser. ● Cornell Notes/Class Notes on ACC. 	<ol style="list-style-type: none"> 1. Complete the revision activities on the 'One Sheet Revision' worksheet for Stave Two.
	<p>Session 2 Macbeth The Character of Banquo</p>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● Macbeth Knowledge Organiser. ● Cornell Notes/Class Notes on Banquo 	<ol style="list-style-type: none"> 1. Read through the booklet guidance at the beginning of the booklet. 2. Work through the character revision booklet on the character of Banquo 3. Use the answers guidance on the last page to self-assess your work.
	<p>Session 3 Language Paper 1 Q3/4</p>	<ul style="list-style-type: none"> ● Language Paper 1 models and notes. 	<ol style="list-style-type: none"> 1. Read the questions and highlight the keywords. 2. Read the extract and highlight any quotations needed for the question(s). 3. Annotate any key effects of the language/structure. REMEMBER what it makes the reader think/feel/understand. 4. Answer the question on a piece of lined paper or a notebook. 5. Re-read your response and check your SPaG AND check you have answered the question.

School Week 4: 9th February	<u>Session 1</u> A Christmas Carol <i>Stave Three</i>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● ACC Knowledge Organiser. ● Cornell Notes/Class Notes on ACC. 	<ol style="list-style-type: none"> 1. Complete the revision activities on the 'One Sheet Revision' worksheet for Stave Three.
	<u>Session 2</u> Macbeth <i>The Witches</i>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● Macbeth Knowledge Organiser. ● Cornell Notes/Class Notes on The Witches. 	<ol style="list-style-type: none"> 1. Read through the booklet guidance at the beginning of the booklet. 2. Work through the character revision booklet on The Witches. 3. Use the answers guidance on the last page to self-assess your work.
	<u>Session 3</u> Language Paper 1 Q5	<ul style="list-style-type: none"> ● Four Moves Narrative structure and models. 	<ol style="list-style-type: none"> 1. Decide which narrative task to complete and highlight it. 2. Think about your core narrative and plan how you will ADAPT your core narrative and the 'Four Moves' to make sure it fits the question. 3. Write your response on a piece of lined paper or a notebook. 4. Re-read your response and check your SPaG AND check you have answered the question.
School Week 5: 16th February (Feb half-term)	<u>Session 1</u> Poetry <i>Remains</i>	<ul style="list-style-type: none"> ● Annotated anthology poems. ● Power and Conflict Knowledge Organiser 	<ol style="list-style-type: none"> 1. Complete the revision map for the poem. 2. Complete without notes and then self-assess your knowledge.
	<u>Session 2</u> An Inspector Calls <i>Eva Smith</i>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● AIC Knowledge Organisers. ● Cornell Notes/Class Notes on AIC 	<ol style="list-style-type: none"> 1. Read the information of the 'Snapshot' resource. 2. Turn the guidance into flashcards to help you to revise that particular character/theme. 3. Once you have completed the flashcards, get someone to test you on the knowledge.
	<u>Session 3</u> Language Paper 1 Q1/3	<ul style="list-style-type: none"> ● Language Paper 1 models and notes. 	<ol style="list-style-type: none"> 1. Read the questions and highlight the keywords. 2. Read the extract and highlight any quotations needed for the question(s). 3. Annotate any key effects of the language/structure. REMEMBER what it makes

			<p>the reader think/feel/understand.</p> <ol style="list-style-type: none"> 4. Answer the question on a piece of lined paper or a notebook. 5. Re-read your response and check your SPaG AND check you have answered the question.
<p>School Week 6: 23rd February</p>	<p>Session 1 Poetry <i>War Photographer</i></p>	<ul style="list-style-type: none"> • Annotated anthology poems. • Power and Conflict Knowledge Organiser 	<ol style="list-style-type: none"> 1. Complete the revision map for the poem. 2. Complete without notes and then self-assess your knowledge.
	<p>Session 2 An Inspector Calls <i>Inspector Goole</i></p>	<ul style="list-style-type: none"> • Key Quotations Explosions • AIC Knowledge Organisers. • Cornell Notes/Class Notes on AIC 	<ol style="list-style-type: none"> 1. Read the information of the 'Snapshot' resource. 2. Turn the guidance into flashcards to help you to revise that particular character/theme. 3. Once you have completed the flashcards, get someone to test you on the knowledge.
	<p>Session 3 Language Paper 1 Q2/5 <i>Mini Mock</i></p>	<ul style="list-style-type: none"> • Language Paper 1 models and notes. • Four Moves Narrative structure and models. 	<ol style="list-style-type: none"> 1. Read the questions and highlight the keywords in the MINI MOCK. 2. Read the mini extract for the first time. 3. Answer the Q2 using the strategies you have practiced. 4. Decide which narrative task to complete and highlight it. 5. Think about your core narrative and plan how you will ADAPT your core narrative and the 'Four Moves' to make sure it fits the question. 6. Write your response on a piece of lined paper or a notebook. 7. Re-read your response and check your SPaG AND check you have answered the question
<p>School Week 7: 2nd March</p>	<p>Session 1 Poetry <i>Unseen</i></p>	<ul style="list-style-type: none"> • Class notes on Unseen Poetry. 	<ol style="list-style-type: none"> 1. Read and annotate the poem. Specifically annotate the first and last line and the effect. 2. Answer the practice question using the approach you have been shown by your class teacher.

	<p>Session 2 An Inspector Calls</p> <p>Sheila Birling</p>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● AIC Knowledge Organisers. ● Cornell Notes/Class Notes on AIC 	<ol style="list-style-type: none"> 1. Read the information of the 'Snapshot' resource. 2. Turn the guidance into flashcards to help you to revise that particular character/theme. 3. Once you have completed the flashcards, get someone to test you on the knowledge.
	<p>Session 3 Language Paper 2 Q3/5</p>	<ul style="list-style-type: none"> ● Language Paper 2 models and notes. ● Notes on transactional writing and models. 	<ol style="list-style-type: none"> 1. Read the Q3 and highlight the keywords. 2. Read the mini extract. 3. Answer the Q3 using the strategies you have practiced. 4. Read the transactional task and highlight the keywords. 5. Plan your argument using the strategies your teacher has outlined. Aim for 3 main points of argument. 6. Write your response on a piece of lined paper or a notebook. 7. Re-read your response and check your SPaG AND check you have answered the question
<p>School Week 8: 9th March</p>	<p>Session 1 Poetry</p> <p>Bayonet Charge</p>	<ul style="list-style-type: none"> ● Annotated anthology poems. ● Power and Conflict Knowledge Organiser 	<ol style="list-style-type: none"> 1. Complete the revision map for the poem. 2. Complete without notes and then self-assess your knowledge.
	<p>Session 2 An Inspector Calls</p> <p>Mr Birling</p>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● AIC Knowledge Organisers. ● Cornell Notes/Class Notes on AIC 	<ol style="list-style-type: none"> 1. Read the information of the 'Snapshot' resource. 2. Turn the guidance into flashcards to help you to revise that particular character/theme. 3. Once you have completed the flashcards, get someone to test you on the knowledge.
	<p>Session 3 Language Paper 1 Q2/5</p> <p>Mini Mock</p>	<ul style="list-style-type: none"> ● Language Paper 1 models and notes. ● Four Moves Narrative structure and models. 	<ol style="list-style-type: none"> 1. Read the questions and highlight the keywords in the MINI MOCK. 2. Read the mini extract for the first time. 3. Answer the Q2 using the strategies you have practiced. 4. Decide which narrative task to complete and highlight it. 5. Think about your core narrative and plan how you will ADAPT

			<p>your core narrative and the 'Four Moves' to make sure it fits the question.</p> <ol style="list-style-type: none"> Write your response on a piece of lined paper or a notebook. Re-read your response and check your SPaG AND check you have answered the question
School Week 9: 16th March	<u>Session 1</u> A Christmas Carol <i>Stave Four</i>	<ul style="list-style-type: none"> Key Quotations Explosions ACC Knowledge Organiser. Cornell Notes/Class Notes on ACC. 	<ol style="list-style-type: none"> Complete the revision activities on the 'One Sheet Revision' worksheet for Stave Three.
	<u>Session 2</u> Macbeth <i>The Character of King Duncan</i>	<ul style="list-style-type: none"> Key Quotations Explosions Macbeth Knowledge Organiser. Cornell Notes/Class Notes on Kind Duncan or Kindship. 	<ol style="list-style-type: none"> Read through the booklet guidance at the beginning of the booklet. Work through the character revision booklet on The Witches. Use the answers guidance on the last page to self-assess your work.
	<u>Session 3</u> Language Paper 2 Q4	<ul style="list-style-type: none"> Language Paper 2 models and notes 	<ol style="list-style-type: none"> Read the Q4 and highlight the keywords. Read the extracts and highlight any quotations needed for the question(s). Annotate any key effects of the language/structure. REMEMBER what it makes the reader think/feel/understand. Answer the question on a piece of lined paper or a notebook. Re-read your response and check your SPaG AND check you have answered the question.
School Week 10: 23rd March	<u>Session 1</u> Poetry <i>Ozymandias</i>	<ul style="list-style-type: none"> Annotated anthology poems. Power and Conflict Knowledge Organiser 	<ol style="list-style-type: none"> Complete the revision map for the poem. Complete without notes and then self-assess your knowledge.
	<u>Session 2</u> An Inspector Calls <i>Mrs Birling</i>	<ul style="list-style-type: none"> Key Quotations Explosions AIC Knowledge Organisers. 	<ol style="list-style-type: none"> Read the information of the 'Snapshot' resource. Turn the guidance into flashcards to help you to revise that particular character/theme.

		<ul style="list-style-type: none"> ● Cornell Notes/Class Notes on AIC 	<ol style="list-style-type: none"> 3. Once you have completed the flashcards, get someone to test you on the knowledge
	<p>Session 3 Language Paper 1 Q2/5</p> <p>Mini Mock</p>	<ul style="list-style-type: none"> ● Language Paper 1 models and notes. ● Four Moves Narrative structure and models. 	<ol style="list-style-type: none"> 1. Read the questions and highlight the keywords in the MINI MOCK. 2. Read the mini extract for the first time. 3. Answer the Q2 using the strategies you have practiced. 4. Decide which narrative task to complete and highlight it. 5. Think about your core narrative and plan how you will ADAPT your core narrative and the 'Four Moves' to make sure it fits the question. 6. Write your response on a piece of lined paper or a notebook. 7. Re-read your response and check your SPaG AND check you have answered the question.
<p>School Week 11: 30th March</p>	<p>Session 1 Macbeth</p> <p>The Character of Macduff</p>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● Macbeth Knowledge Organiser. ● Cornell Notes/Class Notes on Macduff. 	<ol style="list-style-type: none"> 1. Read through the booklet guidance at the beginning of the booklet. 2. Work through the character revision booklet on Macduff. 3. Use the answers guidance on the last page to self-assess your work.
	<p>Session 2 A Christmas Carol</p> <p>Stave Five</p>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● ACC Knowledge Organiser. ● Cornell Notes/Class Notes on ACC. 	<ol style="list-style-type: none"> 1. Complete the revision activities on the 'One Sheet Revision' worksheet for Stave Three.
	<p>Session 3 Language Paper 2 Q3</p>	<ul style="list-style-type: none"> ● Language Paper 2 models and notes 	<ol style="list-style-type: none"> 1. Read the Q3 and highlight the keywords. 2. Read the extract and highlight any quotations needed for the question(s). 3. Annotate any key effects of the language/structure. REMEMBER what it makes the reader think/feel/understand. 4. Answer the question on a piece of lined paper or a notebook.

			5. Re-read your response and check your SPaG AND check you have answered the question.
School Week 12: 6th April (Easter Week 1)	<u>Session 1</u> Poetry <i>London</i>	<ul style="list-style-type: none"> ● Annotated anthology poems. ● Power and Conflict Knowledge Organiser 	<ol style="list-style-type: none"> 1. Complete the revision map for the poem. 2. Complete without notes and then self-assess your knowledge.
	<u>Session 2</u> An Inspector Calls <i>Gerald Croft</i>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● AIC Knowledge Organisers. ● Cornell Notes/Class Notes on AIC 	<ul style="list-style-type: none"> ● Read the information of the 'Snapshot' resource. ● Turn the guidance into flashcards to help you to revise that particular character/theme. ● Once you have completed the flashcards, get someone to test you on the knowledge.
	<u>Session 3</u> Language Paper 1 Q5	<ul style="list-style-type: none"> ● Four Moves Narrative structure and models. 	<ol style="list-style-type: none"> 1. Decide which narrative task to complete and highlight it. 2. Think about your core narrative and plan how you will ADAPT your core narrative and the 'Four Moves' to make sure it fits the question. 3. Write your response on a piece of lined paper or a notebook. 4. Re-read your response and check your SPaG AND check you have answered the question
School Week 13: 13th April (Easter Week 2)	<u>Session 1</u> Macbeth	<ul style="list-style-type: none"> ● Key Quotations Explosions ● Macbeth Knowledge Organiser. ● Cornell Notes/Class Notes. 	<ol style="list-style-type: none"> 1. Read the extract. 2. Answer the practice question using the approach you have been shown by your class teacher. 3. You must explore the extract and the rest of the text.
	<u>Session 2</u> A Christmas Carol	<ul style="list-style-type: none"> ● Key Quotations Explosions ● ACC Knowledge Organiser. ● Cornell Notes/Class Notes. 	<ol style="list-style-type: none"> 1. Read the extract. 2. Answer the practice question using the approach you have been shown by your class teacher. 3. You must explore the extract and the rest of the text.
	<u>Session 3</u> Language Paper 2 Q3/5	<ul style="list-style-type: none"> ● Language Paper 2 models and notes. ● Notes on transactional writing and models. 	<ol style="list-style-type: none"> 1. Read the Q3 and highlight the keywords. 2. Read the mini extract. 3. Answer the Q3 using the strategies you have practiced.

			<ol style="list-style-type: none"> 4. Read the transactional task and highlight the keywords. 5. Plan your argument using the strategies your teacher has outlined. Aim for 3 main points of argument. 6. Write your response on a piece of lined paper or a notebook. 7. Re-read your response and check your SPaG AND check you have answered the question
School Week 14: 20th April	<u>Session 1</u> Poetry <i>Unseen Poetry</i>	<ul style="list-style-type: none"> ● Class notes on Unseen Poetry. 	<ol style="list-style-type: none"> 1. Read and annotate the poem. Specifically annotate the first and last line and the effect. 2. Answer the practice question using the approach you have been shown by your class teacher.
	<u>Session 2</u> An Inspector Calls <i>Eric Birling</i>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● AIC Knowledge Organisers. ● Cornell Notes/Class Notes on AIC 	<ol style="list-style-type: none"> 1. Read the information of the 'Snapshot' resource. 2. Turn the guidance into flashcards to help you to revise that particular character/theme. 3. Once you have completed the flashcards, get someone to test you on the knowledge.
	<u>Session 3</u> Language Paper 2 Q4 Language Paper 1 Q2	<ul style="list-style-type: none"> ● Language Paper 2 models and notes. ● Language Paper 1 models and notes. 	<ol style="list-style-type: none"> 1. Read the questions and highlight the keywords. 2. Read the extracts and highlight any quotations needed for the question(s). 3. Annotate any key effects of the language/structure. REMEMBER what it makes the reader think/feel/understand. 4. Answer the questions on a piece of lined paper or a notebook. 5. Re-read your response and check your SPaG AND check you have answered the question.
School Week 15: 27th April	<u>Session 1</u> Macbeth	<ul style="list-style-type: none"> ● Key Quotations Explosions ● Macbeth Knowledge Organiser. ● Cornell Notes/Class Notes. 	<ol style="list-style-type: none"> 1. Read the extract. 2. Answer the practice question using the approach you have been shown by your class teacher. 3. You must explore the extract and the rest of the text.

	<p>Session 2 A Christmas Carol</p>	<ul style="list-style-type: none"> ● Key Quotations Explosions ● ACC Knowledge Organiser. ● Cornell Notes/Class Notes. 	<ol style="list-style-type: none"> 1. Read the extract. 2. Answer the practice question using the approach you have been shown by your class teacher. 3. You must explore the extract and the rest of the text.
	<p>Session 3 Language Paper 2 Q5</p>	<ul style="list-style-type: none"> ● Notes on transactional writing and models. 	<ol style="list-style-type: none"> 1. Read the transactional task and highlight the keywords. 2. Plan your argument using the strategies your teacher has outlined. Aim for 3 main points of argument. 3. Write your response on a piece of lined paper or a notebook. 4. Re-read your response and check your SPaG AND check you have answered the question

Exams start 5th May 2026

Subject: Mathematics

- 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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19 th January ALGEBRA	Session 1 (45 mins): Expanding brackets	Expand single and double brackets <i>Expand triple brackets</i>	<p><i>NOTE: anything in italics is higher content only</i></p> <p><u>Fact recall</u></p> <p>Flashcards are an effective technique for memorising key mathematical facts and formulae.</p> <ul style="list-style-type: none"> • Make them with a prompt on one side and the answer on the other • Work through them and put the correctly answered cards in one pile, and the incorrectly answered cards in another <p>Repeat the process until all cards are recalled from memory at least once — the crucial part is to review the unknown ones again</p> <p><u>Questions and worksheets</u></p> <p>The best way to revise maths is by practicing maths.</p> <p>Here are some of the websites you can use to find practice questions as well as helpful videos:</p> <p>Dr Frost Maths</p>
	Session 2 (45 mins): Factorising	Factorise into single and double brackets Difference of 2 squares	
	Session 3 (45 mins): Consolidation	Exam practice with interleaving such as solving equations which require expanding/factorising, or forming equations which can then be solved	
School Week 2: 26 th January SHAPE	Session 1 (45 mins): Angles in polygons	Angle facts for triangles and quadrilaterals Interior and exterior angles	
	Session 2 (45 mins): Angles in parallel lines	Angles in parallel lines with reasoning	
	Session 3 (45 mins): Consolidation	Exam practice: forming and solving equations	
School Week 3: 2 nd February ALGEBRA	Session 1 (45 mins): Changing the subject of a formula	Rearranging formula <i>Rearranging formula where the subject appears twice</i>	
	Session 2 (45 mins): Inequalities	Solving linear inequalities Inequalities on a number line Shading regions <i>Quadratic inequalities</i>	
	Session 3 (45 mins): GCSE Practice half paper	Once you have completed this, scan the QR code at the front of the booklet for solutions	

School Week 4: 9th February ALGEBRA	Session 1 (45 mins): Straight line graphs	Understand and use the form $y = mx + c$	<ul style="list-style-type: none"> ● Practice ● Past papers Corbett Maths <ul style="list-style-type: none"> ● GCSE revision Maths Genie: <ul style="list-style-type: none"> ● GCSE revision videos ● Edexcel GCSE papers (with solutions, mark schemes and video modelling) ● Mini tests
	Session 2 (45 mins): Parallel and perpendicular lines	Parallel and perpendicular gradients <i>Tangent to a circle</i>	
	Session 3 (45 mins): Consolidation	Exam practice: problem solving	
School Week 5: 16th February (Feb half-term) NUMBER	Session 1 (45 mins): Interest	Understand the difference between simple and compound interest (the formula for compound interest is on the formula sheet) Solve interest problems Work out the interest rate Appreciation and depreciation	First Class Maths: <ul style="list-style-type: none"> ● Past GCSE papers with video solutions ● Practice papers ● Spicy Questions ExamQ: <ul style="list-style-type: none"> ● Has a plethora of GCSE Questions ordered by topic. Mark schemes are also provided for every question
	Session 2 (45 mins): Reverse percentages	Work out the original amount before a percentage increase/decrease	
	Session 3 (45 mins): GCSE Practice half paper	Once you have completed this, scan the QR code at the front of the booklet for solutions	
School Week 6: 23rd February ALGEBRA	Session 1 (45 mins): Solving linear equations	One step and two step Including expanding brackets, fractions, x on both sides	Interwovenmaths.com <ul style="list-style-type: none"> ● This creates combinations of topics in ways that you may not have seen before. A fantastic resource to help you be able to decode problems and recognise which skills are needed for a question where it's not always obvious.
	Session 2 (45 mins): Solving quadratic equations	Solve quadratic equations in the form $x^2 + bx + c = 0$ <i>Solve quadratic equations in the form $ax^2 + bx + c = 0$</i> <i>Solve quadratic equations in the form $ax^2 + bx + c \neq 0$</i>	
	Session 3 (45 mins): Exam practice	Factorising Using the quadratic formula (on the formula sheet)	
School Week 7: 2nd March RATIO AND PROPORTION	Session 1 (45 mins): Proportion	Recipe problems Direct and inverse proportion Rates of change Currency/unit conversions including graphs Similarity	
	Session 2 (45 mins): Ratio	Ratios of amounts Simplifying ratios Combining ratios	

	Session 3 (45 mins): Consolidation	Problem solving and reasoning questions
School Week 8: 9th March PROBABILITY	Session 1 (45 mins): Probability trees	Dependent and independent events
	Session 2 (45 mins): Venn diagrams	Represent data in a Venn diagrams Find probabilities from Venn diagrams
	Session 3 (45 mins): Consolidation	Exam practice
School Week 9: 16th March NUMBER	Session 1 (45 mins): Fraction arithmetic	Multiplying, dividing, adding and subtracting fractions <i>Multiplying, dividing, adding and subtracting algebraic fractions</i>
	Session 2 (45 mins): Fractions, decimals and percentages	Convert between fractions, decimals and percentages Comparing fractions, decimals and percentages <i>Recurring decimals into fractions</i>
	Session 3 (45 mins): Consolidation	Worded problems including a mix of fractions, decimals, percentages and ratio <i>Recurring decimals problem solving</i>
School Week 10: 23rd March SHAPE	Session 1 (45 mins): Area of circles	Area of circles, semi circles, quarter circles. The formula for area of a circle is on the formula sheet <i>Area of a sector</i>
	Session 2 (45 mins): Circumference	Circumference of circles. The formula for circumference of a circle is on the formula sheet Perimeter of semi circles, quarter circles <i>Arc length</i>
	Session 3 (45 mins): Consolidation	Exam practice with worded questions. This often involves solving a question based around money.
School Week 11: 30th March SHAPE	Session 1 (45 mins): Transformations	Rotation Reflection Translation Enlargements (including fractional) <i>Negative enlargements</i>
	Session 2 (45 mins): Vectors	Vector arithmetic <i>Vector geometry</i>
	Session 3 (45 mins): Half past paper	Scan the QR code at the front for solutions.

School Week 12: 6th April (Easter Week 1) SHAPE	Session 1 (45 mins): Pythagoras' Theorem	Work out missing lengths of a right angled triangle. Pythagoras' Theorem will be given in your exam, on the formula sheet <i>3D Pythagoras</i>
	Session 2 (45 mins): Trigonometry	SOHCAHTOA <i>Sine rule, cosine rule</i> <i>3D Trigonometry</i>
	Session 3 (45 mins):	Combined problems
School Week 13: 13th April (Easter Week 2) STATISTICS	Session 1 (45 mins): Averages and the range	Mode, median, mean, range <ul style="list-style-type: none"> • From a list • From a table • From grouped data
	Session 2 (45 mins): Representing data	Frequency polygons <i>Cumulative frequency curve</i> <i>Box plots</i> <i>Histograms</i>
	Session 3 (45 mins): Half past paper	Scan the QR code at the front for solutions.
School Week 14: 20th April SHAPES	Session 1 (45 mins): Surface area	Of prisms, spheres, pyramids, cones and composite solids
	Session 2 (45 mins): Volume	Of prisms, spheres, pyramids, cones and composite solids
	Session 3 (45 mins): Exam practice questions	These questions are usually given in a context with some problem solving involved. These formulae will be given in your exam: curved surface area of a cone, surface area of a sphere, volume of a sphere, volume of a cone, volume of a pyramid. You do not need to memorise these.
School Week 15: 27th April ALGEBRA	Session 1 (45 mins): Quadratic graphs	Roots and turning points
	Session 2 (45 mins): Simultaneous equations	Linear equations algebraically and graphically Quadratic equations graphically <i>Quadratic equations algebraically</i>
	Session 3 (45 mins): Consolidation	Make links between equations and graphs, recognise graphs and solve simultaneous equations
Exams start 5th May 2026		

Subject: Religious 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!

Year 11 GCSE Revision 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	1A 1 Catholic Beliefs and Teachings	Session 1: 1.1 Trinity- Nicene Creed 1.3 Creation Session 2: 1.7 Significance of the Paschal Mystery 1.8 Eschatology	Must do: <ul style="list-style-type: none"> • Review key words and religious vocabulary. • Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> • Answer a 4-mark "Explain two beliefs" exam question using correct religious language. • Match Bible quotations to each topic and write one sentence explaining their importance for Catholics. • Plan a 12-mark evaluation question with reasons to agree, reasons to disagree and a justified conclusion.
School Week 2: 26th January	1A 2 Catholic Practices	Session 1: 2.1 Sacraments 2.3 The Funeral Rite Session 2: 2.5 Forms of Popular Piety 2.8 Mission and Evangelisation	Must do: <ul style="list-style-type: none"> • Review key words and religious vocabulary. • Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> • Answer a 4-mark exam question explaining Catholic practices and their importance. • Identify and explain the purpose of key actions or symbols used in the sacraments, funeral rites and popular piety. • Plan a 12-mark evaluation question on the importance of mission and evangelisation or Catholic practices in daily life.

School Week 3: 2nd February	1A 3 Sources of Wisdom and Authority	Session 1: 3.2 Interpretation of the Bible 3.3 Scripture, tradition and the magisterium of the Church 3.4 The Second Vatican Council 3.8 Sources of personal and ethical decision making	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Answer one 3-mark question outlining how the bible is interpreted ● Answer one 5-mark question on Scripture, Tradition or the Magisterium. ● Explain two ways Vatican II or Church authority influences Catholic beliefs or practices today. ● Plan a 12-mark evaluation question on which source of wisdom is most important for Catholic ethical decision-making. ●
		Session 2: 3.4 The Second Vatican Council 3.8 Sources of personal and ethical decision making	
School Week 4: 9th February	1A 4 Forms of Expression	Session 1: 4.2 The different internal features of a Catholic Church 4.6 The purpose and use of symbolism and imagery in religious art	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Answer one 3-mark question on the features of a Catholic Church and one 5-mark question on the use of symbolism or imagery in religious art. ● Explain the meaning and significance of drama, mystery plays or passion plays in worship. ● Plan a 12-mark evaluation question on the importance of traditional versus contemporary music in Catholic worship.
		Session 2: 4.7 The meaning and significance of drama, mystery plays and passion plays 4.8 The nature and use of traditional and contemporary styles of music in worship	
School Week 5: 16th February (Feb half-term)	2F 1 Jewish Beliefs and Teachings	Session 1: 1.2 Shekhinah 1.3 Messiah	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra:

		Session 2: 1.5 The covenant with Abraham 1.6 Sanctity of Life	<ul style="list-style-type: none"> ● Answer a 3-mark question outline the covenant of Abraham. ● Answer a 5-mark question on the significance of the Messiah or Shekhinah in Judaism. ● Plan a 12-mark evaluation question on whether the sanctity of life is the most important Jewish belief.
School Week 6: 23 rd February	2F 2 Jewish Practices	Session 1: 2.4 Shema and Amidah 2.6 Shabbat	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Answer a 3-mark outlining three features of a synagogue. ● Answer a 4-mark question evaluating whether prayer or festivals are more important in Judaism. ● Answer a 5-mark question on the importance of Shabbat or Jewish festivals in daily life.
		Session 2: 2.7 Festivals 2.8 Features of the synagogue	
School Week 7: 2 nd March	3A 1 Arguments for the Existence of God	Session 1: 1.1 Revelation as proof of the existence of God 1.2 Visions	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Make a comparison table showing how each type of religious experience is used as proof of God's existence. ● Write a short paragraph explaining why Catholics value religious experiences as evidence of God. ● Find a real-life example of a vision or miracle and explain its significance for believers.
		Session 2: 1.3 Miracles as proof of the existence of God 1.4 Catholic attitudes to religious experience	
School Week 8: 9 th March	3A 2 Relationships and Family Life	Session 1: 2.1 Marriage 2.2 Sexual relationships	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Write out the Catholic Church's views on marriage and sexual relationships. Then explain why

		Session 2: 2.3 Families 2.4 Support for the family in the local parish	some people would disagree with these views. <ul style="list-style-type: none"> ● Explain in a short paragraph how the local parish supports families and why this is important. ● Plan a 12-mark evaluation question on whether marriage or family support is the most important aspect of Catholic family life.
School Week 9: 16 th March	1A 1 Catholic Beliefs and Teachings	Session 1: 1.2 Trinity- Jesus' Baptism 1.4 Creation- Nature of Humanity	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Make a timeline showing the events of the Paschal Mystery and explain their significance for Catholics. ● Write a short paragraph explaining the meaning of the Incarnation and Jesus' baptism.
		Session 2: 1.5 Incarnation 1.6 Events of the Paschal Mystery	
School Week 10: 23rd March	1A 2 Catholic Practices	Session 1: 2.2 Catholic Liturgical Worship 2.4 Prayer	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Make a table comparing types of Catholic prayer and their purposes. ● Answer a 5-mark question explaining the significance of pilgrimage or Catholic Social Teaching.
		Session 2: 2.6 Pilgrimage 2.7 Catholic Social Teaching	
School Week 11: 30th March	1A 3 Sources of Wisdom and Authority	Session 1: 3.1 The Bible 3.5 The Church as the Body of Christ and People of God	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Answer a 5-mark question explaining the importance of the Bible or the Church as the Body of Christ. ● Create a table showing the four marks of the Church with examples of how Mary reflects each one.
		Session 2: 3.6 The four marks of the Church 3.7 Mary as a model of the Church	

School Week 12: 6th April (Easter Week 1)	1A 4 Forms of Expression	Session 1: 4.1 The architecture, design and decoration of Catholic Churches 4.3 The meaning and significance of sacred objects within Catholicism	Must do: <ul style="list-style-type: none"> Review key words and religious vocabulary. Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> Listen to the songs on your google classroom Complete a past papers
		Session 2: 4.4 The meaning and significance of paintings, frescoes and drawing within Catholicism 4.5 The meaning and significance of sculptures and statues	
School Week 13: 13th April (Easter Week 2)	2F 1 Jewish Beliefs and Teachings 2F Jewish Practices	Session 1: 1.1 The nature of the Almighty 1.4 The covenant at Sinai 1.7 Moral principles and the Mitzvot 1.8 Jewish beliefs about life after death	Must do: <ul style="list-style-type: none"> Review key words and religious vocabulary. Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> Create a one-page summary of key beliefs, including the nature of God, the covenant at Sinai, mitzvot, and life after death. Answer a 3-mark question outlining three Mitzvot. Answer a 4-mark question explaining the significance of the covenant at Sinai or Jewish beliefs about life after death. Answer a 5-mark question evaluating whether moral principles or belief in life after death is more important in Judaism.
		Session 2: 2.1 Public acts of worship 2.2 The Tenakh and Talmud 2.3 Prayer 2.5 Rituals and ceremonies	
School Week 14: 20th April	3A 1 Arguments for the Existence of God	Session 1: 1.5 The design argument 1.6 The cosmological argument	Must do: <ul style="list-style-type: none"> Review key words and religious vocabulary. Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> Make a table comparing the design and cosmological arguments with strengths and weaknesses. Answer a 3-mark outlining three ways Catholics respond to the problem of evil. Plan a 12-mark evaluation question on whether the problem of evil proves God does not exist.
		Session 1: 1.7 The problem of evil and suffering 1.8 Solutions to the problem of evil and suffering	

School Week 15: 27th April	3A 2 Relationships and Family Life	Session 1: 2.5 Contraception 2.6 Divorce and remarriage	Must do: <ul style="list-style-type: none"> ● Review key words and religious vocabulary. ● Complete this week's activities in your revision booklet. Extra: <ul style="list-style-type: none"> ● Make a table comparing Catholic and non-religious views on contraception and divorce. ● Answer a 4-mark question explaining how equality of men and women is promoted in families. ● Plan a 12-mark evaluation question on whether gender prejudice or issues around divorce have a greater impact on family life.
		Session 2: 2.7 Equality of men and women in the family 2.8 Gender prejudice and discrimination	
Exams start 5th May 2026			

Subject: Combined Science

- There is a folder in your google classroom with all the digital resources you will need to access.
- There will be videos on how to complete some of the revision tasks on google classroom.
- There is a list of all required practicals per topic also on google classroom.
- Higher Tier only content is in bold labelled HT only

Year 11 GCSE Revision 2026

w/b	Which science to revise	Topic focus	Activities you must complete for each session and show your teacher weekly
School Week 1: 19 th January	Session 1: Biology	Paper 2 Variation and evolution (with a specific focus on adaptation of animals and plants, fossil formation and fossils as evidence for evolution, the process of natural selection)	<p style="text-align: center;">1) Retrieval (testing your memory)</p> <p>Complete a 5-minute retrieval task, without looking at any notes.</p>
	Session 2: Chemistry	Paper 2 Chemistry of the atmosphere (with specific focus on the composition and evolution of the Earth's atmosphere & how oxygen/carbon dioxide/nitrogen levels changed)	
School Week 2: 26 th January	Session 1: Physics	Paper 2 <i>Forces (with specific focus on motion in a line, force and acceleration, Newton's Laws of motion, and momentum)</i>	<p>Options:</p> <ul style="list-style-type: none"> • On a blank piece of paper write down everything you can remember from the topic. • Write exactly 10 bullet points for the topic, if you struggle to reach 10, it highlights you need to revise the topic in detail. • Write 5 questions and answers from the topic. <p style="text-align: center;">2) Corrections (what detail did you get wrong/miss?)</p>
	Session 2: Biology	Paper 2 <i>Homeostasis (with a specific focus on the nervous system and reflex arc, including the reaction times required practical)</i>	
School Week 3: 2 nd February	Session 1: Chemistry	Paper 2 <i>Using resources (with specific focus on using the Earth's resources, sustainable development, potable water, waste water treatment, alternative methods of extracting metals)</i>	<p style="text-align: center;">2) Corrections (what detail did you get wrong/miss?)</p>
	Session 2: Physics	Paper 2 <i>Electricity (with specific focus on power, energy transfers in devices, & national grid)</i>	
School Week 4: 9 th February	Session 1: Biology	Paper 2 <i>Homeostasis (with specific focus on endocrine system and hormones, reproductive hormones, hormones to treat infertility, and control of blood glucose)</i> HT only: control of fertility and IVF, glucagon in blood sugar control, negative feedback	<p><i>Spend 5 minutes on this section.</i></p> <p>Options:</p> <ul style="list-style-type: none"> • Use your revision guide/BBC bitesize information to correct any of the information from the retrieval task

	<p>Session 2:</p> <p>Chemistry</p>	<p>Paper 2</p> <p>Organic chemistry (<i>with specific focus on carbon compounds as fuels/feedstock, crude oil, alkanes, fractional distillation, hydrocarbons and cracking</i>)</p>	<p>do this in a different coloured pen.</p> <ul style="list-style-type: none"> ● Add any additional information, these are key points that you may have missed.
<p>School Week 5:</p> <p>16th February</p> <p>(Feb half-term)</p>	<p>Session 1:</p> <p>Physics</p>	<p>Paper 2</p> <p>Forces (<i>with specific focus on scalar and vectors, contact/non-contact forces, gravity & resultant force</i>)</p>	
	<p>Session 2:</p> <p>Biology</p>	<p>Paper 2</p> <p>Ecology (<i>with specific focus on organisation of ecosystems, biodiversity and the effect of human, sampling of ecosystems using quadrats and transects</i>)</p>	<p>3) Strengthen (What are you doing about the content you did not know?)</p>
<p>School Week 6:</p> <p>23rd February</p>	<p>Session 1:</p> <p>Chemistry</p>	<p>Paper 2</p> <p>Rates of reaction (<i>with specific focus on factors affecting rates, collision theory, catalysts & calculating rates</i>)</p> <p>HT only: Le Chatelier & dynamic equilibria, drawing tangents</p>	<p>Spend 15 minutes on this section</p> <p>Options:</p> <ul style="list-style-type: none"> ● Watch a video from the topic spreadsheet on google classroom. ● Complete a Seneca section for the topic. ● Using the specification on google classroom/your revision guide write a set of questions and answers about the area of the topic you could not remember/got wrong.
	<p>Session 2:</p> <p>Physics</p>	<p>Paper 2:</p> <p>Waves (<i>with specific focus on electromagnetic waves - their types, properties and uses</i>)</p>	
<p>School Week 7:</p> <p>2nd March</p>	<p>Session 1:</p> <p>Biology</p>	<p>Paper 1</p> <p>Cell biology and cell transport (<i>with specific focus on cell structure and function, chromosomes, cell cycle, mitosis, stem cells & cancer, diffusion, active transport and osmosis</i>)</p>	<ul style="list-style-type: none"> ● Draw a diagram which will help you remember the topic and use the diagram to explain the concept out loud. ● Create 5 flashcards on the topic.
	<p>Session 2 (45 mins):</p> <p>Chemistry</p>	<p>Paper 1</p> <p>Atomic structure and the periodic table (<i>with specific focus on history of the atom, atomic structure, patterns and trends in chemical and physical properties of elements, the development of the periodic table</i>)</p>	
<p>School Week 8:</p> <p>9th March</p>	<p>Session 1:</p> <p>Physics</p>	<p>Paper 1</p> <p>Energy (<i>with specific focus on energy stores, energy changes in a system and power</i>)</p>	<p>4) Apply (can you now correctly answer exam questions on this topic?)</p>
	<p>Session 2:</p> <p>Biology</p>	<p>Paper 1</p> <p>Organisation – <i>Digestion and Enzymes</i> (<i>with specific focus on digestive system, enzymes and factors affecting enzymes</i>)</p>	
<p>School Week 9:</p> <p>16th March</p>	<p>Session 1:</p> <p>Chemistry</p>	<p>Paper 1</p> <p>Bonding and structures (<i>with a specific focus on ionic and metallic bonding, properties of ionic lattices, properties of metals and alloys</i>)</p>	<p>Spend 10 minutes on this section</p>

	Session 2: Physics	Paper 1 Particle model of matter (<i>with specific focus on density, changes of state, particle motion in gases</i>)	Aim to answer 10 marks worth of questions on the topic.
School Week 10: 23rd March	Session 1: Biology	Paper 1 Organisation - Circulatory system (<i>with specific focus on blood, blood vessels, the heart and coronary heart disease, non-communicable diseases</i>)	<ul style="list-style-type: none"> Select the exam question by clicking on the link on the spreadsheet on google classroom. <ol style="list-style-type: none"> Answer without using your notes. In a second colour pen now using your notes see if you can add any detail. Use the mark scheme to correct your answers, any words underlined on the mark schemes highlight these on your revision guide/fact/brain dump/flashcards
	Session 2: Chemistry	Paper 1 Chemical changes (<i>with specific focus on reactivity of metals and reactions of acids & electrolysis</i>) HT only: Half equations, redox reactions	
School Week 11: 30th March	Session 1: Biology	Paper 1 Bioenergetics (<i>with specific focus on aerobic respiration, anaerobic respiration in animals and the effects of exercise, anaerobic respiration in plants and fermentation</i>)	Alternative option
	Session 2: Physics	Paper 1 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>)	
School Week 12: 6th April (Easter Week 1)	Session 1: Chemistry	Paper 1 Energy changes (<i>with specific focus on endothermic and exothermic reactions</i>) Quantitative chemistry: calculating relative formula mass, percentage by mass and concentration of substances. HT only: bond energy calculations	<ul style="list-style-type: none"> If there is a required practical associated with the topic create a one page summary of the practical using the list of required practical's on google classroom. <p>5) Re-test</p> <p><i>Spend the last 2-5 minutes on this section</i></p>
	Session 2: Biology	Paper 1 Bioenergetics and plants (<i>with specific focus on Photosynthesis, the uses of glucose in a plant, transport systems in plants, translocation and transpiration</i>) HT only: inverse square law	
School Week 13: 13th April	Session 1: Chemistry	Paper 1 Bonding and structure (with specific focus on covalent bonding, properties of simple covalent molecules, properties of giant covalent structures, polymers)	<ul style="list-style-type: none"> Complete another brain dump.

(Easter Week 2)	Session 2: Physics	Paper 2 Magnetism and electromagnetism (<i>with specific focus on electromagnetism, Fleming's left hand rule and motors</i>)	<ul style="list-style-type: none"> ● Ask someone at home to quiz you on the topic.
School Week 14: 20th April	Session 1: Biology	Paper 1 Infection and response (specific focus on pathogens such as bacteria, virus, fungi and protists, along with the disease they cause, antibiotics and painkillers, drug development, human defence systems, vaccinations.	<ul style="list-style-type: none"> ● Complete an end of topic quiz from BBC bitesize
	Session 2: Chemistry	Paper 1 (some on paper 2) Quantitative chemistry (<i>with specific focus on amounts of substance in pure substances</i>) HT only Calculating moles, reacting masses, using masses to balance equations, concentration of substances in moles and grams)	
School Week 15: 27th April	Session 1: Biology	Paper 2: Inheritance (with a specific focus on Punnett squares, genetic diseases, sex determination, genetic modification and selective breeding) HT only: Stages of genetic engineering	
	Session 2: Chemistry	Paper 2: Chemical analysis (<i>with specific focus on purity, formulations and chromatography, testing for common gases</i>)	
Exams start 5th May 2026			

Subject: Separate Science

- There is a folder in your google classroom with all the digital resources you will need to access.
- There will be some videos on how to complete some of the tasks on google classroom.
- Separate only content is highlighted in yellow.

Year 11 GCSE Revision 2026			
w/b	Which science to revise	Topic focus	Activities you must complete for each session and show your teacher weekly
School Week 1: 19 th January	Session 1: Biology	Paper 2 Variation and evolution (with a specific focus on adaptation of animals and plants, fossil formation and fossils as evidence for evolution, the process of natural selection, the theories of evolution Darwin and Lamarck, speciation and the understanding of genetics)	<p style="text-align: center;">1) Retrieval (testing your memory)</p> <p>Complete a 5-minute retrieval task, without looking at any notes.</p> <p>Options:</p> <ul style="list-style-type: none"> • On a blank piece of paper write down everything you can remember from the topic. • Write exactly 10 bullet points for the topic, if you struggle to reach 10, it highlights you need to revise the topic in detail. • Write 5 questions and answers from the topic. <p style="text-align: center;">2) Corrections (what detail did you get wrong/miss?)</p> <p><i>Spend 5 minutes on this section.</i></p> <p>Options:</p> <ul style="list-style-type: none"> • Use your revision guide/BBC bitesize information to correct any of the information from the retrieval task do this in a different coloured pen. • Add any additional information, these are key
	Session 2: Chemistry	Paper 2 Chemistry of the atmosphere (with specific focus on the composition and evolution of the Earth's atmosphere & how oxygen/carbon dioxide/nitrogen levels changed)	
School Week 2: 26 th January	Session 1: Physics	Paper 2 <i>Forces (with specific focus on motion in a line, force and acceleration, Newton's Laws of motion, and momentum, changes in momentum)</i> <i>Solar system; stability of orbital motions; satellites, red shift</i>	
	Session 2: Biology	Paper 2 <i>Homeostasis (with a specific focus on the nervous system and reflex arc, including the reaction times required practical, the brain and eye, control of body temperature, the kidney)</i>	
School Week 3: 2 nd February	Session 1: Chemistry	Paper 2 <i>Using resources (with specific focus on using the Earth's resources, sustainable development, potable water, waste water treatment, alternative methods of extracting metals, corrosion, ceramic polymers and composites, the Haber process and NPK fertilisers)</i>	
	Session 2: Physics	Paper 2 <i>Electricity (with specific focus on power, energy transfers in devices, & national grid, static electricity)</i>	

School Week 4: 9th February	Session 1: Biology	Paper 2 Homeostasis (with specific focus on endocrine system and hormones, reproductive hormones, hormones to treat infertility, and control of blood glucose, plant hormones) HT only: control of fertility and IVF, glucagon in blood sugar control, negative feedback	points that you may have missed. 3) Strengthen (What are you doing about the content you did not know?) <i>Spend 15 minutes on this section</i> Options: <ul style="list-style-type: none"> • Watch a video from the topic spreadsheet on google classroom. • Complete a Seneca section for the topic. • Using the specification on google classroom/your revision guide write a set of questions and answers about the area of the topic you could not remember/got wrong. • Draw a diagram which will help you remember the topic and use the diagram to explain the concept out loud. • Create 5 flashcards on the topic.
	Session 2: Chemistry	Paper 2 Organic chemistry (with specific focus on carbon compounds as fuels/feedstock, crude oil, alkanes, fractional distillation, hydrocarbons and cracking, reactions of alkenes and alcohols, carboxylic acids, polymers)	
School Week 5: 16th February (Feb half-term)	Session 1: Physics	Paper 2 Forces (with specific focus on scalar and vectors, contact/non-contact forces, gravity & resultant force, moments levers and gears, pressure fluids)	
	Session 2: Biology	Paper 2 Ecology (with specific focus on organisation of ecosystems, biodiversity and the effect of humans, sampling of ecosystems using quadrats and transects decomposition, effect of environmental change, trophic levels, pyramids of biomass, food production)	
School Week 6: 23rd February	Session 1: Chemistry	Paper 2 Rates of reaction (with specific focus on factors affecting rates, collision theory, catalysts & calculating rates, HT: Le Chatelier & dynamic equilibrium, tangents)	4) Apply (can you now correctly answer exam questions on this topic?) <i>Spend 10 minutes on this section</i>
	Session 2: Physics	Paper 2: Waves (with specific focus on electromagnetic waves - their types, properties and uses, reflection of waves, lenses, visible light, black body radiation HT only: :sound waves and detection of waves)	
School Week 7: 2nd March	Session 1: Biology	Paper 1 Cell biology (with specific focus on cell structure and function, cell transport such as osmosis diffusion and active transport, chromosomes, cell cycle, mitosis, binary fission in bacteria, stem cells & cancer, culturing microorganisms).	Aim to answer 10 marks worth of questions on the topic. <ul style="list-style-type: none"> • Select the exam question by clicking on the link on the spreadsheet on google classroom.



	Session 2: Chemistry	Paper 1 Atomic structure and the periodic table (with specific focus on history of the atom, atomic structure, patterns and trends in chemical and physical properties of elements, the development of the periodic table, transition metals)	<ul style="list-style-type: none"> If you have a revision guide answer 10 marks worth of questions in the end of topic chapters (answers at the back of your book): <ol style="list-style-type: none"> Answer without using your notes. In a second colour pen now using your notes see if you can add any detail. Use the mark scheme to correct your answers, any words underlined on the mark schemes highlight these on your revision guide/fact/brain dump
School Week 8: 9th March	Session 1: Physics	Paper 1 Energy (with specific focus on energy stores, energy changes in a system and power)	
	Session 2: Biology	Paper 1 Organisation – Digestion and Enzymes (with specific focus on digestive system, enzymes and factors affecting enzymes)	
School Week 9: 16th March	Session 1: Chemistry	Paper 1 Bonding and structures (with a specific focus on ionic and metallic bonding, properties of ionic lattices, properties of metals and alloys)	Alternative option <ul style="list-style-type: none"> If there is a required practical associated with the topic create a one page summary of the practical using the list of required practical's on google classroom.
	Session 2: Physics	Paper 1 Particle model of matter (with specific focus on density, changes of state, particle motion in gases, pressure in gases)	
School Week 10: 23rd March	Session 1: Biology	Paper 1 Organisation - Circulatory system (with specific focus on blood, blood vessels, the heart and coronary heart disease, non-communicable diseases)	5) Re-test Spend the last 2-5 minutes on this section
	Session 2: Chemistry	Paper 1 Chemical changes (with specific focus on reactivity of metals and reactions of acids & electrolysis, titrations ,) HT only: Half equations, redox reactions	
School Week 11: 30th March	Session 1: Biology	Paper 1 Bioenergetics (with specific focus on aerobic respiration, anaerobic respiration in animals and the effects of exercise, anaerobic respiration in plants and fermentation)	<ul style="list-style-type: none"> Complete another brain dump. Ask someone at home to quiz you on the topic. Complete an end of topic quiz from BBC bitesize
	Session 2: Physics	Paper 1 Atomic structure (with specific focus on atomic structure and isotopes, development of the atomic model, radioactive decay and radiation, decay equations, half life and radioactive contamination, hazards and uses of radiation, nuclear fission and fusion)	




<p>School Week 12:</p> <p>6th April (Easter Week 1)</p>	<p>Session 1:</p> <p>Chemistry</p>	<p>Paper 1</p> <p>Energy changes (<i>with specific focus on endothermic and exothermic reactions, chemical and fuel cells</i>)</p> <p>HT only: bond energy calculations</p> <p>Quantitative chemistry: calculating relative formula mass, percentage by mass and concentration of substances.</p>
	<p>Session 2:</p> <p>Biology</p>	<p>Paper 1</p> <p>Bioenergetics and plants (<i>with specific focus on Photosynthesis, the uses of glucose in a plant, transport systems in plants, translocation and transpiration</i>)</p> <p>HT only: inverse square law</p>
<p>School Week 13:</p> <p>13th April (Easter Week 2)</p>	<p>Session 1:</p> <p>Chemistry</p>	<p>Paper 1</p> <p>Bonding and structure (with specific focus on covalent bonding, properties of simple covalent molecules, properties of giant covalent structures, polymers, nanoparticles)</p>
	<p>Session 2:</p> <p>Physics</p>	<p>Paper 2</p> <p>Magnetism and electromagnetism (<i>with specific focus on electromagnetism, Fleming's left hand rule and motors,</i></p> <p>HT only: Induced potential, transformers and the national grid)</p>
<p>School Week 14:</p> <p>20th April</p>	<p>Session 1:</p> <p>Biology</p>	<p>Paper 1</p> <p>Infection and response (specific focus on pathogens such as bacteria, virus, fungi and protists, along with the disease they cause, antibiotics and painkillers, drug development, human defence systems, vaccinations.</p> <p>Monoclonal antibodies, plant disease and defences.</p>
	<p>Session 2:</p> <p>Chemistry</p>	<p>Paper 1 (some on paper 2)</p> <p>Quantitative chemistry (<i>with specific focus on amounts of substance in pure substances</i>)</p> <p>HT only Calculating moles, reacting masses, using masses to balance equations, concentration of substances in moles and grams, volume of gases, percentage yield, atom economy)</p>
<p>School Week 15:</p> <p>27th April</p>	<p>Session 1:</p> <p>Biology</p>	<p>Paper 2:</p> <p>Inheritance (with a specific focus on structure of DNA, protein synthesis)</p> <p>Punnett squares, genetic diseases, sex determination, genetic modification and selective breeding, advantages</p>



		and disadvantages of sexual and asexual reproduction, cloning of plants and animals	
	Session 2: Chemistry	HT only: Stages of genetic engineering	
		Paper 2: Chemical analysis (<i>with specific focus on purity, formulations and chromatography, testing for common gases, positive and negative ion tests, instrumental methods of analysis</i>)	
Exams start 5th May 2026			




Subject: Business




- For each of the sessions there are Google Slides that outlines the tasks and provides support material for you to guide the revision.
- There are links to video content that can help explain concepts should you need them.
- Complete the tasks each week for the selected topic. Knowing the keywords is essential, as is revising the exam technique to answer each type of question.



Year 11 GCSE Revision 2026			
Session/ wb.	Topics for revision (Paper and section in brackets)	Re-visit work	Activities to complete in your 45 minute session for Business each week.
School Week 1: 19th January	<u>Paper 1 (Theme 1)</u> Topic 1.1 Enterprise and entrepreneurship	1.1.1 The dynamic nature of business <ul style="list-style-type: none"> • Why new business ideas come about • How new business ideas come about 1.1.2 Risk and reward <ul style="list-style-type: none"> • The impact of risk and reward on business activity 1.1.3 The role of business enterprise <ul style="list-style-type: none"> • The role of business enterprise and the purpose of business activity • The role of entrepreneurship 	 <ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 1.1 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks 3) Revise keywords for section 1.1 and complete keyword test <p>If you have a revision guide: Pages 1-5</p>
School Week 2: 26th January	<u>Paper 1 (Theme 1)</u> 1.2 Spotting a Business Opportunity	1.2.1 Customer needs <ul style="list-style-type: none"> • Identifying and understanding customer needs 1.2.2 Market research <ul style="list-style-type: none"> • The purpose of market research • Methods of market research • The use of data in market research 1.2.3 Market segmentation <ul style="list-style-type: none"> • How businesses use market segmentation to target customers 1.2.4 The competitive environment <ul style="list-style-type: none"> • Understanding the competitive environment 	 <ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 1.2 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks 3) Revise keywords for section 1.2 and complete keyword test <p>If you have a revision guide: Pages 6-14</p>

<p>School Week 3:</p> <p>2nd February</p>	<p>Paper 1 (Theme 1) 1.3 Putting a business idea into practice</p>	<p>1.3.1 Business aims and objectives</p> <ul style="list-style-type: none"> • What business aims and business objectives are • Business aims and objectives when starting up • Why aims and objectives differ between businesses <p>1.3.2 Business revenues, costs and profits</p> <ul style="list-style-type: none"> • Revenue, variable costs, fixed costs, total costs, profit • Breakeven and margin of safety <p>1.3.3 Cash and cash-flow</p> <ul style="list-style-type: none"> • The importance of cash to a business • Calculation and interpretation of cash-flow forecasts <p>1.3.4 Sources of business finance</p> <ul style="list-style-type: none"> • Sources of finance for a start-up or established small business 	 <ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 1.3 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks 3) Revise keywords for section 1.3 and complete keyword test <p>If you have a revision guide: Pages 15-24</p>
<p>School Week 4:</p> <p>9th February</p>	<p>Paper 1 (Theme 1) 1.4 Making the business effective</p>	<p>1.4.1 The options for start-up and small businesses</p> <ul style="list-style-type: none"> • The concept of limited liability • The types of business ownership for start-ups • The option of starting up and running a franchise operation <p>1.4.2 Business location</p> <ul style="list-style-type: none"> • Factors influencing business location <p>1.4.3 The marketing mix</p> <ul style="list-style-type: none"> • What the marketing mix is and the importance of each element (4 P's) • How the elements of the marketing mix work together <p>1.4.4 Business plans</p> <ul style="list-style-type: none"> • The role and importance of a business plan • The purpose of planning business activity 	 <ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 1.4 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks 3) Revise keywords for section 1.4 and complete keyword test <p>If you have a revision guide: Pages 25-32</p>
<p>School Week 5:</p> <p>16th February (Feb half-term)</p>	<p>Paper 1 (Theme 1) 1.5 Understanding external influences on business</p>	<p>1.5.1 Business stakeholders</p> <ul style="list-style-type: none"> • Who business stakeholders are and their different objectives <p>1.5.2 Technology and business</p> <ul style="list-style-type: none"> • Different types of technology used by business • How technology influences business activity <p>1.5.3 Legislation and business</p> <ul style="list-style-type: none"> • The purpose of legislation • The impact of legislation on businesses <p>1.5.4 The economy and business</p>	

		<ul style="list-style-type: none"> The impact of the economic climate on businesses <p>1.5.5 External influences</p> <ul style="list-style-type: none"> The importance of external influences on business 	<ol style="list-style-type: none"> Complete knowledge organiser tasks for section 1.5 (Given in class) Watch the GCSE Bitesize video and complete the relevant tasks Revise keywords for section 1.5 and complete keyword test <p>If you have a revision guide: Pages 33-42</p>
<p>School Week 6: 23rd February</p>	<p>Paper 2 (Theme 2) Topic 2.1 Growing the business (part 1)</p>	<p>2.1.1 Business growth</p> <ul style="list-style-type: none"> Methods of business growth and their impact The types of business ownership for growing businesses (PLC's) Sources of finance for growing and established businesses <p>2.1.2 Changes in business aims and objectives</p> <ul style="list-style-type: none"> Why business aims and objectives change as businesses evolve How business aims and objectives change as businesses evolve 	 <ol style="list-style-type: none"> Complete knowledge organiser tasks for section 2.1 (Given in class) Watch the GCSE Bitesize video and complete the relevant tasks Revise keywords for section 2.1 and complete keyword test <p>If you have a revision guide: Pages 49-53</p>
<p>School Week 7: 2nd March</p>	<p>Paper 2 (Theme 2) Topic 2.1 Growing the business (part 2)</p>	<p>2.1.3 Business and globalisation</p> <ul style="list-style-type: none"> The impact of globalisation on businesses Barriers to international trade How businesses compete internationally <p>2.1.4 Ethics, the environment and business</p> <ul style="list-style-type: none"> The impact of ethical and environmental considerations on businesses 	 <ol style="list-style-type: none"> Complete knowledge organiser tasks for section 2.1 (Given in class) Watch the GCSE Bitesize video and complete the relevant tasks Revise keywords for section 2.1 and complete keyword test <p>If you have a revision guide: Pages 53-58</p>
<p>School Week 8:</p>	<p>Paper 2 (Theme 2)</p>	<p>2.2.1 Product</p> <ul style="list-style-type: none"> The design mix The product life cycle 	

<p>9th March</p>	<p>2.2 Making marketing decisions</p>	<ul style="list-style-type: none"> • The importance to a business of differentiating a product/ service <p>2.2.2 Price</p> <ul style="list-style-type: none"> • High value and high volume strategies <p>2.2.3 Promotion</p> <ul style="list-style-type: none"> • Appropriate Promotional activities for a business <p>2.2.4 Place</p> <ul style="list-style-type: none"> • Retailers and E-Tailers 	 <ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 2.2 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks 3) Revise keywords for section 2.2 and complete keyword test <p>If you have a revision guide: Pages 59-66</p>
<p>School Week 9:</p> <p>16th March</p>	<p>Paper 2 (Theme 2) 2.3 Making operational decisions (Part 1)</p>	<p>2.3.1 Business operations</p> <ul style="list-style-type: none"> • Production processes (job, batch and flow) • Impacts of technology on production and productivity <p>2.3.2 Working with suppliers</p> <ul style="list-style-type: none"> • Just-In-Time (JIT) • Bargate stock graphs 	 <ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 2.3 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks 3) Revise keywords for section 2.3 and complete keyword test <p>If you have a revision guide: Pages 67-70</p>
<p>School Week 10:</p> <p>23rd March</p>	<p>Paper 2 (Theme 2) 2.3 Making operational decisions (Part 2)</p>	<p>2.3.3 Managing quality</p> <ul style="list-style-type: none"> • The concept of quality and its importance/impact on sales and brand • Quality control and Quality Assurance <p>2.3.4 The sales process</p> <ul style="list-style-type: none"> • The sales process • The importance of providing good customer service 	 <ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 2.3 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks

			<p>3) Revise keywords for section 2.3 and complete keyword test</p> <p>If you have a revision guide: Pages 71-72</p>
<p>School Week 11:</p> <p>30th March</p>	<p>Paper 2 (Theme 2) 2.4 Topic 2.4 Making financial decisions</p>	<p>2.4.1 Business calculations</p> <ul style="list-style-type: none"> The concept and calculation of gross and net profit margin <p>2.4.2 Understanding business performance</p> <ul style="list-style-type: none"> The use and interpretation of quantitative business data to support, inform and justify business decisions The use and limitations of financial information 	 <ol style="list-style-type: none"> Complete knowledge organiser tasks for section 2.4 (Given in class) Watch the GCSE Bitesize video and complete the relevant tasks Revise keywords for section 2.4 and complete keyword test <p>If you have a revision guide: Pages 73-76</p>
<p>School Week 12:</p> <p>6th April (Easter Week 1)</p>	<p>Paper 2 (Theme 2) 2.5 Making human resource decisions (Part 1)</p>	<p>2.5.1 Organisational structures</p> <ul style="list-style-type: none"> Different organisational structures and when each are appropriate (tall and flat) The importance of effective communication Different ways of working: <p>2.5.2 Effective recruitment</p> <ul style="list-style-type: none"> Different job roles and responsibilities How businesses recruit people 	 <ol style="list-style-type: none"> Complete knowledge organiser tasks for section 2.5 (Given in class) Watch the GCSE Bitesize video and complete the relevant tasks Revise keywords for section 2.5 and complete keyword test <p>If you have a revision guide: Pages 77-81</p>
<p>School Week 13:</p> <p>13th April (Easter Week 2)</p>	<p>Paper 2 (Theme 2) 2.5 Making human resource decisions (Part 2)</p>	<p>2.5.3 Effective training and development</p> <ul style="list-style-type: none"> How businesses train and develop employees Why businesses train and develop employees <p>2.5.4 Motivation</p> <ul style="list-style-type: none"> The importance of motivation in the workplace How businesses motivate employees 	

			<ol style="list-style-type: none"> 1) Complete knowledge organiser tasks for section 2.5 (Given in class) 2) Watch the GCSE Bitesize video and complete the relevant tasks 3) Revise keywords for section 2.5 and complete keyword test <p>If you have a revision guide: Pages 82-85</p>
<p>School Week 14:</p> <p>20th April</p>	Paper 1 Past Exam Questions	Complete past exam questions for Paper 1 (Topics 1.1, 1.2, 1.3, 1.4 and 1.5).	 <ol style="list-style-type: none"> 1) Use the exam technique sheet to guide your exam structure 2) Use the mark scheme to check the quality of your answers
<p>School Week 15:</p> <p>27th April</p>	Paper 2 Past Exam Questions	Complete past exam questions for Paper 2 (Topics 2.1, 2.2, 2.3, 2.4 and 2.5).	 <ol style="list-style-type: none"> 1) Use the exam technique sheet to guide your exam structure 2) Use the mark scheme to check the quality of your answers
Exams start 5th May 2026			

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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	A1 - Individual needs	<ul style="list-style-type: none"> • Physical needs. • Cognitive and intellectual needs. 	<ul style="list-style-type: none"> • Past paper questions, mind maps, flashcards. • State the different physical needs that can affect a child's play, learning and development. • Explain the term 'poor concentration levels'.
School Week 2: 26th January	A1 - Individual needs	<ul style="list-style-type: none"> • Communication and language needs. • Social and emotional needs. 	<ul style="list-style-type: none"> • Past paper questions, mind maps, flashcards. • Explain how the amount of time a child spends hearing different languages can determine their preferred language. • State what is meant by social norms and values.
School Week 3: 2nd February	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. 	<ul style="list-style-type: none"> • Past paper questions, mind maps, flashcards. • Explain what is meant by varying levels. • State three things that children who do not understand the rules of play may find difficult.
School Week 4: 9th February	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"> • Communication and language learning and development. • Social and emotional learning and development. 	<ul style="list-style-type: none"> • Past paper questions, mind maps, flashcards. • State two reasons why children may find it difficult to build positive relationships with adults.
School Week 5: 16th February (Feb half-term)	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) 	<ul style="list-style-type: none"> • Past paper questions, mind maps, flashcards. • Assess the importance of the balance between the potential risk of harm and the benefit of children participating in activities. • What is internet enabled technology?

		with voice recognition, app-enabled toys).	
School Week 6: 23rd February	B2 - Health and safety considerations for inside environments for children with individual needs.	<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. 	<ul style="list-style-type: none"> ● Past paper questions, mind maps, flashcards. ● Why is it important to consider the width of doorways, aisles and corridors? ● Explain how well organised resources can impact on children's learning. ● How would you ensure that safety is being maintained during a crafts activity with 3-year-olds?
School Week 7: 2nd March	B3 - Health and safety considerations for outside environments for children with individual needs	<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. 	<ul style="list-style-type: none"> ● Past paper questions, mind maps, flashcards. ● Explain two things that need to be considered when planning an outing for children. ● Explain why children need both noisy and quiet play spaces in the outdoor environment.
School Week 8: 9th March	C1 - The benefits of adapting activities for all children in play, learning and development	<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. 	<ul style="list-style-type: none"> ● Past paper questions, mind maps, flashcards. ● State two examples of how a setting can be exclusive.

		<ul style="list-style-type: none"> ● The benefits to other children of playing with children who have additional needs. 	<ul style="list-style-type: none"> ● Explain how an adult can be a good role model to children. ● State three ways that adults can promote inclusion.
School Week 9: 16th March	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. 	<ul style="list-style-type: none"> ● Past paper questions, mind maps, flashcards. ● State two ways that adults can ensure there is sufficient space for children with physical needs. <p>State one suitable resource to support each of the following:</p> <ul style="list-style-type: none"> ● Grasping ● Holding ● Releasing ● Transferring
School Week 10: 23rd March	C2 - Adapting activities/resources to support a child with physical needs (ensuring age appropriateness)	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Past paper questions, mind maps, flashcards. ● Explain the possible adaptations for children aged 3-5 years with a visual impairment, giving two examples.
School Week 11: 30th March	C3 - Adapting activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)	<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. 	<ul style="list-style-type: none"> ● Past paper questions, mind maps, flashcards. ● State one way that adults can provide opportunities for children to learn and play near





		<ul style="list-style-type: none"> ● 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>to other children doing the same activity.</p> <ul style="list-style-type: none"> ● Explain why some children need activities to be shortened. ● State one example of how technological/digital resources can support children aged 3-5 who have cognitive and intellectual needs.
<p>School Week 12:</p> <p>6th April (Easter Week 1)</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. 	<ul style="list-style-type: none"> ● Past paper questions, mind maps, flashcards. ● Discuss how children may benefit from the use of group and/or team activities. ● Why are demonstrations so important?
<p>School Week 13:</p> <p>13th April (Easter Week 2)</p>	<p>C4 - Adapting activities to support a child with communication or language needs (ensuring age appropriateness)</p>	<ul style="list-style-type: none"> ● 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. ● 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. 	<ul style="list-style-type: none"> ● Full Past paper, mind maps, flashcards. ● Explain the difference between PECS and Makaton. ● State two benefits of labelling equipment for children. ● State two benefits of displaying routines and activities as pictures. ● Explain how the use of nursery rhymes with actions can support children with communication and language needs.
<p>School Week 14:</p>	<p>C5 Adapting activities/resources to support a child</p>	<ul style="list-style-type: none"> ● Promote self-resilience – limit the choices of activity available so a child does not 	<ul style="list-style-type: none"> ● Full Past paper, mind maps, flashcards.





<p>20th April</p>	<p>experiencing social and emotional needs (ensuring age appropriateness)</p>	<p>feel overwhelmed, provide activities that will help the child feel capable.</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Explain why adults may need to limit children's choices of activities. ● State why a structured approach supports children experiencing transitions. ● State two ways that adults can set out activities that focus on a child's areas of interest.
<p>School Week 15:</p> <p>27th April</p>	<p>C5 Adapting activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)</p>	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Full Past paper, mind maps, flashcards. ● Assess the benefits of giving children with additional needs choices. ● Practice all available 6-mark questions concentration on the child's holistic development.





Exams start 5th May 2026





Subject: Construction

- 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 2026			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	Performance requirement 	Performance requirements: Strength, stability, fire resistance, thermal insulation <ul style="list-style-type: none"> • Sound insulation, weather resistance, sustainability. Buildings are designed to resist live, dead and dynamic loads to include: <ul style="list-style-type: none"> • Self-weight, use, snow, wind. The testing of materials, slump testing and compressive testing of concrete, stress grading of structural timber Mortar testing.	Sample Questions Can you define the live, dynamic and dead loads on a building? Why would you test the strength of concrete? Why is it important to have British standards?
School Week 2: 26th January	Thermal insulation 	Types of thermally resistant materials: <ul style="list-style-type: none"> • Aerated lightweight concrete blocks • Timber, lightweight screeds., Location of insulation: • Cavity insulation, wall insulation, roofing insulation • Flooring insulation, double glazing • Draught strips. 	Sample questions When building a house what is sustainability? Why is sheep's wool a sustainable material? Glass fibre is used for sustainable insulation. Why is it sustainable?
School Week 3: 2nd February	Fire resistance 	Fire-resistant techniques: <ul style="list-style-type: none"> • Fire compartments and fire barriers (walls, separating floors, door closes, fire-resistant doors) • Fire escapes, refuge areas, cavity fire barriers • Fire alarm systems, smoke detection and sprinkler system. The purpose of insulation: Reduction of heat loss from a building , reduction of energy use and costs	Sample Tasks Sketch a plan of an area of school/college and identify on it the locations of fire doors, refuge areas, fire alarms, sprinklers, etc.
School Week 4: 9th February	Sound insulation 	The purposes of sound insulation: Preventing nuisance and noise disturbance of adjacent neighbours <ul style="list-style-type: none"> • Reducing external infrastructure noise • Reducing aircraft noise, providing confidentiality. Types of sound insulation: <ul style="list-style-type: none"> • Triple glazing, heavy-density blockwork • Sound insulation quilt, plasterboard layers • Flooring mats, carpeting, Acoustic ceilings. How sound insulation can be provided:	Sample questions Why would high-density block work be useful for sound insulation? Can you name any other items that would help in sound insulation? Why is sound insulation important to hotel owners?

		<ul style="list-style-type: none"> • Adding material density • Ensuring sound isolation of structures • Reducing sound by using machinery silencers 	
School Week 5: 16th February (Feb half-term)	Review & Practice – Sample Paper Questions	Exam paper with answers 	Please also use Quizlet as I have uploaded multiple revision topics. Look for the topics under BTEC Construction . Exam Practice: <ul style="list-style-type: none"> • Write extended explanations (8–12 marks) Sketch and draw various types of foundations
School Week 6: 23rd February	Weather resistance 	The purpose of weather resistance: <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. The location of weather-resistant materials: Guttering, window and door openings	Sample questions <ul style="list-style-type: none"> • What is the purpose of weather resistance? • Why would you use sealants on around the edge of windows? • Sketch a house and label the guttering, window openings and the eaves.
School Week 7: 2nd March	Sustainability 	The purpose of sustainability: <ul style="list-style-type: none"> • Reduction in building energy use, conserving finite resources, reducing carbon emissions to the atmosphere, Reducing pollution and wastage. Methods of ensuring sustainability: <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 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). 	Past paper questions, mind maps and revision cards Sample questions: <ul style="list-style-type: none"> • What is example grey water harvesting? • Why would you use or solar panels for domestic usage? • Can you explain the principles of sustainability in buildings
School Week 8: 9th March	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 	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?

		<ul style="list-style-type: none"> Panel function (panel design to support load), <p>Timber-framed construction:</p> <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 <p>Types of wall finishes and their advantages and disadvantages.</p>	<ul style="list-style-type: none"> Wall-tie spacing. ,, Internal partitions (timber, metal stud, solid blockwork). Rendered blockwork, facing brickwork Pointing (bucket handle/tooled, recessed, weathered, flush).
<p>School Week 9: 16th March</p>	<p>Substructure – Foundations</p> 	<p>Foundations support buildings by transferring loads to the ground. Types include strip, pad, raft and piled foundations.</p> <p>The choice depends on soil type, load magnitude and moisture. Good foundation design prevents settlement and structural failure.</p>	<p>Exam Questions:</p> <ul style="list-style-type: none"> State two functions of foundations. (4) Describe the difference between strip and raft foundations. (6)
<p>School Week 10: 23rd March</p>	<p>Sub-structure groundworks</p> 	<p>Hazards associated with groundwork's:</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> <ul style="list-style-type: none"> Steel trench sheets , timbering <p>Hydraulic trench supports, aluminium walling.</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>
<p>School Week 11: 30th March</p>	<p>Roof Structures</p> 	<p>Roofs protect the building from weather and can be pitched (tiles/slates) or flat (membrane). Structural elements include rafters, trusses, purlins and ridge beams. Roof design affects thermal performance, drainage and durability.</p> <p>Types of roof, their maintenance and their advantages and disadvantages:</p> <ul style="list-style-type: none"> Flat, lean-to, mono pitch, double pitch Gable end, hipped end. <p>The terminology used to label a roof detail.</p>	<p>Sample questions</p> <ul style="list-style-type: none"> Can you sketch and label a timber frame, structural insulated panels (SIPs), <p>What are the functions of a wall?</p> <p>Sample questions</p> <ul style="list-style-type: none"> What is the purpose of stress-graded timber joist floor?
<p>School Week 12: 6th April (Easter Week 1)</p>	<p>Planning a Project</p> 	<p>Desk-based preconstruction:</p> <ul style="list-style-type: none"> Construction health and safety plan , method statements and risk assessments , informing the Health and Safety Executive (HSE). <p>Planning the site – a scaled site layout plan indicating:</p> <ul style="list-style-type: none"> Site accommodation, welfare facilities 	<p>Sample questions:</p> <ul style="list-style-type: none"> What is a construction health and safety plan? What are the key features when planning a construction project?

		<ul style="list-style-type: none"> • Storage accommodation • Compounds, temporary roads and hard standing, Fixed plant, fire precaution measures. 	
School Week 13: 13th April (Easter Week 2)	Walk through exam papers	2020 Exam paper  2019 exam paper 	Exam Practice: <ul style="list-style-type: none"> • Practice scenario questions (explain materials, methods). • Write extended explanations (8–12 marks) on construction technology topics.
School Week 14: 20th April	Superstructures – walls 	Wall-tie spacing. Internal partitions (timber, metal stud, solid blockwork). Types of wall finishes and their advantages and disadvantages: <ul style="list-style-type: none"> • Rendered blockwork, facing brickwork Pointing (bucket handle/tooled, recessed, weathered, flush). Functions of a floor: to provide a level surface	Sample questions <ul style="list-style-type: none"> • Can you sketch and label a timber frame, structural insulated panels (SIPs), • What are the functions of a wall?
School Week 15: 27th April	Mock Exam & Feedback 	Conduct timed mock exam(s) under test conditions. Review answers with mark schemes and teacher feedback. Focus on improving answer depth, use of technical vocabulary, and scenario application	Exam Practice: <ul style="list-style-type: none"> • Full mock Unit 1 paper practice. • Peer/self assessment with feedback.
Exams start 5th May 2026			

Subject: Dance

- 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 2026





w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	Session 1 (45 mins): Component 1 Launch & research of ideas for Group.	Read the component 3 brief. What is your understanding of the theme 'Common Ground' What ideas have your group discussed?	Complete the research required for your group's idea in response to the brief. Can you identify how your chosen idea links to the theme of 'Common Ground'
School Week 2: 26th January	Exploring Practical Ideas for my solo within my Group's performance	The key ideas behind my work and what my solo means to me. How am I representing the theme of 'Common Ground'	Use Google Classroom, YouTube, and Tik Tok to gain inspiration for choreography and music ideas for your solo. Present your findings and song choice for next lesson.
School Week 3: 2nd February	Choreographic Devices Selection for your solo and/or Group Choreography	What choreographic devices can you use to make your choreography stronger?	Revisit your rehearsal footage to analyse your choreography and make a plan for next steps moving forward.
School Week 4: 9th February	Activity 1 Research	From the launch of Activity 1 can you revisit the booklet you have been given and complete the tasks with your group?	Use your group ideas and collaborative research to help plan your activity 1 response.
School Week 5: 16th February (Feb half-term)	Rehearsal of Group Performance Workshop so far (solo)	Independent rehearsal time for your solo.	Record your solo and any pieces of choreography and bring it into your next rehearsal to show your group.
School Week 6: 23rd February	Activity 1 Mock write up	Activity 1 Ideas Log booklet.	Complete the booklet in full paragraphs so feedback can be given before final notes are made.
School Week 7: 2nd March	Activity 1: Preparation of Notes	Activity 1 Ideas Log booklet.	From your feedback, create your notes for your Activity 1 controlled assessment.
School Week 8: 9th March	Activity 2: Skills Log Preparation of Notes	Activity 2 Skills Log Booklet.	Complete the booklet in full paragraphs so feedback can be given before final notes are made.







School Week 9: 16th March	Activity 2 Skills Log Booklet.	Activity 2 Skills Log Booklet.	From your feedback, create your notes for your Activity 2 controlled assessment.
School Week 10: 23rd March	Rehearsal of Group Performance Workshop	Group Choreography piece.	Utilise this time to rehearse your solo and group choreography pieces.
School Week 11: 30th March	Rehearsal of Group Performance Workshop	Group Choreography piece.	Utilise this time to rehearse your solo and group choreography pieces.
School Week 12: 6th April (Easter Week 1)	Rehearsal of Group Performance Workshop	Group Choreography piece.	ATTEND EASTER SCHOOL DANCE REHEARSALS 9am-3pm
School Week 13: 13th April (Easter Week 2)	Rehearsal of Group Performance Workshop	Group Choreography piece.	Continue to practice your group choreography piece to ensure you remember all the choreography.
School Week 14: 20th April	Finalise Group Performance Workshop	Group Performance Workshop Week!	Finalise your choreography piece ready for your controlled assessment this week.
School Week 15: 27th April	Activity 4: Evaluation Notes	Activity 4 Booklet	Complete the booklet in full paragraphs so feedback can be given before final notes are made.
Exams start 5th May 2026			




Subject: Creative iMedia





- 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 2026			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	Learning Outcome 1: Media Sectors and Products Coursework deadline for R099 – attend after school if needed to complete and improve this work	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: 26th January	Learning Outcome 2: Factors Influencing Media Design Coursework deadline for R099 – attend after school if needed to	Purpose Client Requirements Audience and Segmentation	. Purpose of Documents  Audience

	<p>complete and improve this work</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>
<p>School Week 3: 2nd February</p>	<p>Learning Outcome 2: Factors Influencing Media Design</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</p>	<p>Primary and Secondary Research Media Codes</p>	<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: 9th February</p>	<p>Learning Outcome 3: Pre-Production Planning:</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</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>  <p>Create a set of Flashcards to explain Colour Effects in Media, Graphics and Typography.</p>
<p>School Week 5: 16th February (Feb half-term)</p>	<p>Learning Outcome 3: Pre-Production Planning:</p>	<p>Work Planning</p>	<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.</p> <p>Create a table to explain the pro's and con's of a work plan on paper compared to on a computer.</p> <p>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> 
<p>School Week 6: 23rd February</p>	<p>Learning Outcome 3: Pre-Production Planning:</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</p>	<p>Storyboards, Visualisation Diagrams and Wireframes</p>	<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.</p> <p>TASK Create a visualisation diagram for a re-design of your bedroom.</p>
<p>School Week 7: 2nd March</p>	<p>Learning Outcome 1:</p> <p>Understand the purpose and content of pre-production (Scripts)</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</p>	<p>Scripts, Asset Logs and Flow Charts</p>	<p>Create a set of Flashcards to explain a scrips and Assets Charts:</p> <ul style="list-style-type: none"> ● Purpose of a script / asset chart ● Uses of a script / asset chart ● 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>
<p>School Week 8: 9th March</p>	<p>Learning Outcome 3: Pre-Production Planning</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</p>	<p>Moodboards and Mindmaps</p>	<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>
<p>School Week 9: 16th March</p>	<p>Learning Outcome 3: Pre-Production Planning</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</p>	<p>File Formats for images, Audio, Video and animation</p> <p>Media Classification</p>	<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>







			
School Week 10: 23rd March	<p>Learning Outcome 2: Be able to plan pre-production</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</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 it and the purpose of it.</p>  <p>Create a series of revision cards for the following documents: Location recces; 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>
School Week 11: 30th March	<p>Learning Outcome 3: Pre-Production Planning</p> <p>Coursework deadline for R099 – attend after school if needed to complete and improve this work</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.</p> <p>Create a series of revision cards to explain the following: Patent; creative commons; trademarks; intellectual property.</p> <p>Create a poster to explain the data protection act. Try to use images and diagrams rather than just words.</p>
School Week 12:	<p>Recap on all the above</p>	<p>From your revision completed so far, identify areas of weakness and revisit these</p>	<p>Practice past papers</p>






6th April (Easter Week 1)			
School Week 13: 13th April (Easter Week 2)	Recap on all the above	From your revision completed so far, identify areas of weakness and revisit these	Practice past papers
School Week 14: 20th April	Recap on all the above Coursework deadline for R099 – attend after school if needed to complete and improve this work	From your revision completed so far, identify areas of weakness and revisit these	Practice past papers
School Week 15: 27th April	Recap on all the above Coursework deadline for R099 – attend after school if needed to complete and improve this work	From your revision completed so far, identify areas of weakness and revisit these	Practice past papers
Exams start 5th May 2026			

Subject: Design Technology

- 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 2026			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19 th January	New & Emerging Technologies 	New and emerging technologies include Industry 4.0, automation, AI, robotics, IoT, and smart factories. These allow products to be manufactured faster, with greater accuracy, less waste, and often lower cost. Smart materials react to environmental changes, such as temperature (thermochromic) or shape (shape memory alloys), improving product performance and user experience.	Exam Question: Explain how smart materials are an example of new and emerging technologies. You should refer to at least one named smart material in your answer. (4 marks)
School Week 2: 26 th January	Energy Generation & Storage 	Energy generation includes renewable (solar, wind, hydro, tidal) and non-renewable (coal, oil, gas, nuclear) sources. Renewable energy is sustainable and low emission, while non-renewable is finite and often polluting. Energy storage methods include batteries (primary and secondary), fuel cells, and kinetic energy storage. Designers must consider efficiency, environmental impact, and cost.	Exam Question: Explain two different ways energy can be generated for use in products. You should include at least one renewable energy source in your answer. (4 marks)
School Week 3: 2 nd February	Materials & Their Properties 	Materials are categorised into timbers, metals, polymers, textiles, and papers/boards. Each material has physical properties (density, conductivity) and mechanical properties (strength, hardness, toughness). Designers select materials based on properties, cost, availability, and environmental impact.	Exam Question: Explain two properties of materials that a designer must consider when choosing materials for a product. You should include one example of a material in your answer. (4 marks)
School Week 4: 9 th February	Performance Characteristics of Materials 	Performance characteristics describe how materials behave under stress. Strength is the maximum force a material can withstand, toughness is the energy absorbed before failure, hardness is resistance to wear, and durability is longevity. Designers consider these characteristics to ensure products are safe, reliable, and fit for purpose.	Exam Question: A designer is choosing materials for an outdoor bench. Assess how the performance characteristics of materials could affect the suitability of the final product. You should refer to at least two different performance characteristics in your answer. (6 marks)
School Week 5:	Mock Exam	Looking at Section A - Core Technical Principles Section B – Specialist technical principles	Use the QR code then open up both the exam paper and the answers. Read the questions and

16 th February (Feb half-term)		Section C – Designing and making principle	see if you know the answers. If you dont know the answer look at the answer sheet.
School Week 6: 23 rd February	Manufacturing Processes 	Manufacturing processes shape and form materials into products. Examples include casting, moulding, forming, and machining. Processes are chosen based on material, shape, volume, cost, and precision. Each method has advantages and disadvantages.	Exam Question: A company is deciding whether to use batch production or mass production to manufacture a new product. Evaluate the advantages and disadvantages of these manufacturing processes for the company. (6 marks)
School Week 7: 2 nd March	Modern & Traditional Manufacturing 	Traditional manufacturing uses manual skills; modern manufacturing uses automation, robotics, and CAD/CAM . Production types include one-off, batch, and mass production. Lean manufacturing reduces waste and improves efficiency. Quality control ensures products meet standards.	Exam Question: A company is deciding whether to produce a new product using modern or traditional manufacturing methods. You should consider factors such as cost, speed, quality, and skill required. (6 marks)
School Week 8: 9 th March	Stock Forms 	Stock forms are supplied shapes such as rods, sheets, and tubes. Standard components include nuts, bolts, bearings, and hinges. Using these reduces waste, saves time, and ensures reliability.	Exam Question: Explain two reasons why a designer might choose a particular stock form when making a product. You should include an example of a material in your answer. (4 marks)
School Week 9: 16 th March	Metals & Alloys 	Metals are ferrous (contain iron) or non-ferrous (no iron). Ferrous metals like steel are strong but can rust; non-ferrous like aluminium resist corrosion. Alloys mix metals to improve properties. Corrosion protection includes galvanising, painting, or anodising.	Exam Question: Explain two reasons why a designer might choose a metal or alloy for a product. You should include an example of a metal or alloy in your answer. (4 marks)
School Week 10: 23 rd March	Polymers 	Polymers include plastics and rubbers. Thermoplastics can be reheated and reshaped; thermosets set permanently. Elastomers are flexible polymers. Designers consider recycling codes and environmental impacts.	Exam Questions: A company is designing a new reusable water bottle. Evaluate how the choice of polymer could affect the product's functionality, durability, and environmental impact. You should refer to at least two different polymers in your answer. (6 marks)
School Week 11: 30 th March	Textiles & Papers/Boards	Textiles include natural fibres (cotton, wool) and synthetic fibres (polyester, nylon). Fabrics can be woven, knitted, or non-woven. Papers/boards include card, corrugated board, and foam board. Selection	Exam Question: A designer is creating a new school uniform. Assess how the choice of textile could affect the comfort, durability, and appearance of the uniform.

		depends on strength, flexibility, and finish.	You should refer to at least two different textiles in your answer. (6 marks)
School Week 12: 6 th April (Easter Week 1)	2024 Walk though Exam 	Looking at Section A - Core Technical Principles Section B – Specialist technical principles Section C – Designing and making principle Use Revision world link to help	<ul style="list-style-type: none"> • Command words (state, describe, explain, evaluate) • Mark schemes & exam technique • Full past paper practice
School Week 13: 13 th April (Easter Week 2)	User Needs & Ergonomics: Prototype exam question 	Designers consider age, size, ability, and preferences. Ergonomics ensures comfort and safety. Anthropometrics studies human measurements for proper fit. Inclusive design ensures accessibility.	Exam Questions: <ul style="list-style-type: none"> • Define ergonomics. (2) • Explain why anthropometrics is important. (4) • Assess how a product meets user needs. (6)
School Week 14: 20 th April	Sustainability & Environmental Issues 	Sustainability ensures products meet needs without harming future generations. LCA evaluates environmental impact from raw materials to disposal. 6 Rs: Refuse, Reduce, Reuse, Repair, Recycle, Rethink. Ethical issues include pollution, waste, and fair trade.	Exam Questions: A company is designing a new office chair. Evaluate how ergonomics could affect the comfort, usability, and safety of the chair. You should refer to at least two ergonomic principles in your answer. (6 marks)
School Week 15: 27 th April	Exam Skills & Practice 	Focus on command words: state, describe, explain, evaluate. Timed practice with mark schemes improves accuracy and confidence. Extended answers require technical vocabulary and clear structure	Exam Questions: <ul style="list-style-type: none"> • Complete a full past paper question set. • Complete a 6-mark evaluation question.
Exams start 5th May 2026			

Subject: Geography

- All papers mentioned are on Google Classroom or will be given to you by your teacher. For each of the sessions there are Google Slides that outline the tasks and provides support material for you to guide the revision.
- 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!
- To go along with this, you have your knowledge organiser booklet.

Year 11 GCSE Revision 2026			
Session/ wb.	Topics for revision (Paper and section in brackets)	Re-visit work	Activities to complete in your 45 minute session for Geography each week.
School Week 1: 19th January	Tectonic hazards Natural Hazards (1A)	<ul style="list-style-type: none"> • Distribution of earthquakes and volcanoes • Processes at destructive, constructive and constructive margins • Types of volcanoes • Primary and secondary impacts of earthquakes • Immediate and long-term responses to earthquakes • Mitigating risk of earthquakes - monitoring/prediction, protection and planning (MP3) <p>Key details about contrasting HIC/LIC earthquakes (New Zealand and Nepal)</p>	<ul style="list-style-type: none"> • Draw the plate margin diagrams from memory - how many labels can you remember? • Explain how economic development affects hazard resilience (How people respond to/cope with hazards). • Sketch examples of MP3 (Monitoring, prediction, protection and planning) that mitigate the risk of earthquakes.
School Week 2: 26th January	Weather hazards Natural Hazards (1A)	<ul style="list-style-type: none"> • Global atmospheric circulation • Tropical storm structure and formation • Primary and secondary impacts of tropical storms • Immediate and long-term responses to tropical storms • Mitigating risk of tropical storms - monitoring/ prediction, protection and planning • What affects UK weather? <p>Key details about tropical storm (Typhoon Haiyan) and UK extreme weather case study (The Beast from the East).</p>	<ul style="list-style-type: none"> • Produce a diagram to show how global atmospheric circulation works • Create a recipe for a tropical storm - what are the key ingredients? • Create a concise fact file for each of the extreme weather events (Typhoon Haiyan and The Beast from the East). • Argue both sides of this statement – ‘Weather in the UK is becoming more extreme’
School Week 3: 2nd February	Climate change Natural Hazards (1A)	<ul style="list-style-type: none"> • Evidence for climate change over time • Natural and human causes of climate change • Mitigating the risk of, and adapting to climate change <p>Key details about adapting and mitigating against climate change. (Give both UK and foreign climate change examples)</p>	<ul style="list-style-type: none"> • Draw the greenhouse effect diagram from memory • Produce a climate change topic mind map - patterns over time, evidence, causes, effects (On people and the environment), adaptation and mitigation strategies.

<p>School Week 4: 9th February</p>	<p>Ecosystems The Living World (1B)</p>	<ul style="list-style-type: none"> ● Major biomes across the world - location and reasons for this ● Small-scale ecosystems – processes: producers, consumers and decomposers (Pond ecosystem). <p>SKILLS focus - calculating percentage increase, mean/mode, median and reading 6 fig-grid references.</p>	<ul style="list-style-type: none"> ● Draw a concept map to show how the biotic and abiotic components in an ecosystem are linked ● Create a labelled diagram of the processes taking place in large and small-scale ecosystems <p>Produce a summary sheet for the main biomes (E.g. Temperate forests) – think about location, characteristics</p>
<p>School Week 5: 16th February (Feb half-term)</p>	<p>Tropical rainforests The Living World (1B)</p>	<ul style="list-style-type: none"> ● Structure and characteristics of the rainforest ● Causes of deforestation ● Impacts of deforestation - local and global ● Ways to manage the rainforest sustainably <p>Key details about your TRF rainforest case study (The Amazon).</p>	<ul style="list-style-type: none"> ● Sketch and label the layers of the rainforest from memory ● Make a continuum (See the example on the PPT) of causes of deforestation – rank them in order of impact and annotate reasons ● Create multiplier effect/chains of reasoning for impacts of rainforest destruction
<p>School Week 6: 23rd February</p>	<p>Hot deserts The Living World (1B)</p>	<ul style="list-style-type: none"> ● Physical characteristics of hot deserts ● Opportunities and challenges in hot deserts ● Causes and effects of desertification ● Mitigating the risk of desertification <p>Key details about your hot desert study (The Sahara)</p>	<ul style="list-style-type: none"> ● Create an adaptation diagram for desert animals and plants ● Write 150 words summarising the main challenges in hot deserts ● Explain how each of the opportunities can lead to development. ● Humans can both cause and manage desertification. Do you agree?
<p>School Week 7: 2nd March</p>	<p>NEE city – Rio Urban Issues & Challenges (2A)</p>	<ul style="list-style-type: none"> ● What is urbanisation and what are megacities? ● Informal (squatter) settlements ● Growth and importance of your city ● Social challenges in your city ● Economic challenges in your city ● Environmental challenges in your city <p>Key details about your case study to improve life for the urban poor (The Favela Bairro Project)</p>	<ul style="list-style-type: none"> ● Create a summary poster of your city ‘super’ case study – think carefully about how you would organise this ● Produce a fact file on your squatter settlement improvement project (FBP) ● Choose 3 aspects of life in an informal settlement and explain how they are challenging, eg. ‘A lack of sanitation makes life challenging because...’ ● Write 100 words to summarise why informal employment is an issue in LIC/NEE cities
<p>School Week 8: 9th March</p>	<p>UK city – Liverpool Urban Issues & Challenges (2A)</p>	<ul style="list-style-type: none"> ● Growth and importance of your city ● How has migration affected your city? ● Inequality across your city ● Transport improvements across your city ● Pollution and urban greening in your city ● Urban regeneration - greenfield vs brownfield <p>Key details about a regeneration project that you have studied</p>	<ul style="list-style-type: none"> ● Create a summary poster of your UK ‘super’ case study ● Produce an illustrated comparison of two areas of your city to show inequality ● Create an annotated diagram to show the importance of urban greening ● Create a mind map that summarises how migration can change an area

		(Liverpool ONE/ Albert Dock regeneration).	
School Week 9: 16th March	Sustainable urban environments Urban Issues & Challenges (2A)	<ul style="list-style-type: none"> • What is urban sustainability? What are the important features? • Sustainable traffic schemes Key details about social, economic and environmental sustainability in an example you have studied (Freiburg, Germany)	<ul style="list-style-type: none"> • Choose 5 things that you would expect to find in a sustainable urban environment and explain why they are sustainable • Create a fact file on your sustainable urban area
School Week 10: 23rd March	Development gap The Changing Economic World (2B)	<ul style="list-style-type: none"> • Development indicators - and HDI • The Demographic Transition Model • Reasons for the development gap • Strategies to reduce the development gap, eg. aid, fair trade, debt relief, tourism, etc Key details about your tourism case study (Jamaica)	<ul style="list-style-type: none"> • Produce an illustrated concept map linking causes of the development gap • Rank the different strategies to reduce the development gap in order of effectiveness – justify your choices
School Week 11: 30th March	NEE study - Nigeria The Changing Economic World (2B)	<ul style="list-style-type: none"> • Importance of your NEE - regional and global • Political, social and cultural context • Changing relationships - politics and trading • Changing industrial structure - growth of manufacturing • Impact of TNCs - social, economic and environmental • Impact of developmental aid Key details about TNC case study (Shell and Unilever)	<ul style="list-style-type: none"> • Write 5 bullet points to summarise the importance of your NEE • Create multiplier effects/ chains of reasonings for the pros and cons of TNCs in NEEs • Produce a cartoon strip to show the social, economic and environmental impacts of aid
School Week 12: 6th April (Easter Week 1)	UK Economy The Changing Economic World (2B)	<ul style="list-style-type: none"> • How has the UK economy changed? - impact of deindustrialisation, globalisation and government policy. • Post-industrial UK - science and business parks • Changing rural areas – contrasting areas of population growth and decline • UK infrastructure projects • North-South divide Key details about sustainable industry case study (Torr Quarry, Somerset)	<ul style="list-style-type: none"> • Sketch how the UK economy has shifted from primary to secondary to post-industrial • Draw 2 flow charts – one to show the impact of deindustrialisation and one to show the impact of globalisation • Explain how ICT has changed the UK economy in 100 words. • 4 box challenge - how many road, rail, port and airport improvements can you remember? • ‘There is no such thing as a north-south divide’ – argue both sides of this statement
School Week 13: 13th April (Easter Week 2)	UK Resources Challenge of Resource Management (2C) Food	<ul style="list-style-type: none"> • Global distribution of resources - inequality of availability and consumption • Provision of food in the UK - food miles, organic food vs agribusiness • Provision of water in the UK - water surplus and deficit, water transfer, water quality • Provision of energy in the UK - energy mix, energy security, environmental impacts 	<ul style="list-style-type: none"> • Create an illustrated mind map to show why the demand for food, water and energy have all increased in the UK • Draw up a pros and cons table of food miles • List as many ways to conserve water as possible – are there any issues with these strategies? (eg. grey water)

		<ul style="list-style-type: none"> ● Global food distribution - areas of deficit and surplus, and reasons for this insecurity ● Impacts of food insecurity – famine, undernutrition, soil erosion, rising prices, social unrest ● Strategies to increase food- irrigation, aeroponics/hydroponics, biotechnology ● Sustainable ways to increase food security ● Small scale appropriate technology vs large-scale projects to increase food supply ● Key details of large-scale farming project (Almeria Greenhouses, Spain) ● Key details of small-scale farming (Jalalpur Rice-Fish Farming in Bangladesh) 	<ul style="list-style-type: none"> ● Create an ‘ENERGY MIX’ acrostic – that includes what the term means and why it is always changing ● Mind map all of the reasons for food insecurity ● Create a concept map that links together impacts of food insecurity ● Draw up a pros and cons table of the different strategies being used to increase food supply ● Rank the different strategies being used to increase food supply in order of effectiveness – justify your order. ● Create a poster to encourage people to be more sustainable in terms of food consumption. ● Make a comparison table of your small-scale vs large-scale case studies for food– which is most effective and why?
<p>School Week 14: 20th April</p>	<p>Coasts UK Physical Landscapes (1C)</p>	<ul style="list-style-type: none"> ● Erosion - hydraulic action, attrition, abrasion, solution ● Transportation - longshore drift - impacts ● Erosional landforms - caves, arches, stacks, bays and headlands, wave-cut platforms (link to geology/rock type) ● Depositional landforms - spits ● Weathering processes - physical, chemical, biological - slumping. ● Management - hard and soft - pros and cons ● Key details about landforms and management for your coasts case study (Holderness). 	<ul style="list-style-type: none"> ● Create a step-by-step guide on how erosional and depositional landforms occur - you must refer to rock type and specific processes ● Create an illustrated table of coastal management strategies – must include pros and cons ● Write a key term quiz for another student – try to aim for 15
<p>School Week 15: 27th April</p>	<p>Rivers UK Physical Landscapes (1C)</p>	<ul style="list-style-type: none"> ● The water cycle and drainage basin ● Erosion - same as for coasts ● Transportation - traction, saltation, suspension, solution ● Upper/middle/lower course of the river and landforms, eg. waterfalls, meanders, levees, etc ● Key details about landforms along your river case study (The River Tees). ● Causes of flooding (physical and human) ● River management - hard and soft ● Key details about your flood management case study (Banbury). 	<ul style="list-style-type: none"> ● There are lots of key terms for this section - create a matching pairs activity with the terms and definitions on flashcards. ● Create a guide to how the long profile changes from source to mouth - you must refer to valley shape, processes and landforms ● Create an illustrated mind map of the factors that increase the risk of flooding ● Create a table of flood management strategies – must include pros and cons

Exams start 5th May 2026

Health and Social Care:

- 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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	A. Factors Affecting Health and Wellbeing	Definition of health and wellbeing <ul style="list-style-type: none"> • Physical factors that can have positive or negative effects on health and wellbeing: • inherited conditions – sickle cell disease, cystic fibrosis • physical ill health – cardiovascular disease, obesity, type 2 diabetes • mental ill health – anxiety, stress physical abilities, sensory impairments 	Flash cards Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method Post its Revision diagrams Case studies PIES diagrams Key words
School Week 2: 26th January	A. Factors Affecting Health and Wellbeing	Lifestyle factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • nutrition • physical activity • smoking • alcohol • substance misuse 	Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method Revision diagrams Case studies PIES diagrams
School Week 3: 2nd February	A. Factors Affecting Health and Wellbeing	Social factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • supportive and unsupportive relationships with others – friends, family, peers and colleagues • social inclusion and exclusion • bullying • discrimination 	Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method Revision diagrams Case studies PIES diagrams
School Week 4: 9th February	A. Factors Affecting Health and Wellbeing	Cultural factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> • religion 	Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method

		<ul style="list-style-type: none"> ● gender roles and expectations ● gender identity ● sexual orientation ● community participation 	Revision diagrams Case studies PIES diagrams
School Week 5: 16th February (Feb half-term)	A. Factors Affecting Health and Wellbeing	Economic factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> ● employment situation ● financial resources – income, inheritance, savings 	Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method Revision diagrams Case studies PIES diagrams
School Week 6: 23rd February	A. Factors Affecting Health and Wellbeing	Environmental factors that can have positive or negative effects on health and wellbeing: <ul style="list-style-type: none"> ● housing needs, conditions, location ● home environment ● exposure to pollution – air, noise and light 	Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method Revision diagrams Case studies PIES diagrams
School Week 7: 2nd March	A. Factors Affecting Health and Wellbeing	The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event: <ul style="list-style-type: none"> ● physical events ● relationship changes ● life circumstances 	Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method Revision diagrams Case studies PIES diagrams
School Week 8: 9th March	B.1 Physiological indicators	Interpretation of physiological data <ul style="list-style-type: none"> ● resting heart rate (pulse) – normal range 60 to 100 bpm ● heart rate (pulse) recovery after exercise ● blood pressure ● body mass index (BMI) 	Flash cards Mind maps Revision clocks Exam paper questions Quiz sheets Post its Revision diagrams Key words
School Week 9: 16th March	B.1 Physiological indicators	The potential significance of abnormal readings: <ul style="list-style-type: none"> ● impact on current physical health (short-term risks) ● potential risks to physical health (long-term risks). 	Flash cards Mind maps Revision clocks Exam paper questions Quiz sheets Post its Revision diagrams Key words

<p>School Week 10: 23rd March</p>	<p>B.2 Lifestyle indicators</p>	<p>Interpretation of lifestyle data according to published guidelines:</p> <ul style="list-style-type: none"> ● nutrition – the Eatwell Guide ● physical activity ● smoking ● alcohol ● substance misuse 	<p>Flash cards Mind maps Revision clocks Exam paper questions Quiz sheets Post its Revision diagrams Key words</p>
<p>School Week 11: 30th March</p>	<p>C.1 Person-centred approach to improving health and wellbeing</p>	<p>Person-centred approach</p> <ul style="list-style-type: none"> ● The ways in which a person-centred approach takes into account an individual's needs, wishes and circumstances ● The importance of a person-centred approach for individuals ● The benefits of a person-centred approach for health and social care workers and services: 	<p>Flash cards Mind maps Revision clocks Exam paper questions Quiz sheets Blurting method Post its Revision diagrams Case studies PIES diagrams Key words</p>
<p>School Week 12: 6th April (Easter Week 1)</p>	<p>C.2 Recommendations and actions to improve health and wellbeing</p>	<p>Established recommendations for helping to improve health and wellbeing:</p> <ul style="list-style-type: none"> ● improving resting heart rate and recovery rate after exercise ● improving blood pressure ● maintaining a healthy weight ● eating a balanced diet ● getting enough physical activity ● quitting smoking ● sensible alcohol consumption ● stopping substance misuse 	<p>Mind maps Exam paper questions Quiz sheets Blurting method Post its Revision diagrams Key words</p>
<p>School Week 13: 13th April (Easter Week 2)</p>	<p>C.2 Recommendations and actions to improve health and wellbeing</p>	<p>Support available when following recommendations to improve health and wellbeing:</p> <ul style="list-style-type: none"> ● formal support from professionals, trained volunteers, support groups and charities 	<p>Mind maps Exam paper questions Quiz sheets Blurting method Post its Revision diagrams Key words</p>

		<ul style="list-style-type: none"> informal support from friends, family, neighbours, community and work colleagues. 	
School Week 14: 20th April	C.3 Barriers and obstacles to following recommendations	Potential barriers as appropriate to the individual: <ul style="list-style-type: none"> physical barriers barriers to people with sensory disability barriers to people with different social and cultural backgrounds barriers to people that speak English as an additional language or those who have language or speech impairments geographical barriers resource barriers for service provider financial barriers 	Mind maps Revision clocks Exam paper questions Blurting method Revision diagrams Case studies PIES diagrams
School Week 15: 27th April	C.3 Barriers and obstacles to following recommendations	Potential obstacles as appropriate to the individual: <ul style="list-style-type: none"> emotional/psychological time constraints availability of resources unachievable targets lack of support 	Mind maps Revision clocks Exam paper questions Blurting method Revision diagrams Case studies PIES diagrams
Exams start 5th May 2026			

Subject: History

- 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 2026			
w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	Paper 3 = Germany What were the early challenges faced by the Weimar government, 1918-1923?	<ul style="list-style-type: none"> ● Impacts of the First World War on Germany ● The strengths and weaknesses of the Weimar Republic ● Treaty of Versailles ● Weimar Republic – Spartacists – challenge from the left ● Weimar Republic – Kapp Putsch – challenge from the right ● Invasion of The Ruhr + hyperinflation ● Causes and failure of Munich Putsch 	<ul style="list-style-type: none"> ● Plan answers for the following exam questions <ul style="list-style-type: none"> ➤ Explain why the Weimar Republic was unpopular in the years 1919–23 (reparations and WW1) 12 marks ➤ Explain why the Munich Putsch took place in 1923 (Hitler and Mussolini) 12 marks ● Produce a mind map of the impact of the Treaty of Versailles on Germany
School Week 2: 26th January	Paper 2 = American West Migration and settlement in the west	<ul style="list-style-type: none"> ● Why did people migrate west (O Trail, economic problems, Manifest Destiny + Gold Rush) ● Dangers of migration – Donner Party ● Successful migration – Mormons ● Government role in migration (Homestead Act and Pacific Railroad) ● Later migration – Exodusters and Oklahoma Land Rush 	<ul style="list-style-type: none"> ● Plan answers for the following exam questions (both 4 marks) <ul style="list-style-type: none"> ➤ Explain one consequence of the Oregon Trail on migration west ➤ Explain one consequence of the Gold Rush (1849) for migration. ● Do a revision diagram for the following Q <ul style="list-style-type: none"> ➤ Write a narrative account analysing the key events of the Mormon migration in the years 1846–47 (8 marks)
School Week 3: 2nd February	Paper 2 = Anglo-Saxons and Normans Anglo-Saxon England	<ul style="list-style-type: none"> ➤ Anglo Saxon society, government, economy and religion ➤ How powerful was King Edward? ➤ How powerful were the Godwin family? ➤ Revolt against Tostig 	<ul style="list-style-type: none"> ➤ Plan answer for the following exam questions (2 marks) <ul style="list-style-type: none"> ➤ Describe one feature of Thegns in Anglo-Saxon England ➤ Describe one feature of a buhr ● Do a revision diagram for the following Q (12 marks) <ul style="list-style-type: none"> ➤ Explain why Anglo-Saxon monarchs had so much power (land holding and law making)

<p>School Week 4: 9th February</p>	<p>Paper 3 Germany How did Hitler establish a dictatorship?</p>	<ul style="list-style-type: none"> ● The Reichstag Fire ● The Enabling Act ● The Night of the Long Knives ● The Police State ● Nazi propaganda and censorship 	<ul style="list-style-type: none"> ● Plan answers for the following exam questions (12 marks) <ul style="list-style-type: none"> ➤ Explain why German became a dictatorship 1933-34 ➤ Explain why the Nazis were able to create a police state in the years 1933–39.
<p>School Week 5: 16th February (Feb half-term)</p>	<p>Paper 2 American West Farming and the cattle industry</p>	<ul style="list-style-type: none"> ● Problems and solutions to farming in the west ● Cattle industry (Iliff, McCoy Goodnight and loving) ● Role of cowboy and how it changed 	<ul style="list-style-type: none"> ● Plan answer for the following exam questions (4 marks) <ul style="list-style-type: none"> ➤ Explain one consequence of Goodnight & Loving on the development of the cattle industry ➤ Explain one consequence of the Winter 1886-7 on the cattle industry ● Do a revision diagram for the following Q (8 marks) <ul style="list-style-type: none"> ➤ The importance of Joseph McCoy and Abilene on the cattle industry
<p>School Week 6: 23rd February</p>	<p>Paper 2 Anglo-Saxon and Normans Events of 1066</p>	<ul style="list-style-type: none"> ● Claimants to the throne ● Reign of King Harold ● Gate Fulford ● Stamford Bridge ● Battle of Hastings (why did William win/Harold lose) 	<ul style="list-style-type: none"> ● Plan and answer for the following exam Q (12 marks) <ul style="list-style-type: none"> ➤ Explain why there was a succession crisis after the death of Edward the Confessor (Witan and William Duke of Normandy) <p>Do revision diagram for the following Q</p> <ul style="list-style-type: none"> ➤ Explain why William invaded in 1066
<p>School Week 7: 2nd March</p>	<p>Paper 3 Germany Life in Nazi Germany</p>	<ul style="list-style-type: none"> ● The Church in Nazi Germany ● Opposition to the Nazis ● Young people in Nazi Germany (schools and youth groups) ● Women in Nazi Germany ● Nazi views on race and persecution of minorities 	<ul style="list-style-type: none"> ● Plan answers for the following exam questions (12 marks) <ul style="list-style-type: none"> ➤ Explain why church control by Nazis ➤ Explain why treatment of minority groups changed 1933-39
<p>School Week 8: 9th March</p>	<p>Paper 2 American West Indigenous People</p>	<ul style="list-style-type: none"> ● IP society and beliefs ● Importance of horses and buffalo ● Government policy to IP and including Fort Laramie Treaty 1851 	<ul style="list-style-type: none"> ● Plan and answer for the following exam Q (8 marks) <ul style="list-style-type: none"> ➤ Write a narrative account analysing the developments in US govt policy to PI 1835-51 ● Do a revision diagram for the following Q (8 marks)

			<ul style="list-style-type: none"> ➤ The importance of the Indian Appropriations Act (1851) for the Plains Indians' way of life.
School Week 9: 16th March	Paper 2 Anglo-Saxon and Normans How did William establish (take) control	<ul style="list-style-type: none"> ● Submission of the earls ● Rewarding followers and Marcher earldoms ● Motte & Bailey castles ● Edwin and Morcar's revolt ● Revolt in the North ● Harrying of the North 	<ul style="list-style-type: none"> ● Plan answer for the following exam questions (12 marks) <ul style="list-style-type: none"> ➤ Explain why Edwin and Morcar revolted in 1068 ➤ Explain why William faced revolts 1066-71? ● Do a revision diagram for the following Q (16 marks) <ul style="list-style-type: none"> ➤ 'The destruction of lives and property was the main consequence of the Harrying of the North.' How far do you agree? Explain your answer.
School Week 10: 23rd March	Paper 3 = Germany Solutions to problems of the 1930's and why did the Nazis grow in popularity?	<ul style="list-style-type: none"> ● How Stresemann brought hope to Germany ● Life in Germany in the 1920s ● How Nazi Party changed 1923-9 ● The Wall Street Crash and its impact on Germany ● Increasing support for the Nazis ● How Hitler became Chancellor of Germany 	<ul style="list-style-type: none"> ● Plan answers for the following exam questions (12 marks) <ul style="list-style-type: none"> ➤ Explain why the German economy recovered in the years 1924-29. ➤ Explain why Hitler became chancellor 1932-33
School Week 11: 30th March	Paper 2 American West Indigenous People – Conflict	<ul style="list-style-type: none"> ● Little Crows War + importance ● Sand Creek Massacre + importance ● Red Clouds War + importance ● Battle of Little Big Horn and its importance ● Wounded Knee Massacre and its importance ● Impact of the Dawes Plan 	<ul style="list-style-type: none"> ● Plan and answer for the following exam Q (8 marks) <ul style="list-style-type: none"> ➤ Write a narrative account analysing the changing govt attitudes to PI 1872-93 ➤ The importance of the Wounded Knee Massacre (1890) on Plains Indians ● Do a revision diagram for the following Q (8 marks) <ul style="list-style-type: none"> ➤ The importance of the Dawes Act (1887) on the Plains Indians way of life
School Week 12: 6th April (Easter Week 1)	Paper 2 Anglo-Saxon and Normans How did William maintain (keep) control	<ul style="list-style-type: none"> ➤ Hereward the Wake ➤ Feudal System ➤ Royal power ➤ Revolt of the Earls – causes + failure ➤ Domesday Book 	<ul style="list-style-type: none"> ● Plan answer for the following exam questions (12 marks) <ul style="list-style-type: none"> ➤ Explain why the Domesday Book was important ➤ Explain why earls revolted in 1075 ● Do a revision diagram for the following Q (16 marks) <ul style="list-style-type: none"> ➤ 'The main way William was able to maintain control 1070-87

			was through the feudal system' How far do you agree? Explain your answer
School Week 13: 13th April (Easter Week 2)	Paper 1 Medicine Middle Ages and Renaissance	<ul style="list-style-type: none"> • Causes, prevention, treatment of disease + who treated the sick in the Middle Ages • Causes, prevention, treatment of disease + who treated the sick in the Renaissance 	<ul style="list-style-type: none"> • Plan answer for the following exam questions (12 marks) <ul style="list-style-type: none"> ➤ Explain why there was little change in treatment in England during the medieval period (c1250–c1500). ➤ Explain why there were improvements in medical knowledge in the years c1500–c1700.
School Week 14: 20th April	Paper 2 Anglo-Saxon and Normans How was England Normanised?	<ul style="list-style-type: none"> • Norman church • Norman society and government • Norman culture and aristocracy • Forest laws and land ownership 	<ul style="list-style-type: none"> • Plan answer for the following exam questions (12 marks) <ul style="list-style-type: none"> ➤ Explain why Lanfranc made changes to the church • Do a revision diagram for the following Q (16 marks) <ul style="list-style-type: none"> ➤ 'Under Norman rule, there were major changes to the society and economy of Anglo-Saxon England.' How far do you agree? Explain your answer
Session 15: Week beginning 27th April	Paper 1 Medicine Industrial and Modern medicine	<ul style="list-style-type: none"> • Causes, prevention, treatment of disease + who treated the sick in the Industrial • Causes, prevention, treatment of disease + who treated the sick in the Modern times 	<ul style="list-style-type: none"> • Plan answer for the following exam question <ul style="list-style-type: none"> ➤ Explain why there was progress in understanding the causes of disease 1900 to present (12 marks) ➤ 'The main reason why prevention and treatment improved in the period 1700-1900 was due to science and technology' How far do you agree? (16 marks)
Exams start 5th May 2026			

Subject: Hospitality and Catering

- 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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	Hospitality and catering providers	Two different types of hospitality and catering provision: commercial and non-commercial Residential and non-residential settings	Past question papers Mind maps A3 revision sheets / fact sheets Flash cards Digital classroom Revision books
School Week 2: 26th January	Hospitality and catering providers	Types of service in commercial and non-commercial provision: Food service: • table: plate, family-style, silver, Gueridon, banquet • counter: cafeteria, buffet, fast food • personal: tray or trolley, vending, home delivery, takeaway. Residential service: • rooms: single, double, king, family, suite (en-suite bath/shower room, shared facilities) • refreshments: breakfast, lunch, evening meal, 24-hour room service/restaurant available • conference and function facilities • leisure facilities (spa, gym, swimming pool).	Past question papers Mind maps A3 revision sheets / fact sheets Flash cards Digital classroom Revision books
School Week 3: 2nd February	Working in the hospitality and catering industry	Employment roles and responsibilities within the industry: • front of house manager, head waiter, waiting staff, concierge, receptionist, maître d'hôte, valets • housekeeping: chambermaid, cleaner, maintenance, caretaker • kitchen brigade: executive chef, sous-chef, chef de partie, commis chef, pastry chef, kitchen assistant, apprentice, kitchen porter/plongeur • management: food and beverage, housekeeping, marketing.	Past question papers Mind maps A3 revision sheets / fact sheets Flash cards Digital classroom Revision books

		Personal attributes, qualifications and experience an employer would look	
School Week 4: 9th February	Working conditions in the hospitality and catering industry	<p>Types of employment contracts and working hours: • casual • full time permanent (temporary) • part-time (temporary) • seasonal • zero hours contract.</p> <p>Remuneration and benefits in the industry: • a salary • a wage (hourly) • holiday entitlement • pension • sickness pay • rates of pay • tips, bonuses and rewards.</p> <p>The hospitality and catering industry normally provides more part-time than full time contracted positions.</p> <p>Fluctuating needs of the industry, such as: • supply and demand: staffing during peak times, large events, seasonal times and the location of the provision.</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>
School Week 5: 16th February (Feb half-term)	Contributing factors to the success of hospitality and catering provision	<p>Basic costs incurred within the hospitality and catering industry: • labour • material • overheads.</p> <p>How the economy can impact business in the following ways: • strength of the economy • value added tax (V.A.T) • value of the pound and exchange rate.</p> <p>Importance of environmental needs and the environmental impact within the hospitality and catering industry through: • seasonality • sustainability: reduce, reuse, recycle</p> <p>How new technology impacts the hospitality and catering service industry in a positive way through: • cashless systems • innovative digital technology (apps, web-</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>

		<p>booking, key card access, digital menu) • software.</p> <p>The positive and negative impacts that the following media types can have on the hospitality and catering industry: • printed media (newspaper, magazines) • broadcast (television, radio) • internet (social media, websites) • competitive (other establishments)</p>	
<p>School Week 6: 23rd February</p>	<p>The operation of the front and back of house</p>	<p>Operational requirements of:</p> <ul style="list-style-type: none"> • workflow of the front of house – reception, seating area, counter service, bar • workflow of the catering kitchen – delivery, staffing area, wash area, storage area, preparation and cooking area, serving area, washing/cleaning area. <p>Equipment and materials required, used and managed within catering provision/kitchens: • large equipment: large conventional oven, glass chiller, floor standing food mixer, deep fat fryers, hot water urns, walk-in fridge-freezer, standing Bain Marie, steamers, pass-through dishwasher and glass washer, hot plates • materials for cleaning, first aid kit and safety materials • small equipment • utensils.</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>
<p>School Week 7: 2nd March</p>	<p>Customer requirements in hospitality and catering</p>	<p>How hospitality and catering provision meets the requirements of: • customer needs (catering, equipment, accommodation) • customer rights and inclusion (disability) • equality.</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>
<p>School Week 8: 9th March</p>	<p>Hospitality and catering provision to meet specific requirements</p>	<p>How hospitality and catering provision adapts to satisfy the following ever-changing customer climate: • customer requirements/needs: lifestyle, nutritional needs, dietary needs, time available •</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p>

		customer expectations: service, value for money, trends, awareness of competition from other providers, media influence/interest, environmental concerns, seasonality • customer demographics: age, location, accessibility, money available, access to establishments/ provision.	Digital classroom Revision books
School Week 9: 16th March	Health and safety in hospitality and catering	The responsibilities for personal safety in the workplace of employers and of employees in relation to the following laws: • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.	Past question papers Mind maps A3 revision sheets / fact sheets Flash cards Digital classroom Revision books
School Week 10: 23rd March	Food safety	The principles of Hazard Analysis and Critical Control Points (HACCP) and be able to: • identify any critical control points and ensure that risks are removed or reduced to safe levels • decide on what actions to take if something goes wrong • complete a HACCP document • complete records to show that procedures are working	Past question papers Mind maps A3 revision sheets / fact sheets Flash cards Digital classroom Revision books
School Week 11: 30th March	Food related causes of ill health	Ill health could be caused by the following: • allergies • bacteria • chemicals • intolerances. Learners should know the following food poisoning causes: • bacillus cereus • campylobacter • clostridium perfringens • e-coli • listeria • salmonella • staphylococcus aureus.	Past question papers Mind maps A3 revision sheets / fact sheets Flash cards Digital classroom Revision books

<p>School Week 12:</p> <p>6th April (Easter Week 1)</p>	<p>Food related causes of ill health</p>	<p>Food related causes of ill health: Food allergies: • cereals (gluten) • crustaceans • dairy products • eggs • fish • fruit and vegetables • lupin • molluscs • nuts • peanuts • sesame seeds • soya • wheat. Food intolerance: • gluten • lactose • aspartame • MSG.</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>
<p>School Week 13:</p> <p>13th April (Easter Week 2)</p>	<p>Symptoms and signs of food-induced ill health</p>	<p>The following symptoms of food induced ill health: Visible: • anaphylactic shock • bloating • breathing difficulties • chills • diarrhoea • facial swelling • pale or sweating skin • rash • vomiting • weight loss. Non-visible: • constipation • feeling sick • painful joints • stomach-ache • weakness • wind/flatulence.</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>
<p>School Week 14:</p> <p>20th April</p>	<p>Preventative control measures of food-induced ill health</p>	<p>The control measures to prevent food-induced ill health: • cross contamination • correct temperature in delivery, storage, preparation and service • physical contamination.</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>
<p>School Week 15:</p> <p>27th April</p>	<p>The Environmental Health Officer (EHO)</p>	<p>The role of the Environmental Health Officer (EHO) and their responsibilities including: • collecting evidence including samples for testing, photographs, interviews • enforcing environmental health laws follow up complaints • follow up outbreaks of food poisoning • inspecting business for food safety standards • giving evidence in prosecutions • maintaining evidence • submitting reports.</p>	<p>Past question papers</p> <p>Mind maps</p> <p>A3 revision sheets / fact sheets</p> <p>Flash cards</p> <p>Digital classroom</p> <p>Revision books</p>
<p>Exams start 5th May 2026</p>			

Subject: Music

- 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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19 th January	Session 1 Tuesday (45 mins): AoS5 CoP Rock&Roll 1950s - 1960s Rock Anthems	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 1 19/01/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 2: 26 th January	Session 1 Tuesday (45 mins): AoS3 RoTW Calypso Greek	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 2 26/01/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 3: 2 nd February	Session 1 Tuesday (45 mins): AoS2 Classical Concerto Romantic Concerto	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 3 02/02/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 4: 9 th February	Session 1 Tuesday (45 mins): AoS4 Film Music Computer Game Music	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 4 09/02/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 5: 16 th February (Feb half-term)	Session 1 Tuesday (45 mins): AoS5 CoP Rock & Roll 1950s - 1960s Rock Anthems	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 1 19/01/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 6: 23 rd February	Session 1 Tuesday (45 mins): AoS3 RoTW Calypso Greek	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 2 26/01/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 7: 2 nd March	Session 1 Tuesday (45 mins): AoS2 Classical Concerto Romantic Concerto	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 3 02/02/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 8: 9 th March	Session 1 Tuesday (45 mins): AoS4 Film Music Computer Game Music	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 4 09/02/26 Session 1 Tuesday. There are Madtshirt exercises, ESQs and MSs.

School Week 9: 16th March	Session 1 Tuesday (45 mins): AoS5 CoP Rock & Roll 1950s - 1960s Rock Anthems	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 9 16/03/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 10: 23rd March	Session 1 Tuesday (45 mins): AoS3 RoTW Calypso African Drumming	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 10 23/03/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 11: 30th March	Session 1 Tuesday (45 mins): AoS2 Classical Concerto Romantic Concerto	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 11 30/03/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 12: 6th April (EasterWeek 1)	Session 1 Tuesday (45 mins): AoS4 Film Music Computer Game Music	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 12 06/04/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 13: 13th April (Easter Week 2)	Session 1 Tuesday (45 mins): AoS5 CoP Rock & Roll 1950s - 1960s Rock Anthems	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 13 13/04/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 14: 20th April	Session 1 Tuesday (45 mins): AoS3 RoTW Calypso African Drumming	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 14 20/04/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.
School Week 15: 27th April	Session 1 Tuesday (45 mins): AoS2 Classical Concerto Romantic Concerto	Madtshirt exercises linked to KO Nine marker Q Comparison Q Score ESQ Notation ESQ Topic Literacy exercises	Complete the resources on this topic set out in Google Classroom. School Week 15 27/04/26 Session 1 Tuesday There are Madtshirt exercises, ESQs and MSs.

Exams start 5th May 2026

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!

Year 11 GCSE Revision 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19th January	<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: 26th January	<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: 2nd February	<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: 9th February	<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

<p>School Week 5: 16th February (Feb half-term)</p>	<ul style="list-style-type: none"> - Conduct of performers - Sportsmanship - Gamesmanship - Etiquette - Contract to compete - Conduct of spectators - 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
<p>School Week 6: 23rd February</p>	<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
<p>School Week 7: 2nd March</p>	<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
<p>School Week 8: 9th March</p>	<ul style="list-style-type: none"> - Considerations to prevent injury / recovery process - Immediate (during), Short term (up to 36 hours after) and Long term (months) effects of exercise 	<ul style="list-style-type: none"> - Positive and negative impacts of; - 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
<p>School Week 9: 16th March</p>	<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
<p>School Week 10: 23rd March</p>	<ul style="list-style-type: none"> - Structure and function of blood vessels - Vasodilation and vasoconstriction 	<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"> - Label the structure of the heart - Draw and label a graph for heart rate response to submaximal exercise - Test yourself on Google Classroom

	<ul style="list-style-type: none"> - Structure of the heart / cardiac cycle - Heart rate / stroke volume / cardiac output 		
School Week 11: 30th March	<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: 6th April (Easter Week 1)	<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"> - Complete the table on PEDs and factors affecting participation. - Test yourself on Google Classroom
School Week 13: 13th April (Easter Week 2)	<ul style="list-style-type: none"> - Planes and axes - Mechanical advantage - Lever Systems 	<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"> - Practise drawing labelled lever systems using the examples on Google Classroom. - Test yourself on Google Classroom
School Week 14: 20th April	<ul style="list-style-type: none"> - Practice a full paper one exam 		<ul style="list-style-type: none"> - Choose a paper from the selection on Google Classroom. - Test yourself on Google Classroom
School Week 15: 27th April	<ul style="list-style-type: none"> - Practice a full paper two exam 		<ul style="list-style-type: none"> - Choose a paper from the selection on Google Classroom. - Test yourself on Google Classroom
Exams start 5th May 2026			

Subject: 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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
<p>School Week 1:</p> <p>19th January</p>	<p>General revision</p> <p>Kerboodle - pages 10 - 13 in both the Foundation and Higher textbooks</p> <p><u>SPEAKING QUESTIONS</u> in your booklet for all 3 Themes.</p>	<p>Numbers</p> <p>Months of the year</p> <p>Days of the week</p> <p>Time</p> <p>Quantities</p> <p>Frequency</p> <p>Colours</p> <p>Weather</p>	<ul style="list-style-type: none"> • 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 – Log on through Google and your school account • Prepare and practise your <u>SPEAKING QUESTIONS</u> in your booklet for all 3 Themes. These will also support your written answers. • As well as this, online activities are also available on the following websites: • www.languagesonline.org.uk – grammar explanations and topic vocabulary with activities to practise • www.memorizenow.com – create flashcards to test yourself online • www.vocabexpress.com – register with your school email address • www.mflgames.co.uk • www.bbc.co.uk/languages/spanish • www.quizlet.com – vocabulary learning exercises • www.lyricstraining.co.uk – listening activities with popular

			<p>current songs in the target language</p> <ul style="list-style-type: none"> ● Gizmo – Create flashcards ● duolinguo app ● gojimo app ● If you complete any revision activities on-line make sure you keep evidence by someone signing your exercise book or by taking a screenshot of the page and emailing it to your teacher. ● You can also complete the relevant sections in the revision guides and the workbooks.
<p>School Week 2: 26th January</p>	<p><u>Theme 1 – People and Lifestyle</u></p> <p>Identity and Relationships with others</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 18-25</p> <p><u>Higher</u> Pages 18-25</p>	<ul style="list-style-type: none"> ● Physical descriptions ● Personality ● Relationships with family ● Friends ● Marriage and partnerships ● Future plans ● Modern families 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 52 Ex 1, p 53 Ex 6</p> <p>Speaking – p 54 – Role Play Ex 1, p 55 Photocard</p> <p>Reading - p 57 Ex 3</p> <p>Writing – p 59 Ex 5.1 - 90 words</p> <p>Grammar – p 44 Ex 1-5, p 45 Ex 6-8</p> <p><u>Higher:</u></p> <p>Listening - p 52 Ex 1, 2</p>

			<p>Speaking – p 55 – Photo card</p> <p>Reading - p 56 Ex 2</p> <p>Writing – p 58 Ex 2.1 - 90 words</p> <p>Grammar – p 44 Ex 1-5, p 45 Ex 6 and 7</p>
<p>School Week 3:</p> <p>2nd February</p>	<p><u>Theme 1 – People and Lifestyle</u></p> <p>Healthy Living and Lifestyle</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 26-33</p> <p><u>Higher</u> Pages 26-33</p>	<ul style="list-style-type: none"> ● Healthy Lifestyle ● Fit and healthy ● Going out ● Diet ● Life in Spain 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 52 Ex 3</p> <p>Speaking – p 54 – Reading aloud</p> <p>Reading - p 56 Ex 2</p> <p>Writing – p 58 Ex 1 - Photo card, p 59 Ex 5.2 - 90 words</p> <p>Grammar – p 45 Ex 8-11, p 46 Ex 12-15</p> <p><u>Higher:</u></p> <p>Listening - p 52 Ex 3, 4</p> <p>Speaking – p 54 – Reading aloud, p 58 Ex1 - Photo card</p> <p>Reading - p 57 Ex 3</p> <p>Writing – p 58 Ex 2.2 - 90 words, p 59 Ex 3.1 - 150 words</p> <p>Grammar – p 45 Ex 8 and 9, p 46 Ex 10-12</p>

<p>School Week 4:</p> <p>9th February</p>	<p><u>Theme 1 – People and Lifestyle</u></p> <p>Education and Work</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 34-41</p> <p><u>Higher</u> Pages 34-41</p>	<ul style="list-style-type: none"> • Subjects • School day • School building • Option Post-16 • Jobs • Career and advice 	<ul style="list-style-type: none"> • Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. • Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 52 Ex 2, 4, 5</p> <p>Speaking – p 55 - Photo card</p> <p>Reading - p 56 Ex 1</p> <p>Writing – p 58 Ex 2 - 50 words</p> <p>Grammar – p 47 Ex 16-19</p> <p><u>Higher:</u></p> <p>Listening - p 53 Ex 5</p> <p>Speaking – p 54 – Role play</p> <p>Reading - p 56 Ex 1</p> <p>Writing – p 59 Ex 3.2 - 150 words</p> <p>Grammar – p 46 Ex 13-15, p 47 Ex 15-20</p>
<p>School Week 5:</p> <p>16th February (Feb half-term)</p>	<p><u>Theme 1 – People and Lifestyle</u></p> <p>Culture</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 42-43</p> <p><u>Higher</u> Pages 42-43</p>	<ul style="list-style-type: none"> • Identity and relationships with others • Healthy living and lifestyle • Education and work 	<ul style="list-style-type: none"> • Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills.

			<ul style="list-style-type: none"> ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 43 Ex 1, p 53 - Dictation A and B</p> <p>Reading - p 42/43 Ex 1-5</p> <p>Translation to English - p 57 Ex 4</p> <p>Translation to Spanish - p 59</p> <p>Grammar – p 59 Ex 3</p> <p><u>Higher:</u></p> <p>Listening - p 43 Ex 5, p 53 - Dictation A and B</p> <p>Reading - p 42/43 Ex 1-3, 6</p> <p>Speaking - p 43 Ex 4</p> <p>Translation to English - p 57 Ex 4 and 5</p> <p>Translation to Spanish - p 58</p>
<p>School Week 6:</p> <p>23rd February</p>	<p><u>Theme 2 - Popular Culture</u></p> <p>Free time activities</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 64-71</p> <p><u>Higher</u> Pages 64-71</p>	<ul style="list-style-type: none"> ● Sports ● Hobbies ● Music ● Television ● Films 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 98 Ex 1</p> <p>Speaking – p 100 – Role play</p> <p>Reading - p 102 Ex 1</p>

			<p>Writing – p 104 Ex 2 - 50 words</p> <p>Grammar – p 90 Ex 1-4, p 91 Ex 5 and 6</p> <p>Higher:</p> <p>Listening - p 98 Ex 3</p> <p>Speaking – p 100 - Role play</p> <p>Reading - p 103 Ex 3</p> <p>Writing – p 104 Ex 2.2 - 90 words</p> <p>Grammar – p 90 Ex 1-5, p 91 Ex 6 and 7</p>
<p>School Week 7:</p> <p>2nd March</p>	<p><u>Theme 2 - Popular Culture</u></p> <p>Customs, Festivals and Celebrations</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 72-79</p> <p><u>Higher</u> Pages 72-79</p>	<ul style="list-style-type: none"> ● Celebrations ● Birthdays ● Traditions ● Spanish festivals ● Hispanic festivals 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 98 Ex 2, p 99 Ex 6</p> <p>Speaking – p 100 – Reading aloud</p> <p>Reading - p 102 Ex 2, p 103 Ex 4</p> <p>Writing – p 104 Ex 1, p 105 Ex 5.1 - 90 words</p> <p>Grammar – p 91 Ex 7 and 8, p 92 Ex 9-12</p> <p><u>Higher:</u></p> <p>Listening - p 98 Ex 1 and 4</p> <p>Speaking – p 100 - Photo card</p> <p>Reading - p 102 Ex 1</p>

			<p>Writing – p 104 Ex 2.1 - 90 words, p 105 Ex 3.2 - 150 words</p> <p>Grammar – p 91 Ex 8-10, p 92 Ex 11-14</p>
<p>School Week 8:</p> <p>9th March</p>	<p><u>Theme 2 - Popular Culture</u></p> <p>Celebrity Culture</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 80-87</p> <p><u>Higher</u> Pages 80-87</p>	<ul style="list-style-type: none"> ● Red carpet ● Film awards - Goyas ● Singers ● TikTokers ● Daily routine ● Famous people descriptions ● Positives and negatives 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 98 Ex 3 and 4</p> <p>Speaking – p 100 – Photo card</p> <p>Reading - p 102 Ex 3</p> <p>Writing – p 105 Ex 5.2 - 90 words</p> <p>Grammar – p 92 Ex 13, p 93 Ex 14-17</p> <p><u>Higher:</u></p> <p>Listening - p 98 Ex 2, p 99 Ex 5 and 6</p> <p>Speaking – p 100 - Read aloud</p> <p>Reading - p 102 Ex 2</p> <p>Writing – p 105 Ex 3.1 - 150 words</p> <p>Grammar – p 92 Ex 15 and 16, p 93 Ex 17-21</p>
<p>School Week 9:</p> <p>16th March</p>	<p><u>Theme 2 - Popular Culture</u></p> <p>Culture</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 88-89</p>	<ul style="list-style-type: none"> ● Free time activities ● Customs, festivals and celebrations ● Celebrity culture 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary

	<p>Higher Pages 88-89</p>		<p>is a key aspect of developing both your Reading and Listening skills.</p> <ul style="list-style-type: none"> ● Create mind-maps of key vocabulary from each weekly topic. <p>Foundation:</p> <p>Listening - p 89 Ex 2, p 99 - Dictation A and B</p> <p>Reading - p 88/89 Ex 1 and 3</p> <p>Translation to English - p 103 Ex 5 and 6</p> <p>Translation to Spanish - p 104</p> <p>Grammar – p 104 Ex 3</p> <p>Higher:</p> <p>Listening - p 89 Ex 4, p 99 - Dictation A and B</p> <p>Reading - p 88 Ex 1 and 2, p 89 Ex 3 and 5</p> <p>Translation to English - p 103 Ex 4 and 5</p> <p>Translation to Spanish - p 104</p>
<p>School Week 10:</p> <p>23rd March</p>	<p>Theme 3 - <u>Communication and the World Around Us</u></p> <p>Travel and Tourism and Places of Interest</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 110-117</p> <p><u>Higher</u> Pages 110-117</p>	<ul style="list-style-type: none"> ● Transport ● Holiday activities ● Past holiday ● Holiday preferences ● Ideal holiday 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p>Foundation:</p> <p>Listening - p 144 Ex 1 and 4, p 145 Ex 6</p>

			<p>Speaking – p 147 – Photo card</p> <p>Reading - p 148 Ex 2</p> <p>Writing – p 105 Ex 2 - 50 words</p> <p>Grammar – p 136 Ex 1-3, p 137 Ex 4-6</p> <p><u>Higher:</u></p> <p>Listening - p 144 Ex 4</p> <p>Speaking – p 147 - Photo card</p> <p>Reading - p 148 Ex 2</p> <p>Writing – p 151 Ex 3.2 - 150 words</p> <p>Grammar – p 136 Ex 1-4, p 137 Ex 5-7</p>
<p>School Week 11:</p> <p>30th March</p>	<p><u>Theme 3 - Communication and the World Around Us</u></p> <p>Media and Technology</p> <p><u>Kerboodle</u></p> <p>Foundation Pages 118-125</p> <p><u>Higher</u> Pages 118-125</p>	<ul style="list-style-type: none"> ● Social media ● Changes in technology ● Technology at home ● Advantages and disadvantages of the mobile phone 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 144 Ex 2</p> <p>Speaking – p 146 – Read aloud</p> <p>Reading - p 149 Ex 3</p> <p>Writing – p 151 Ex 5.2 - 90 words</p> <p>Grammar – p 137 Ex 7-10</p> <p><u>Higher:</u></p> <p>Listening - p 144 Ex 2</p>

			<p>Speaking – p 146 - Role play</p> <p>Writing - p 150 Ex 2.2 - 90 words</p> <p>Grammar – p 137 Ex 8 and 9, p 138 Ex 10 and 11, p 139 Ex 17-19</p>
<p>School Week 12:</p> <p>6th April (Easter Week 1)</p>	<p><u>Theme 3 - Communication and the World Around Us</u></p> <p>The Environment and Where People Live</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 126-133</p> <p><u>Higher</u> Pages 126-133</p>	<ul style="list-style-type: none"> ● House ● Home town ● Environment 	<ul style="list-style-type: none"> ● Revise and 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. Revising vocabulary is a key aspect of developing both your Reading and Listening skills. ● Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 144 Ex 3, p 145 Ex 5</p> <p>Speaking – p 146 - Role play</p> <p>Reading - p 148 Ex 1, p 149 Ex 4</p> <p>Writing – p 150 - Photo card, p 151 Ex 5.1 - 90 words</p> <p>Grammar – p 138 Ex 11-15, p 139 Ex 16-19</p> <p><u>Higher:</u></p> <p>Listening - p 144 Ex 1 and 3, p 145 Ex 5 and 6</p> <p>Speaking – p 146 - Read aloud</p> <p>Reading - p 148 Ex 1, p 149 Ex 1</p> <p>Writing – p 150 Ex 2.1 - 90 words, p 151 Ex 3.1 - 150 words</p> <p>Grammar – p 138 Ex 12-15, p 139 Ex 20 and 21</p>
<p>School Week 13:</p>	<p><u>Theme 3 - Communication and the World Around Us</u></p>	<ul style="list-style-type: none"> ● Travel and tourism and places of interest 	<ul style="list-style-type: none"> ● Revise and learn the vocabulary in the relevant topic areas using

<p>13th April (Easter Week 2)</p>	<p>Culture</p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 134-135</p> <p><u>Higher</u> Pages 134-135</p>	<ul style="list-style-type: none"> • Media and technology • Environment ad where people live 	<p>the booklet which has been provided and every week you will be tested on this vocabulary using the quizzes on Google Classroom. Revising vocabulary is a key aspect of developing both your Reading and Listening skills.</p> <ul style="list-style-type: none"> • Create mind-maps of key vocabulary from each weekly topic. <p><u>Foundation:</u></p> <p>Listening - p 135 Ex 2, p 145 - Dictation A and B</p> <p>Reading - p 134/5 Ex 1 and 3</p> <p>Writing - p 135 Ex 5</p> <p>Translation to English - p 135 Ex 4, p 149 Ex 5 and 6</p> <p>Translation to Spanish - p 150</p> <p>Grammar – p 150 Ex 3</p> <p><u>Higher:</u></p> <p>Listening - p 135 Ex 5, p 145 - Dictation A and B</p> <p>Reading - p 134/5 Ex 1, 3 and 4</p> <p>Translation to English - p 149 Ex 4 and 5</p> <p>Translation to Spanish - p 150</p>
<p>School Week 14: 20th April</p>	<p><u>Theme 1 – People and Lifestyle</u></p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 14-17</p> <p><u>Higher</u> Pages 14-17</p>	<ul style="list-style-type: none"> • Identity and relationships with others • Healthy living and lifestyle • Education and work 	<p><u>Foundation:</u></p> <p>Listening - p 15 Ex4, p 16 Ex 6, p 17 Ex 8</p> <p>Reading - p 14 Ex 1-3, p 15 Ex 5, p16 Ex7, p 17 Ex 9 and 10</p> <p><u>Higher:</u></p> <p>Listening - p 15 Ex4, p 16 Ex 6, p 17 Ex 8</p> <p>Reading - p 14 Ex 1-3, p 15 Ex 5, p 16 Ex 7, p 17 Ex 9 and 10</p>

	<p><u>Theme 2 - Popular Culture</u></p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 60-63</p> <p><u>Higher</u> Pages 60-63</p> <p><u>Theme 3 - Communication and the World Around Us</u></p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 106-109</p> <p><u>Higher</u> Pages 106-109</p>	<ul style="list-style-type: none"> ● Free time activities ● Customs, festivals and celebrations ● Celebrity culture ● Travel and tourism and places of interest ● Media and technology ● Environment ad where people live 	<p><u>Foundation:</u></p> <p>Listening - p 60 Ex1, p 61 Ex 4, p 62 Ex 7, p 63 Ex 9</p> <p>Reading - p 60 Ex 2, p 61 Ex 3 and 5, p 62 Ex 6, p 63 Ex 8 and 10</p> <p><u>Higher:</u></p> <p>Listening - p 60 Ex 1, p 61 Ex 4, p 62 Ex 7, p 63 Ex 9</p> <p>Reading - p 60 Ex 2, p 61 Ex 3 and 5, p 62 Ex 6, p 63 Ex 8 and 10</p> <p><u>Foundation:</u></p> <p>Listening - p 106 Ex 2, p 107 Ex 5, p 108 Ex 6 and 8, p 109 Ex 9</p> <p>Reading - p 106 Ex 1 and 3, p 107 Ex 4, p 108 Ex 7, p 109 Ex 10</p> <p><u>Higher:</u></p> <p>Listening - p 106 Ex 2, p 107 Ex 5, p 108 Ex 6 and 8, p 109 Ex 9</p> <p>Reading - p 106 Ex 1 and 3, p 107 Ex 4, p 108 Ex 7, p 109 Ex 10</p>
<p>School Week 15: 27th April</p>	<p><u>Theme 1 – People and Lifestyle</u></p> <p><u>Theme 2 - Popular Culture</u></p> <p><u>Theme 3 - Communication and the World Around Us</u></p> <p><u>Kerboodle</u></p> <p><u>Foundation</u> Pages 152/153</p> <p><u>Higher</u> Pages 152/153</p>	<ul style="list-style-type: none"> ● Identity and relationships with others ● Healthy living and lifestyle ● Education and work ● Free time activities ● Customs, festivals and celebrations ● Celebrity culture ● Travel and tourism and places of interest ● Media and technology ● Environment ad where people live 	<ul style="list-style-type: none"> ● Prepare and practise your <u>SPEAKING QUESTIONS</u> in your booklet for all 3 Themes. These will also support your written answers. <p><u>Foundation:</u></p> <p>Listening - p 152 and p 153</p> <p>Speaking – p 154 and p 155 - Role play, read aloud and Photocard</p> <p>Reading - p 156 and p 157 - including translation into English</p>

			<p>Writing – p 158 and p 159 - Photo card, 50 words, Grammar, Translation into Spanish and 90 words</p> <p>Higher:</p> <p>Listening - p 152 and p 153</p> <p>Speaking – p 154 and p 155 - Role play, read aloud and Photocard</p> <p>Reading - p 156 and p 157 - including translation into English</p> <p>Writing – p 158 and p 159 - Translation into Spanish, 90 words and 150 words</p>
Exams start 5th May 2026			

Subject: Sport: BTEC L1/L2 Tech Award

- 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 2026

w/b	Topics for revision	Re-visit work	Suggested activities
School Week 1: 19 th January	A1 - Types of sports requiring specific components of fitness	- Use your PPE 1 exam to identify the questions that were your biggest areas for improvement, especially those relating to components of fitness.	Complete the Educake quiz and past paper questions on the topic: <u>components of fitness</u> which can be accessed via Google Classroom here.
School Week 2: 26 th January	A2 - The basic and additional principles of training.	A1 - Types of sports requiring specific components of fitness	Complete the Educake quiz and past paper questions on the topic: <u>basic and additional principles of training</u> which can be accessed via Google Classroom here.
School Week 3: 2 nd February	A3 - Exercise intensity and how it can be determined.	A2 - The basic and additional principles of training.	Complete the Educake quiz and past paper questions on the topic: <u>exercise intensity and how it can be determined</u> which can be accessed via Google Classroom here.
School Week 4: 9 th February	B1 - Importance of fitness testing, informed consent and PAR-Q assessments and requirements to administer fitness tests.	A3 - Exercise intensity and how it can be determined.	Complete the Educake quiz and past paper questions on the topic: <u>the importance of fitness testing and how to administer them</u> which can be accessed via Google Classroom here.
School Week 5: 16 th February (Feb half-term)	B2/B3 - Fitness test methods for physical and skill-related fitness.	B1 - Importance of fitness testing, informed consent and PAR-Q assessments and requirements to administer fitness tests.	Complete the Educake quiz and past paper questions on the topic: <u>fitness test methods for physical and skill-related fitness</u> which can be accessed via Google Classroom here.
School Week 6: 23 rd February	B4 - Interpretation of fitness test results.	B2/B3 - Fitness test methods for physical and skill-related fitness.	Complete the Educake quiz and past paper questions on the topic: <u>interpretation of fitness test results</u> which can be accessed via Google Classroom here.
School Week 7: 2 nd March	C1 - Warm ups and cool downs.	B4 - Interpretation of fitness test results.	Complete the Educake quiz and past paper questions on the topic: <u>warm-ups and cool-downs</u> which can be accessed via Google Classroom here.
School Week 8: 9 th March	C1/C2/C4 - Fitness training methods for the physical components of fitness.	C1 - Warm ups and cool downs.	Complete the Educake quiz and past paper questions on the topic: <u>fitness training methods for physical</u>

			<i>components of fitness</i> which can be accessed via Google Classroom here.
School Week 9: 16th March	C1/C3/C4 - Fitness training methods for the skill-related components of fitness.	C1/C2/C4 - Fitness training methods for the physical components of fitness.	Complete the Educake quiz and past paper questions on the topic: <u><i>fitness training methods for skill-related components of fitness</i></u> which can be accessed via Google Classroom here.
School Week 10: 23rd March	C5 - Provision for taking part in fitness training methods. C6 - Effects of long-term fitness training on body systems.	C1/C3/C4 - Fitness training methods for the skill-related components of fitness.	Complete the Educake quiz and past paper questions on the topic: <u><i>provision for taking part in fitness and effects of long-term training on the body</i></u> which can be accessed via Google Classroom here.
School Week 11: 30th March	D1/D2 - Personal information to aid fitness training programme design.	C5 - Provision for taking part in fitness training methods. C6 - Effects of long-term fitness training on body systems.	Complete the Educake quiz and past paper questions on the topic: <u><i>personal information to aid fitness training programme design</i></u> which can be accessed via Google Classroom here.
School Week 12: 6th April (Easter Week 1)	D3 - Motivational Techniques for fitness programming. D4 - Setting personal goals with SMARTER.	D1/D2 - Personal information to aid fitness training programme design.	Complete the Educake quiz and past paper questions on the topic: <u><i>motivational techniques for fitness programming and setting personal goals with SMARTER</i></u> which can be accessed via Google Classroom here.
School Week 13: 13th April (Easter Week 2)	A1/A2/A3 - Components of fitness, principles of training and exercise intensities.	D3 - Motivational Techniques for fitness programming. D4 - Setting personal goals with SMARTER.	Complete the Educake quiz and past paper questions on the topic: <u><i>exploring the importance of fitness for sports performance</i></u> which can be accessed via Google Classroom here.
School Week 14: 20th April	B1/B2/B3/B4 - Fitness testing, requirements of testing, testing methods and interpreting fitness test results.	Complete one of the full past papers on Google Classroom.	Complete the Educake quiz and past paper questions on the topic: <u><i>investigating fitness testing to determine fitness levels</i></u> which can be accessed via Google Classroom here.
School Week 15: 27th April	C1/C2/C3/C4/C5/C6 - Warm-up and cool-down, fitness training methods, provision for training and long-term effects of training on body systems.	Complete another one of the full past papers on Google Classroom.	Complete the Educake quiz and past paper questions on the topic: <u><i>investigating different fitness training methods</i></u> which can be accessed via Google Classroom here.
Exams start 5th May 2026			

