

# Revision Checklist:



## Summer Series



Da Vinci Academy  
A L.E.A.D. Academy



# Revision Timetable

It is important to have a balance of study, leisure and rest. Use these timetables to plan your week accordingly. These can also be used to plot where you do not have free time available, such as school or when attending clubs or appointments.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00							
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










# Construction Unit 1

Topic	Page	Key Terms	Revise	Revisit
1.1: The Sector	2-10	Buildings and Structures, Infrastructure and Civil Engineering Products, Building services Engineering, Professional and Managerial Roles		
1.2: The Built Environment Life Cycle	12-25	Raw Material Extraction, Manufacturing, Construction, Operation and Maintenance, Demolition, Disposal, Reuse or Recycling		
1.3: Types of Building and Structure	26-32	Different forms of Infrastructure		
1.4: Technologies and Materials	32-54	Elements and Components of low rise buildings, Materials involved in walls, building services, fitting roofs, finishing interiors, Renewable technologies, materials, heat pumps, solar panels, wind turbines.		
1.5: Building Structures and Forms	54-62	Cellular Construction, Rectangular and Portal Framed Construction, Heritage and Traditional Methods		
1.6: Sustainable Construction Methods	62-68	The Environmental, Cultural, Social and Financial benefits of Sustainable Construction, Pollution and the Preservation of the Natural Environment.		
1.7: Trades, Employment and Careers	73-78	Bricklaying, Stonemasonry, Plastering, Carpentry and Joinery, Electricals, Plumbing, Painting and Decorating, Flooring and Tiling		
1.8: Health and Safety	78-93	Risks for Employees, Employers, Risks to the Public, Following Procedures, Health and Safety at Work Act 1974, Risk Assessments, Legislation, PPE, Gas, Water and Electricity, Working at Heights		

## Revision Sources

Online	Physical
<a href="https://www.homebuilding.co.uk/">https://www.homebuilding.co.uk/</a> <a href="https://www.derby.gov.uk/environment-and-planning/planning/">https://www.derby.gov.uk/environment-and-planning/planning/</a> <a href="https://www.wickes.co.uk/">https://www.wickes.co.uk/</a>	Revision guide provided by teachers, WJEC Vocational Award Constructing The Built Environment Level 1/2 Award By Howard Davies








# Food Preparation and Nutrition

Topic	CGP Page	Key Terms	Revise	Revisit
<b><u>Food Nutrition and Health</u></b>				
Macronutrients	1-5	Protein, Fats and Carbohydrates, function, sources, classification i.e LVB, HBV etc...		
Micronutrients, trace elements & Fibre and Water	10-13	Vitamins (Fat and Water soluble) Minerals, minerals and trace elements, fibre, water, function, sources	 	
Healthy Eating Guidelines and Energy Needs	16, 23	Eat Well Guide		
Age groups and nutritional needs	17, 18	Young children, teenagers, adults, the elderly, pregnant women		
Diet related health problems	19, 20	Obesity, Coronary Heart Disease (CHD), Anaemia, Diabetes, Skin issues		
Nutritional analysis and Planning Meals	25-27	Following EWG, reducing salt, fat, sugar, factors to consider when planning meals lactose intolerance, nut allergies, coeliac disease dietary choices		
<b><u>Food Science</u></b>				
Why food is cooked and heat transfer	31,32	Reasons why, Conduction, Convection, Radiation		
Cooking methods	33-36	Wet methods, dry methods, Fat-based methods		
Changing properties of Carbs, Protein, Fats and Oils	39-41	<b>Denaturing, Coagulation</b> , Foams, Gluten formation, <b>Gelatinisation</b> , Dextrinisation, <b>Caramelisation</b> , Aeration, <b>Shortening</b> , Plasticity, Emulsification	 	
Raising Agents	43	Chemical, biological, steam & mechanical		
<b><u>Food Safety</u></b>				
Food Spoilage and Food poisoning	48,49, 53	Microorganisms, High risk foods, enzymes, moulds and yeasts, Bacteria – Ecoli, Listeria, Campylobacter, Staphylococcus aureus control methods	 	
Storing and Preparing Food Safely	50-52	Storage, cross contamination hygiene procedures,		
Uses of microorganisms in Food production	54	Moulds, yeasts and bacteria		

## Revision Sources

Online	Physical
BBC Food Preparation and Nutrition, Food a Fact of Life, Seneca, GCSE Pod	CGP revision guides Question a day

# Food Preparation and Nutrition

Topic	CGP Page	Key Terms	Revise	Revisit
<b><u>Food Choice</u></b>				
Food labelling, marketing and sensory testing	69-73	Laws and compulsory information, non-compulsory information, traffic light system, Marketing – special offers, brand endorsement, health claims, Sensory testing – How we taste, why we test ranking tests, rating test, star diagram,  		
Food choices and influences	59-62	PAL, Cost, Skills, Lifestyle, Seasonality, Availability, Religions – Christianity, Islam Hinduism, Judaism, Buddhism, Moral/Ethical - Animal Welfare, Environmental impact, Allergies and Intolerances 		
Cuisines (British and Interational)	63-65	British cuisine, international cuisine 		
<b><u>Food Provenance</u></b>				
Grown Food, Reared Food, Caught Food	78-81	Intensive v organic farming, GM crops, grown food, reared food, caught food, 		
Processing	92-95	Primary - Flour, milk, fruit and veg, Secondary – flour to pasta, fruit to jam, milk to cheese/yoghurt, Fortification, Additives, 		
Food and the environment	84-88	Waste and packaging, food miles and carbon footprint, global food production 		

## Revision Sources

Online	Physical
BBC Food Preparation and Nutrition, Food a Fact of Life, Seneca, GCSE Pod	CGP revision guides Question a day

# English Language Paper 1

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Language Paper 1</b>				
Language Paper Overview		All Questions and Focus		
Writing Well and Reading with Insight		Organise clearly, paragraphs, link, structure, evidence, inference, suggests, implies		
Spelling Punctuation and Grammar		Check, use of correct punctuation, reread for spelling mistakes		
Information and Ideas		Analyse, understand, implicit, explicit		
Entertaining Texts		Creative vocab, structure, sentence lengths		
Tone		Formal, informal, sombre, happy, passionate		
Writers Methods		Simile, Metaphor, Personification, Irony		
Descriptive Language		Nouns, verbs, adjectives, adverbs, senses, descriptive techniques e.g. simile, metaphor		
Structure – Whole Texts		Focus, linear, non-linear, cyclical, focus shift, sentence type, introduction of character		
Sentence Forms		Short, Compound, Complex		
Writing Stories and Descriptions		Direct Address, tension, pace, narrator, figurative language, description, character		
Sample Question 1		Find Four things		
Sample Question 2		Language Techniques, Effect on Audience		
Sample Question 3		Structure, focus shift, sentence types, hook		
Sample Question 4		Personal response, language, structure		
Sample Question 5		Description, Creative Writing, Entertain		

## Revision Sources

Online	Physical
Mr Bruff Language Paper 1: <a href="#">mr bruff language paper 1 - Bing video</a>	Class notes Revision booklets



# English Language Paper 2

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Language Paper 2</b>				
Language Paper Overview		All Questions and Focus		
Writing Well and Reading with Insight		Organise clearly, paragraphs, link, structure, evidence, inference, suggests, implies		
Spelling Punctuation and Grammar		Check, use of correct punctuation, reread for spelling mistakes		
Information and Ideas		Analyse, understand, implicit, explicit		
Entertaining Texts		Creative vocab, structure, sentence lengths		
Tone		Formal, informal, sombre, happy, passionate		
Writers Methods		Simile, Metaphor, Personification, Irony		
Transactional writing		Powerful verbs, rhetorical questions, direct address, repetition, anecdote, facts, opinions		
Structure – Whole Texts		Focus, linear, non-linear, cyclical, focus shift, sentence type, introduction of character		
Sentence Forms		Short, Compound, Complex		
Writing Stories and Descriptions		Direct Address, tension, pace, narrator, figurative language, description, character		
Sample Question 1		Identify four true statements		
Sample Question 2		Writing a summary – making clear inferences		
Sample Question 3		Writing about language and its effects		
Sample Question 4		Comparing writer's viewpoints & perspectives		
Sample Question 5		Transaction writing – writing to voice opinion, letters, articles, speeches, text of a leaflet, blog		

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Mr Bruff Language Paper 1: <a href="#">mr bruff language paper 1 - Bing video</a>	Class notes Revision booklets





# English Literature (Dr Jekyll & Mr Hyde)

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Context and Chapters</b>				
Context and the writer		Victorian society, Stevenson's life, Charles Darwin, science in Victorian society, Lombroso's theory of Atavism, Freud (id, ego, super-ego)		
Plot summary		Key events, timeline.		
Chapters 1 & 2		Settings (Jekyll's house, back door that Hyde uses) Introduction to Utterson as a character Trampling of the little girl and introduction to Hyde Introduction to Dr Lanyon Utterson and Hyde meet		
Chapters 3, 4 & 5		First meeting of Jekyll & his relationship with Hyde The murder of Sir Danvers Carew Utterson's visit to Hyde's house in Soho Utterson meeting Jekyll – promises that Hyde has gone		
Chapters 6 & 7		The downfall of Dr Lanyon Utterson & Enfield's Sunday walk and Jekyll in the window		
Chapter 8		The downfall and death of Hyde – Utterson and Pool breaking into the cabinet		
Chapters 9 & 10		Dr Lanyon's narrative (Chapter 9) Dr Jekyll's full statement of the case (Chapter 10)		
<b>Characters</b>				
Edward Hyde		Descriptions of him, his violent acts, representation of evil and of the id, outsider in society		
Gabriel Utterson		The Victorian gentleman, idea of repression and use of rationality		
Dr Jekyll		Victorian gentleman, science & ambition, his downfall and attempts at redemption		
Dr Lanyon		Foil to Jekyll (both scientists), his break from Jekyll, his death, reflects the dangers of science		
<b>Themes and Settings</b>				
Key themes		Science V religion, Good V evil, Duality, Society, Evil, Violence		
Key settings		Jekyll's house (front and back), Inside Jekyll's house, the laboratory, Hyde's house in Soho, London in general (gothic descriptions)		

## Revision Sources

Online	Physical
Mr Bruff Youtube: <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a> GCSE POD	Booklets provided Revision materials provided

# English Literature (Macbeth)

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Plot and Shakespeare's Language &amp; Techniques</b>				
The Plot of the play		Characters, plot, key events.		
Understanding Shakespeare's Language		Language, word choice.		
Shakespeare's techniques		Structure, mood and atmosphere, poetry, word play, imagery and symbolism.		
Analysis of Act 1		Witches, battle, predictions, Lady Macbeth, murder.		
Analysis of Act 2		Duncan's murder, Princes, death.		
Analysis of Act 3		Plot, Banquo is murdered, the Thanes respond.		
Analysis of Act 4		Witches, prophecy, Lady Macduff, Macduff.		
Analysis of Act 5		Lady Macbeth, sleep, death, final battle.		
<b>Characters</b>				
Macbeth		Hubris. Hamartia, Tragic Hero, Good v.s Evil.		
Lady Macbeth		Catalyst, cruel, supernatural, women.		
Duncan		King, Divine Right of the King, death.		
Malcolm & Donalbain		Princes, flee, heir.		
Banquo		Best friend, betrayal, death.		
The Witches		Supernatural, evil, catalyst.		
<b>Context &amp; Themes</b>				
Ambition and betrayal		Hierarchy, Macbeth, Greek Tragedy.		
Supernatural		Witches, belief of the time.		
Reality		Façade, betrayal, Macbeth, Lady Macbeth		


## Revision Sources

Online	Physical
Mr Bruff Youtube - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a> GCSE POD	Booklet Revision booklets


















# English Literature (An Inspector Calls)

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Plot and context</b>				
Background information		Priestly, society, politics.		
Britain in 1912 and 1945		Society, politics, labour, war.		
Social Class		Hierarchy, patriarchy, capitalist, socialist.		
Young and Old		Generation, beliefs, society, social change.		
Plot summary		Key events.		
Act one		Capitalism, Inspector, speech, inspection.		
Act two		Daisy Renton, affair, Sybil, charity.		
Act three		Eric confesses, hoax.		
<b>Key characters</b>				
The Inspector		Socialism, Priestly, morals, hoax.		
Arthur Birling & Sybil Birling		Capitalist, money, social superior.		
Sheila Birling		Naïve, immature, socialist values, engaged, suffragette.		
Eric Birling		Drunk, assault, immature, stolen money.		
Gerald Croft		Respected, aristocrat, capitalist.		
Eva Smith/Daisy Renton		Socialist, poor, poverty, women, death, mistress.		
<b>Key themes</b>				
Family Life		Social roles, society, men, women, children.		
Men and Women		Education, suffragette, social status, expectations, social change.		
Social Responsibility.		Capitalist, socialist, labour, politics.		

<b>Revision Sources</b>	
<b>Online</b>	<b>Physical</b>
Mr Bruff Youtube - <a href="https://www.youtube.com/user/mrbruff">https://www.youtube.com/user/mrbruff</a> 	Booklets Revision booklets Class notes








# English Literature (Power & Conflict)

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Poems &amp; themes</b>				
Ozymandias		Power, power of nature over man, decay, megalomania, death		
Extract from the Prelude		Power, power of nature over man, nature, mental deterioration		
London		Power, power of wealth, power of society, anger, mental deterioration		
Charge of the Light Brigade		War, futility of war, destructive nature of war, obedience, patriotism, violence		
Bayonet Charge		War, futility of war, destructive nature of war, obedience, patriotism, conflict, violence		
Exposure		War, power of nature, conflict, death		
Remains		War, mental deterioration, innocence, destructive nature of war, conflict, death		
War Photographer		War, mental deterioration, destruction of war, death		
Storm on the Island		Power, power of nature, nature		
My Last Duchess		Power, patriarchy, control, death, fear		
Poppies		War, death, childhood, power of memory		
The Emigree		Identity, childhood, power of memory		
Checkiin' out me history		Identity, power of identity, childhood, race		
Kamikaze		Identity, power of memory, power of identity, war, futility of war, death		
Tissue		Power, power of paper, power of identity, power of humanity		





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# Geography – Paper 1

Topic	Key information	Revise	Revisit
<b>Natural Hazards</b>			
Tectonic Hazards	<ul style="list-style-type: none"> <li>Distribution of tectonic hazards</li> <li>Plate margins – constructive, destructive (including collision) and conservative</li> <li>Contrasting earthquake case studies (<b>Amatrice/Italy [HIC] and Nepal [LIC]</b>). Why were the impacts and management so different?</li> <li>Why do people live in areas of tectonic hazards? Focus on volcanic hazards</li> <li>How can we reduce the effects of tectonic hazards? 3ps and monitoring</li> </ul>		
Weather Hazards	<ul style="list-style-type: none"> <li>Global atmospheric circulation model</li> <li>Formation and distributions of tropical storms</li> <li>Tropical storm case study (<b>Typhoon Haiyan</b>) - Impacts and responses.</li> <li>How does global warming affect tropical storms?</li> <li>How can we reduce the effects of tropical storms? 3Ps and monitoring</li> <li>UK weather case study (<b>Cumbria Floods</b>). Impacts and responses.</li> <li>What are the impacts of extreme weather in the UK and how can it be managed?</li> </ul>		
Climate Change	<ul style="list-style-type: none"> <li>Evidence for and against climate change</li> <li>Human and natural causes of climate changes</li> <li>Social, economic and environmental impacts of climate change</li> <li>Mitigation and adaptation strategies</li> </ul>		
<b>Living World</b>			
Ecosystems	<ul style="list-style-type: none"> <li>Small scale ecosystems, food webs, nutrient cycle and relationships within them</li> <li>Location and characteristics of biomes</li> </ul>		
Tropical Rainforests (TRF)	<ul style="list-style-type: none"> <li>Physical characteristics of the TRF.</li> <li>Interdependence in the TRF</li> <li>Biodiversity and plant and animal adaptations</li> <li>Deforestation case study (<b>Amazon Rainforest</b>). Causes, impacts and sustainable management of the TRF.</li> <li>Importance of the TRF</li> <li>Sustainable management of the TRF</li> </ul>		
Hot Deserts	<ul style="list-style-type: none"> <li>Physical characteristics of hot deserts</li> <li>Interdependence in hot deserts</li> <li>Biodiversity and plant and animal adaptations</li> <li>Hot desert case study (<b>Western Desert, USA</b>). Opportunities (energy, mining etc...) and challenges in the Western Desert (Extreme heat, lack of water, inaccessibility).</li> <li>Desertification – causes, impacts and management in the Sahel</li> </ul>		
<b>Physical Landscapes of the UK</b>			
Coasts	<ul style="list-style-type: none"> <li>Key Processes of erosion, transportation, deposition, weathering and mass movement</li> <li>Formation of erosional (Stack, wave cut platform, headlands and bays) and depositional landforms (spit, bar, beach, sand dune)</li> <li>Coastal landscape case study (<b>Dorset Coast</b>) - The coastline features, causes of erosion, coastal defences.</li> <li>Hard and soft engineering methods. How they work and Positives/Negatives</li> </ul>		
Rivers	<ul style="list-style-type: none"> <li>River features from source to mouth (<b>River Tees</b>)</li> <li>Key Processes of erosion, transportation and deposition</li> <li>Formation of waterfall, meander, flood plain, interlocking spurs, oxbow lakes and levees</li> <li>Flood hydrographs – How to read them and what physical and human factors affect the chances of a flood.</li> <li>Hard and Soft engineering methods. How they work and Positives/Negatives</li> <li>Management of flood risks, e.g. Jubilee River Flood Relief Channel</li> <li>Hydrographs</li> </ul>		


# Geography – Paper 2





Topic	Key Terms	Revise	Revisit
<b>Urban Issues</b>			
Urbanisation	<ul style="list-style-type: none"> <li>Causes of urbanisation around the world and reasons for different rates in LICs and HICs</li> <li>Megacities – what are they where are they found?</li> </ul>		
Case study of an LIC city	<ul style="list-style-type: none"> <li><b>Lagos</b> – Location and importance</li> <li>Opportunities (Access to health, shanty town regeneration, public transport [BRT]).</li> <li>Challenges (Managing shanty towns (Makoko), sanitation, water, waste disposal, air and water pollution)</li> <li>How is Lagos improving the quality of lives for the urban poor? <b>Makoko Redevelopment.</b></li> </ul>		
Case study of a UK city	<ul style="list-style-type: none"> <li><b>London</b> – Location and importance</li> <li>Impact of internal and international migration on London</li> <li>Opportunities (cultural mix, recreation, employment, transport system, urban greening)</li> <li>Challenges (inequalities, urban deprivation, brownfield and greenfield sites, waste disposal, urban sprawl, crime, congestion)</li> <li>Explanation of regeneration (London Olympic Park, Docklands, Shoreditch)</li> </ul>		
Urban sustainability	<ul style="list-style-type: none"> <li>How can people live more sustainably?</li> <li>Case study on sustainable urban living (<b>East Village/Olympic Park</b>)</li> <li>How can urban transport strategies reduce traffic congestion? Crossrail and Boris Bikes</li> </ul>		
<b>Changing Economic World</b>			
Comparison of LIC ( <b>Nigeria</b> ) and LICs ( <b>UK</b> )	<ul style="list-style-type: none"> <li>How economic development leads to improved quality of life</li> <li>Trade and aid as methods to reduce the development gap</li> <li>The economic development of Nigeria, including its changing economy, TNCs, aid, debt, the involvement of China, economic migration out of Nigeria</li> <li>The economic development of the UK including the industrial structure, deindustrialisation, post-industrial economy (M4 corridor), high-tech industry (Cambridge), motor industry, rural changes, transport and infrastructure (ports and airports)</li> <li>Inequalities within a country: the UK's north-south divide</li> <li>The UK's global links</li> </ul>		
<b>Resource Management</b>			
General	<ul style="list-style-type: none"> <li>The importance of food, water and energy to people's wellbeing</li> <li>Distribution of global resources and reasons for the distribution.</li> </ul>		
UK resources	<ul style="list-style-type: none"> <li>Distribution of resources in the UK</li> <li>Food in the UK - (Changing demand for food in the UK, Food miles – why are they increasing and how can we reduce them?, how is farming changing in the UK)</li> <li>Water in the UK - (Why is demand increasing?, What issues are there with water quality? Where is water supply and demand in the UK? What are water transfer schemes and what issues do they have?)</li> <li>Energy in the UK - (How is the UK's energy mix changing? How is the UK moving to renewable energy, what environmental and economic issues are associated with this move?)</li> </ul>		
Food	<ul style="list-style-type: none"> <li>Global distribution of food (surplus and demand)</li> <li>Why is food consumption increasing?</li> <li>What factors affect food supply?</li> <li>What are the impacts of food insecurity?</li> <li>How can food supplies be increased (sustainably)?</li> <li><b>ALMERIA – Case study</b> – Large scale agricultural development</li> <li><b>RICE/FISH FARMING</b> – Case Study - Local scheme to increase food supplies</li> </ul>		

## Revision Sources

Online	Physical
<ul style="list-style-type: none"> <li>GCSE Pod</li> <li>Seneca</li> <li>BBC Bitesize</li> <li>Mr B's Geography Channel on Youtube</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge organisers</li> <li>Exercise books</li> <li>Revision work from class</li> <li>Case Study information</li> <li>Fieldwork summary crib sheet</li> </ul>

# Geography – Paper 3






Topic	Key Terms	Revise	Revisit
<b>Pre-Release Material (England's Housing Challenge)</b>			
Page 2-3	<ul style="list-style-type: none"> <li>• Demand for housing is greater than supply</li> <li>• Even if government targets for new housing is reached, there would still not be enough</li> <li>• Government spending on housing and community amenities varies by area, from £203 pp in London, to £77 in the southwest</li> <li>• House prices in the southeast are high, on average £477,000 compared to the northeast where the average is £127,000</li> <li>• New, affordable houses are needed</li> <li>• Houses can be built on greenfield (new) or brownfield (recycled) sites.</li> <li>• Using greenfield sites leads to urban sprawl</li> </ul> 		
Page 4-5	<ul style="list-style-type: none"> <li>• Tudeley Village is a proposed housing development near Tonbridge in the southeast of England</li> <li>• Tudeley Village would be in the High Weald Area of Outstanding Natural Beauty</li> </ul>		
Page 6-7	<ul style="list-style-type: none"> <li>• I can explain the advantages and disadvantages of building the proposed Tudeley Village development</li> <li>• I would be able to answer the question: "Should the Tudeley Village development be allowed to go ahead?"</li> </ul>		
<b>Fieldwork</b>			
Enquiry Question	<ul style="list-style-type: none"> <li>• You will be required to write the title of your fieldwork: <ul style="list-style-type: none"> <li>• Physical: To what extent is Elvaston Castle Country Park a healthy and balanced ecosystem?</li> <li>• Human: To what extent has the regeneration of the CBD of Derby been overwhelmingly positive?</li> </ul> </li> <li>• I know the factors that need to be considered when selecting suitable questions.</li> <li>• I know the potential risks of both human and physical fieldwork and how reduced</li> </ul>		
Data Collection	<ul style="list-style-type: none"> <li>• I can explain the difference between primary and secondary data</li> <li>• I can describe some data collection methods and explain their advantages and disadvantages – e.g. taking photographs, measuring channel depth, conducting traffic surveys.</li> <li>• I understand the difference between qualitative and quantitative data</li> <li>• I can identify and select different sampling methods such as random, stratified and systematic.</li> </ul>		
Data Presentation	<ul style="list-style-type: none"> <li>• I can select and use accurately appropriate presentation methods such as annotated photographs, bar charts and maps</li> <li>• I can describe different data presentation methods and explain their positives and negatives</li> </ul>		
Data Analysis	<ul style="list-style-type: none"> <li>• I can describe, analyse and explain the results of fieldwork data.</li> <li>• I can explain links between different sets of data</li> <li>• I can identify anomalies in fieldwork data</li> <li>• I can confidently calculate mean, mode, median, range and interquartile range</li> </ul>		
Conclusion	<ul style="list-style-type: none"> <li>• I can draw evidenced conclusions based on data analysis</li> </ul>		
Evaluation	<ul style="list-style-type: none"> <li>• I can identify the problems of data collection methods</li> <li>• I can identify the limitations of data collected</li> <li>• I can suggest other data that might be useful</li> <li>• I can suggest ways of improving enquiries in the future</li> </ul>		

Fieldwork	Graph	Cartographic (Map)	Statistics
			

Prefer Seneca?







# History – Germany (Paper 1)





Topic	Key Knowledge	Revise	Revisit
Key topic 1: The rule of the Kaiser and the First World War 1890-1918	<ul style="list-style-type: none"> <li>Germany during the reign of the Kaiser: the growth of socialism and trade unions, the impact of these on parliamentary government, rivalry with Britain.</li> <li>The Kaiser's foreign policy aims: Weltpolitik &amp; the Naval Laws.</li> <li>Germany and the First World War: impact of the war on the home front, reasons for the Kaiser's abdication, the Kiel Mutiny and armistice, the introduction of democratic government.</li> </ul> 		
Key topic 2: The Weimar Republic, 1918-19	<ul style="list-style-type: none"> <li>The setting up of the Weimar Republic. The strengths and weaknesses of the new Constitution.</li> <li>Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles.</li> <li>Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch.</li> <li>Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment.</li> <li>The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.</li> <li>The impact on domestic policies of Stresemann's achievements abroad: the Locarno Pact, joining the League of Nations and the Kellogg-Briand Pact.</li> <li>Germany's Golden Age: cultural changes including developments in architecture, art and the cinema, music &amp; reactions to these.</li> </ul> 		
Key topic 3: Hitler's rise to power, 1919-33	<ul style="list-style-type: none"> <li>Hitler's early career: joining the German Workers' Party and setting up the Nazi Party.</li> <li>The early growth and features of the Party. The Twenty-Five Point Programme. The role of the SA.</li> <li>The reasons for, events and consequences of the Munich Putsch.</li> <li>Reasons for limited support for the Nazi Party, 1924-28.</li> <li>The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party.</li> <li>Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.</li> <li>Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher.</li> <li>The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933.</li> </ul> 		
Key topic 4: Nazi control and dictatorship, 1933-39	<ul style="list-style-type: none"> <li>The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions.</li> <li>The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance.</li> <li>The role of the Gestapo, the SS, the SD and concentration camps</li> <li>Nazi control of the legal system, judges and law courts.</li> <li>Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat.</li> <li>Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936).</li> <li>Nazi control of culture and the arts, including art, architecture, literature and film.</li> <li>The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.</li> </ul> 		
Key topic 5: Life in Nazi Germany 1933-39	<ul style="list-style-type: none"> <li>Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance</li> <li>Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens.</li> <li>Nazi control of the young through education, including the curriculum and teachers.</li> <li>Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment.</li> <li>Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.</li> <li>Nazi racial beliefs and policies and the treatment of minorities: Slavs, 'gypsies', homosexuals and those with disabilities</li> <li>The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht.</li> </ul> 		







# History – Conflict & Tension, The Interwar Years 1918-1939 (Paper 1)

Topic	Key Knowledge	Revise	Revisit
<p>Key topic 1: Peacemaking 1918-1919</p>	<ul style="list-style-type: none"> <li>The aims of the Big Three (Clemenceau, Wilson &amp; Lloyd George) &amp; why they were willing to compromise</li> <li>The terms of the Treaty of Versailles</li> <li>The reaction to the treaty: the views of the people &amp; leaders of Britain, France &amp; the USA</li> <li>The reactions to the treaty: the views of the German people and the impact on the new Weimar government</li> <li>Negative consequences of the treaty &amp; arguments as to why it can be justified</li> <li>The terms of the treaties imposed on Germany's allies</li> <li>The extent that each of the Big Three achieved their aims</li> </ul> 		
<p>Key topic 2: The League of Nations in the 1920s</p>	<ul style="list-style-type: none"> <li>The creation of the League: aims, membership &amp; powers</li> <li>Structure of the League: Assembly, Council, Permanent Court of International Justice &amp; role of Special Commissions</li> <li>The work of the Special Commissions: successes and failures</li> <li>Events in the 1920s: Vilna (1920), Upper Silesia (1921-25), Aland Islands (1921), Corfu (1923), Bulgaria (1925) &amp; Wall Street Crash (1929).</li> <li>International agreements that did not involve the League: Locarno Treaties (1925), Rapallo Treaty (1922), Washington Arms Conference (1921-22) &amp; Kellogg-Briand Pact (1928)</li> </ul> 		
<p>Key topic 3: The League of Nations in the 1930s</p>	<ul style="list-style-type: none"> <li>The impact of the Great Depression on international cooperation</li> <li>The Manchurian Crisis: reasons for Japan's invasion, events of the invasion, the League's response</li> <li>The Abyssinian Invasion: reasons for Italy's invasion, events of the invasion, the League's response</li> <li>Results of the League's actions in the 1930s: effect on the League, impact on international relations &amp; effect on Hitler</li> <li>Factors in the League's failure: the League's actions, the response of Britain &amp; France, incomplete membership, the League's weak powers, the Depression etc.</li> </ul> 		
<p>Key topic 4: Hitler's Foreign Policy 1933-1938</p>	<ul style="list-style-type: none"> <li>Hitler's foreign policy aims: Lebensraum, Volksgemeinschaft, rearmament etc.</li> <li>Early foreign policy events 1933-1935: reasons for leaving the Disarmament Conference, the Dollfuss affair (attempted Anschluss), rearmament, the Saar plebiscite &amp; Anglo-German Naval Agreement.</li> <li>The reoccupation of the Rhineland (1936): reasons for it, response from Britain, France &amp; the League, why it was a gamble &amp; results for Hitler.</li> <li>Anschluss (1938): events, results for Germany, response from other countries</li> <li>The Sudetenland Crisis (1938): reasons why Hitler wanted the Sudetenland, events of 1938, the effects of appeasement on Chamberlain's response.</li> <li>The Munich Conference (1938): reasons why the conference was called, the reaction of Britain, France &amp; Italy to Hitler's demands, results of the conference, Chamberlain's claims of 'peace in our time', subsequent invasion of the rest of Czechoslovakia.</li> <li>Appeasement: positives and negatives of the policy.</li> <li>The Nazi-Soviet Pact (1939): reasons for Germany &amp; the USSR signing the Pact, what was agreed &amp; Britain &amp; France's response to the Pact.</li> <li>The invasion of Poland (1939): Germany's actions, Britain &amp; France's response.</li> <li>Factors that resulted in the outbreak of the Second World War: Hitler's actions, the failure of the League, the Depression, the Treaty of Versailles &amp; appeasement.</li> </ul> 		

# History – Elizabethan England (Paper 2)

Topic	Key Knowledge	Revise	Revisit
<p>Key topic 1: Elizabeth's court, Parliament &amp; early issues of her reign</p>	<ul style="list-style-type: none"> <li>Elizabeth's Character &amp; early life</li> <li>How England was ruled under Elizabeth – court, Parliament, the Privy Council, JPs &amp; Lord Lieutenant</li> <li>The difficulties facing a female ruler</li> <li>The reasons why the issue of marriage was so important</li> <li>The potential suitors</li> <li>Elizabeth's attempts to find a religious solution</li> </ul> 		
<p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p>	<ul style="list-style-type: none"> <li>The reasons for, and significance of, the Northern Rebellion, 1569–70.</li> <li>The features and significance of the Ridolfi, Throckmorton and Babington plots. Walsingham &amp; the network of spies.</li> <li>Mary, Queen of Scots and why she posed a problem for Elizabeth</li> <li>The reasons for, and significance of, Mary Queen of Scots' execution in 1587.</li> <li>The reasons for the Earl of Essex' rebellion</li> <li>Reasons why the rebellions against Elizabeth failed</li> <li>Reactions to Elizabeth's religious policies: Catholic responses (papal bull, laws introduced against Catholics in the 1580s).</li> <li>The arrival of missionaries &amp; Jesuit priests e.g. Edmund Campion</li> <li>Reactions to Elizabeth's religious policies: Puritan responses (arguments with Elizabeth, prophesyings, later crackdowns by John Whitgift)</li> </ul> 		
<p>Key topic 3: Elizabethan society 1558-88</p>	<ul style="list-style-type: none"> <li>Wealth and fashion in Elizabethan England: the differences between gentry &amp; nobility, how people demonstrated their wealth</li> <li>The role of the theatre.</li> <li>The reasons why the Elizabethan period can be seen as a 'Golden Age'.</li> <li>The reasons for the increase in poverty and vagabondage during these years.</li> <li>The changing attitudes towards the poor.</li> <li>The introduction of the Poor Law (1601)</li> </ul> 		
<p>Key topic 4: Exploration &amp; relations with Spain</p>	<ul style="list-style-type: none"> <li>Factors prompting exploration, including the impact of new technology on ships and sailing and the drive to expand trade.</li> <li>The reasons for, and significance of, Drake's circumnavigation of the globe.</li> <li>The significance of Raleigh and the attempted colonisation of Virginia.</li> <li>Commercial rivalry. The New World, privateering and the significance of the activities of Drake.</li> <li>The impact of the voyages of discovery on England (wealth, power &amp; territory)</li> <li>Political and religious rivalry with Spain.</li> <li>English direct involvement in the Netherlands, 1585–88.</li> <li>Spanish invasion plans. Reasons why Philip used the Spanish Armada.</li> <li>The reasons for, and consequences of, the English victory.</li> </ul> 		
<p>Historical environment: Sheffield Manor Lodge</p>	<ul style="list-style-type: none"> <li>Location of SML</li> <li>Function: place or prison? Features of the building and surrounding area</li> <li>People: Mary, Queen of Scots and the threat she posed to Elizabeth George Talbot, Earl of Shrewbury. Reasons why he was chosen as jailor, impact on him &amp; why he lost his role Bess Talbot. How relationship with Mary &amp; the impact on her marriage</li> <li>Events: the Northern Rebellion and Mary's role in it. The impact of the rebellion on Mary</li> </ul>		

# History – Health & The People (Paper 2)

Topic	Key Knowledge	Revise	Revisit
<b>Health &amp; The People 1000-Present Day</b>			
Medieval Period 1000-1500	<ul style="list-style-type: none"> <li>• Hippocrates, Galen &amp; the Four Humours</li> <li>• Treatments: the Natural, the Supernatural and Astrology</li> <li>• Medieval Medics</li> <li>• The Christian Church</li> <li>• Islam and Muslim Doctors</li> <li>• Medieval Public Health</li> <li>• The Black Death</li> </ul>		
Renaissance Period 1500-1700	<ul style="list-style-type: none"> <li>• Vesalius &amp; the Human Anatomy</li> <li>• Paré, Ligatures and the Impact of War on Medicine</li> <li>• Harvey and the Circulatory System</li> <li>• Approaches to Treatment and Prevention of Illness</li> <li>• New Ideas, New Technologies, New Science</li> <li>• Responses to the Great Plague of 1665</li> <li>• The Changing Nature of Hospitals and Medical Professions</li> </ul>		
Industrial Period 1700-1900	<ul style="list-style-type: none"> <li>• Simpson and Anaesthetics</li> <li>• Pasteur and Germ Theory</li> <li>• Lister and Antiseptics</li> <li>• Robert Koch and Bacteriology</li> <li>• Magic Bullets and Immunology</li> <li>• Treatment in Industrial Britain</li> <li>• Industrialisation and its Impact on Health and Medicine</li> </ul>		
Modern Period 1900-2000	<ul style="list-style-type: none"> <li>• Fleming, Florey, Chain and Penicillin</li> <li>• The NHS</li> <li>• Alternative Medicine</li> <li>• Modern Surgery</li> <li>• McIndoe and Plastic Surgery</li> <li>• Living Conditions and Welfare</li> <li>• Liberal Reforms</li> <li>• Modern Developments</li> </ul>		

## Revision Sources

Online	Physical
BBC Bitesize <a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a> Oak Academy <a href="http://www.classroom.thenational.academy">www.classroom.thenational.academy</a> <b>YouTube:</b> <b>Early Elizabethan</b> England Revision <a href="https://www.youtube.com/watch?v=wEyo64_ixes">https://www.youtube.com/watch?v=wEyo64_ixes</a> Weimar and Nazi Germany <a href="https://www.youtube.com/playlist?list=PLxblnocOkdUs6VsKaw4t4l7qHhgvlv7d">https://www.youtube.com/playlist?list=PLxblnocOkdUs6VsKaw4t4l7qHhgvlv7d</a>	Booklets Revision booklets Class notes Knowledge Organisers

# Maths – Foundation

Unit	Unit / Topic	Revise	Revisit
1	<b>Integers and place value</b> Types of number Use and order positive and negative numbers Use inequality symbols Four operations using positive and negative numbers Round numbers to nearest 10, 100, 1000 and use rounding for estimation		
	<b>Decimals</b> Use decimals and place value Compare and order decimal numbers Four operations using decimal numbers Round to nearest whole number, decimal place & significant figures Use one calculation to check another		
	<b>Indices, powers and roots</b> Find squares and cubes Use index notation including negative powers Use laws of indices to multiply and divide numbers in index form Order of operations including powers and brackets Use of calculator		
	<b>Factors, multiples and primes</b> Identify factors, multiples and prime numbers Find prime factorisation of a number (& write in index form) Find common factors & highest common factor Find LCM of two (or three) numbers		
2	<b>Algebra: the basics</b> Write an expression Collect like terms Simplify expressions Use index laws		
	<b>Expanding and factorising single brackets</b> Expand single brackets Simplify expressions using squares and cubes Factorise expressions		
	<b>Expressions and substitution into formulae</b> Substitute into expressions involving brackets & powers Substitute into a formula (& word formula)		
3	<b>Tables</b> Sort and classify data (inc tally charts) Extract data from lists and tables (inc time tables) Identify mode from a list / table		
	<b>Charts and graphs</b> Know which chart or diagram to use for different data sets Draw and interpret bar charts (inc dual & composite) Draw and interpret line graphs (vertical & time-series) Draw and interpret frequency polygons Draw and interpret pictograms Draw and interpret stem and leaf diagrams		
	<b>Pie charts</b> Draw and use pie charts Find mode & total frequency from a pie chart Compare two pie charts		
	<b>Scatter graphs</b> Draw and use scatter graphs & lines of best fit Identify outliers & correlation		

# Maths – Foundation

Unit	Unit / Topic	Revise	Revisit
4	<b>Fractions</b> Equivalent fractions including simplifying & comparing Express one amount as a fraction of another a Convert between mixed numbers and improper fractions Four operations using fractions Find a fraction of an amount		
	<b>Fractions, decimals and percentages</b> b Use fraction to decimal conversions Recognise terminating & recurring decimals		
	<b>Percentages</b> Convert between fractions, decimals & percentages Order & compare fractions, decimals & percentages Write one amount as a percentage of another c Calculate percentage of an amount Calculate percentage increase/decrease Use decimals to find quantities (multiplier methods) Increase / decrease an amount by a percentage		
5	<b>Equations</b> Use function machines a Solve equations (inc brackets and unknowns on both sides) Rearrange simple equations Set up & solve equations to solve problems		
	<b>Inequalities</b> On a number line b Listing numbers that satisfy an inequality Solving inequalities and show the solution on a number line Error intervals due to rounding & truncation		
	<b>Sequences</b> c Continue sequences inc from pictures Find the nth term Use nth term rule to generate or continue a sequence		
6	<b>Properties of shapes, parallel lines and angle facts</b> Measure and draw lines, angles, 2D & 3D shapes a Identify and name 2D shapes and their properties Identify parallel and perpendicular lines Use angle facts - around a point, straight line, vertically opposite etc Use angle properties of parallel lines		
	<b>Interior and exterior angles of polygons</b> b Use sum of interior angles for irregular & regular polygons Use sum of exterior angles for regular polygons		
7	<b>Statistics and sampling</b> a Understand bias		
	<b>The averages</b> Use various charts & diagrams in relation to averages b Calculate the mean, mode, median and range from a list Median, mean and range from a table (discrete data) Modal class, median and estimate of the mean from grouped data		
8	<b>Perimeter and area</b> Convert between metric measures Read scales Time a Perimeter of 2D shapes Area of 2 D shapes Area of compound shapes Surface area of prisms & simple compound forms		

# Maths – Foundation

Unit	Unit / Topic	Revise	Revisit
8	<b>3D forms and volume</b> Identify and name 3D forms and their properties Volume of a cuboid Volume of a prism Volume of a composite forms		
9	<b>Real-life graphs</b> Use coordinates in all 4 quadrants Midpoints of a line segment Conversion graphs Fixed cost and cost per unit graphs Distance / time and Velocity/ time graphs		
10	<b>Straight-line graphs</b> Draw, use and interpret (inc gradient) straight line graphs Identify parallel lines Find the equation of a line (including from a graph)		
11	<b>Transformations I: translations, rotations &amp; reflections</b> Transform and describe translations Transform and describe rotations Transform and describe reflections		
12	<b>Transformations II: enlargements and combinations</b> Transform and describe enlargements Transform shapes using a combination of transformations Describe transformations when using multiple transformations		
13	<b>Ratio</b> Write ratios in their simplest form (including in context) Share a quantity in a given ratio (including 3 part ratios) Use a ratio to find one quantity when another is known Compare ratios Write ratio in the form 1:n or n:1 Write a ratio as a fraction and vice versa		
14	<b>Proportion</b> Use direct & inverse proportion (and recognise graphically) Best value Recipes Currency conversions		
15	<b>Right-angled triangles: Pythagoras and trigonometry</b> Pythagoras' Theorem Trigonometry - sin, cos and tan Know exact trig values		
16	<b>Probability I</b> Probability scale Listing outcomes Two way tables & Frequency Trees Use 1-p		
17	<b>Probability II</b> Relative frequency Sample space diagrams Venn diagrams & set notation Probability tree diagrams		
18	<b>Multiplicative reasoning</b> Use compound measures: Pressure, Density & Speed Percentage profit / loss Reverse percentages Simple interest Compound interest & growth Depreciation & decay Rates of pay		

# Maths – Foundation

Unit	Unit / Topic	Revise	Revisit
15	<b>Plans and elevations</b> 3D shape names and properties a Sketch 3D forms Draw plans and elevations of shapes Draw a 3D form given its plan and elevations		
	<b>Constructions, loci and bearings</b> Standard constructions b Find regions satisfying a combination of loci Use maps and scale drawings Bearings		
16	<b>Quadratic equations: expanding and factorising</b> a Expand double brackets Factorise quadratic expressions Solve quadratic equations		
	<b>Quadratic equations: graphs</b> b Plot quadratic graphs Find solutions, intercepts & turning points of a quadratic graph		
17	<b>Circles, cylinders, cones and spheres</b> Name parts of a circle Recall & use formula for area and circumference of a circle Arcs and sectors Surface area & volume of a cylinder Spheres, pyramids, cones and composite solids.		
18	<b>Fractions and reciprocals</b> a 4 operations with mixed number fractions Reciprocal of an integer, decimal or fractions		
	<b>Indices and standard form</b> b Index laws to simplify & calculate the value of an expression Convert between ordinary numbers and standard form Work with the 4 operations in standard form Use a calculator with indices and standard form		
19	<b>Similarity and congruence in 2D</b> a Use congruence criteria for triangles (SSS, SAS, ASA and RHS); Identify similar shapes Identify scale factors and find missing lengths in similar shapes		
	<b>Vectors</b> b Understand and use column notation including drawing them Identify parallel column vectors Calculate using column vectors		
20	<b>Rearranging equations, graphs of cubic and reciprocal functions and simultaneous equations</b> Know the terms equation, identity, expression etc Change the subject of a formula Answer simple "show that" questions. Use inverse proportion involving graphs Recognise and sketch cubic functions Recognise and sketch reciprocal functions Solve simultaneous equations algebraically and graphically		

## Revision Sources

### Online

Dr Frost Maths, On-Maths, maths made easy

### Physical

Ms Cruise's High frequency topic booklets,  
Shadow exam papers, exam papers

# Maths – Higher

Unit	Title	Revise	Revisit
1	<b>Calculations, checking and rounding</b> Four operations with decimals and whole numbers a Use one calculation to find the answer to another Product rule Rounding & estimation		
	<b>Indices, roots, reciprocals and hierarchy of operations</b> b Use index notation including fractional and negative powers Order of operations		
	<b>Factors, multiples and primes</b> Identify factors, multiples and prime numbers c Find prime factorisation of a number (& write in index form) Find common factors & highest common factor Find LCM of two (or three) numbers		
	<b>Standard form and surds</b> Index laws to simplify & calculate the value of an expression d Convert between ordinary numbers and standard form Work with the 4 operations in standard form Use a calculator with indices and standard form Simplify surd expressions		
2	<b>Algebra: the basics</b> Write an expression Collect like terms Simplify expressions a Use index laws Expand single & double brackets Factorise single brackets Factorise quadratic expressions Factorise quadratic expressions using difference of two squares		
	<b>Setting up, rearranging and solving equations</b> Set up expressions and equations b Substitute into expressions, equations and formulae Solve linear equations and inequalities Change the subject of a formula Iteration		
	<b>Sequences</b> Continue sequences inc from pictures Find the nth term Use nth term rule to generate or continue a sequence c Find the nth term of a quadratic sequence Distinguish between arithmetic and geometric sequences Recognise and use simple geometric progressions Find term to term rule of a geometric sequence, including negative, fraction and decimal terms		
3	<b>Averages and range</b> Use various charts & diagrams in relation to averages Two way tables a Calculate the mean, mode, median and range from a list Median, mean and range from a table (discrete data) Modal class, median and estimate of the mean from grouped data Draw and interpret stem and leaf diagrams		
	<b>Representing and interpreting data</b> Know which chart or diagram to use for different data sets Draw and interpret bar charts (inc dual & composite) Draw and interpret line graphs (vertical & time-series) b Draw and use pie charts Find mode & total frequency from a pie chart Compare two pie charts Produce and interpret histograms Compare distributions		
	<b>Scatter graphs</b> c Draw and use scatter graphs & lines of best fit Identify outliers & correlation		



# Maths – Higher

Unit	Title	Revise	Revisit
4	<b>Fractions</b> Equivalent fractions including simplifying & comparing Express one amount as a fraction of another a Convert between mixed numbers and improper fractions Four operations using fractions Find a fraction of an amount Convert between recurring decimals to fractions and vice versa		
	<b>Percentages</b> Use fraction to decimal conversions Recognise terminating & recurring decimals Convert between fractions, decimals & percentages Order & compare fractions, decimals & percentages b Write one amount as a percentage of another Calculate percentage of an amount Calculate percentage increase/decrease Use decimals to find quantities (multiplier methods) Increase / decrease an amount by a percentage Reverse percentages		
	<b>Ratio and proportion</b> Write ratios in their simplest form (including in context) Share a quantity in a given ratio (including 3 part ratios) Use a ratio to find one quantity when another is known Compare ratios c Write ratio in the form 1:n or n:1 Write a ratio as a fraction and vice versa Write a ratio as a linear function  Use direct & inverse proportion (and recognise graphically)  Recipes Currency conversions		
5	<b>Polygons, angles and parallel lines</b> Measure and draw lines, angles, 2D & 3D shapes Identify and name 2D shapes and their properties Identify parallel and perpendicular lines a Use angle facts - around a point, straight line, vertically opposite etc Use angle properties of parallel lines Use sum of interior angles for irregular & regular polygons Use sum of exterior angles for regular polygons Use the side/angle properties of compound shapes made up of triangles, lines and quadrilaterals		
	<b>Pythagoras' Theorem and trigonometry</b> Pythagoras' Theorem b Trigonometry - sin, cos and tan  Know exact trig values		
6	<b>Graphs: the basics and real-life graphs</b> Use coordinates in all 4 quadrants Conversion graphs a Fixed cost and cost per unit graphs Distance / time and Velocity/ time graphs Midpoints of a line segment Calculate the length of a line segment		
	<b>Linear graphs and coordinate geometry</b> Draw, use and interpret (inc gradient) straight line graphs b Find the equation of a line through two points Find the equation of a line (including from a graph) Identify parallel and perpendicular lines Generate equations of parallel and perpendicular lines		
	<b>Quadratic, cubic and other graphs</b> Plot quadratic graphs c Find solutions, intercepts & turning points of a quadratic graph Recognise and sketch cubic functions Recognise and sketch reciprocal functions Draw circles, centre the origin, equation $x^2 + y^2 = r^2$ .		

# Maths – Higher

Unit	Title	Revise	Revisit
7	<b>Perimeter, area and circles</b> Convert between metric measures Read scales a Perimeter of 2D shapes Area of 2 D shapes and compound shapes Name parts of a circle Recall & use formula for area and circumference of a circle Arcs and sectors		
	<b>3D forms and volume, cylinders, cones and spheres</b> Identify and name 3D forms and their properties Volume of a cuboid b Volume of a prism Volume of a composite forms Surface area of prisms & simple compound forms Surface area & volume of a cylinder Spheres, pyramids, cones, frustums and composite solids.		
	<b>Accuracy and bounds</b> c Calculate the upper & lower bounds of numbers Calculate the upper & lower bounds of an expression Use error intervals (inc truncation)		
8	<b>Transformations</b> a Transform and describe translations, rotations & reflections Transform and describe enlargements inc fractional and negative SF Transform shapes using a combination of transformations Describe transformations when using multiple transformations Describe the changes & invariance achieved by combinations of transformations		
	<b>Constructions, loci and bearings</b> b Draw plans and elevations of shapes Draw a 3D form given its plan and elevations Use maps, scale drawings & bearings Standard constructions Find regions satisfying a combination of loci Find and describe regions satisfying a combination of loci, including in 3D Use constructions to solve loci problems including with bearings		
9	<b>Solving quadratic and simultaneous equations</b> Set up and solve quadratic equations Completing the square a Quadratic Formula Solve simultaneous equations algebraically and graphically (linear/linear) Solve simultaneous equations algebraically and graphically (linear/quadratic) Solve simultaneous equations algebraically and graphically (linear/circle)		
	<b>Inequalities</b> b On a number line Listing numbers that satisfy an inequality Solving inequalities and show the solution on a number line		
10	<b>Probability</b> Probability scale Listing outcomes Two way tables Frequency trees Use 1-p Relative frequency Sample space diagrams Venn diagrams & set notation Probability tree diagrams		
11	<b>Multiplicative reasoning</b> Best value Use compound measures: Pressure, Density & Speed Percentage profit / loss Reverse percentages Simple interest Compound interest & growth Depreciation & decay Rates of pay		

# Maths – Higher

Unit	Title	Revise	Revisit			
12	<b>Similarity and congruence in 2D and 3D</b> Use congruence criteria for triangles (SSS, SAS, ASA and RHS); Use formal geometric proof involving similarity & congruence Identify similar shapes Identify scale factors and find missing lengths in similar shapes Use length, area and volume scale factors Area and surface area of frustums					
	13	<b>Graphs of trigonometric functions</b> Recognise, sketch and interpret graphs of the trigonometric functions Exact trig values Transforming graphical functions				
		<b>Further trigonometry</b> Formula for area of a triangle				
		b	Sine rule in 2D and 3D			
			Cosine rule in 2D and 3D			
			Pythagoras Theorem in 3D			
14	<b>Collecting data</b> a Types of data Bias and eliminating bias					
	<b>Cumulative frequency, box plots and histograms</b> Construct & interpret cumulative frequency tables/graphs Median, quartiles & interquartile range from cumulative diagrams					
	b	Construct & interpret box plots Median, quartiles & interquartile range from box plots Construct & histograms				
		Estimate the mean and median from a histogram				
15	<b>Quadratics, expanding more than two brackets, sketching graphs, graphs of circles, cubes and quadratics</b> Sketch quadratics Identify roots, turning points and intercepts of quadratic graphs Completing the square Expand the product of more than two linear expressions Sketch cubics Solve simultaneous equations graphically Solve and represent quadratic inequalities (including graphically)					
	16	<b>Circle theorems</b> a Parts of a circle Prove, recall and apply circle theorems				
		<b>Circle geometry</b> b Recognise and construct the graph of a circle Find the equation of a tangent to a circle				
		17	<b>Changing the subject of formulae (more complex), algebraic fractions, solving equations arising from algebraic fractions, rationalising surds, proof</b> Rationalise the denominator involving surds Simplify, multiply and divide algebraic fractions Change the subject of a complex formula Algebraic Proof Functions & function notation Inverse functions Composite functions			
			18	<b>Vectors and geometric proof</b> Understand represent and use vector notation, including column notation Find the length of a vector Calculate the resultant of a vector Geometric problems in 2D where vectors are divided in a given ratio. Geometrical proofs to prove points are collinear & vectors/lines are parallel		
				19	<b>Reciprocal and exponential graphs; Gradient and area under graphs</b> a Recognise, sketch and interpret reciprocal graphs Calculate and interpret the area under a curve Calculate and interpret gradient of a tangent to a curve	
<b>Direct and inverse proportion</b> b Recognise and interpret graphs of direct & inverse proportion Set up and use formulae for direct & inverse proportion						

# French

Topic	Revision guide Page	Key Terms	Revise	Revisit
<b>Reading, Listening, Speaking and Translation</b> <b>Theme 1- Identity and culture</b>				
Me, my family and friends	5-6	About yourself, family, describing people, personalities, relationships and partnership and marriage.		
Technology in everyday life	9; 12	Technology, Social Media and the problems with Social Media.		
Free-time activities	9-12	Music, cinema, TV, food, eating out and sports.		
Customs and festivals in French-speaking countries	10; 12	Festivals around the Francophone world, religious festivals and customs.		
<b>Reading, Listening, Speaking and Translation</b> <b>Theme 2- Local, national, international and global areas of interest</b>				
Home, town, neighbourhood and region	13-14	Where you live, your home, what you do at home, clothes shopping, asking for directions and the weather.		
Social issues	17-19	Healthy living, unhealthy living and illnesses. Charity/volunteer work.		
Global issues	17-19	Environmental problems, poverty/homelessness.		
Travel and tourism	13;15-16	Where to go, accommodation, getting ready to go, transport options, holiday activities.		
<b>Reading, Listening, Speaking and Translation</b> <b>Theme 3- Current and future study and employment</b>				
My studies	20-22	School subjects, teachers.		
Life at school/college	20-22	School routine, timetable, bullying, what you do at break/lunch, pressures/exams.		
Education post-16	20-22	Further education, plans for college/6 <sup>th</sup> form.		
Jobs, career choices and ambitions	20-21; 23	Ideal job, part-time jobs, the world of work.		

# French

Topic	Key Topics	Revise	Revisit
<b>Foundation writing</b>			
Theme 1- Identity and culture	<ul style="list-style-type: none"> <li>Me, my family and friends</li> <li>Technology in everyday life</li> <li>Free-time activities</li> </ul>		
Theme 2- Local, national, international and global areas of interest	<ul style="list-style-type: none"> <li>Home, town, neighbourhood and region</li> <li>Social issues</li> </ul>		
Theme 3- Current and future study and employment	<ul style="list-style-type: none"> <li>My studies</li> <li>Life at school/college</li> <li>Jobs, career choices and ambitions</li> </ul>		
<b>Higher writing</b>			
Theme 1- Identity and culture	<ul style="list-style-type: none"> <li>Me, my family and friends</li> <li>Technology in everyday life</li> <li>Free-time activities</li> </ul>		
Theme 2- Local, national, international and global areas of interest	<ul style="list-style-type: none"> <li>Home, town, neighbourhood and region</li> <li>Social issues</li> <li>Global issues</li> </ul>		
Theme 3- Current and future study and employment	<ul style="list-style-type: none"> <li>My studies</li> <li>Life at school/college</li> <li>Education post-16</li> <li>Jobs, career choices and ambitions</li> </ul>		
<b>Reading, writing, speaking and listening</b>			
Language basics	From p. 24	Verbs, WOW phrases, exam techniques	

## Revision Sources

Online	Physical
QR codes for past papers as Google quizzes Quizlet - AQA GCSE French Revision GCSE Pod	Paper-based revision guide

# Triple Physics – Paper 1

Topic	Page		Revise	Revisit
<b>Foundation Tier</b>				
Energy stores and systems	11-19	Calculating kinetic, gravitational potential, thermal and elastic potential energy, calculating power and efficiency		
Energy resources	20-24	Renewable and non-renewable energy resources. The national grid		
Electricity (circuits)	25-32	Circuit symbols, Potential difference, current and resistance, Series and parallel circuits.		
Electricity at home	33-38	Using appliances, electrical power, the national grid, static electricity		
Particle theory	40-44	Density of materials, internal energy, changing temperature and changing state, gas pressure		
Atomic & nuclear	43-48	Development of the atom, nuclear radiation, half-life, nuclear equations, nuclear fission and fusion		
<b>Higher Tier</b>				
Energy stores and systems	11-17	Calculating kinetic, gravitational potential, thermal and elastic potential energy, calculating power and efficiency		
Energy resources	18-22	Renewable and non-renewable energy resources. The national grid		
Electricity (circuits)	24-30	Circuit symbols, Potential difference, current and resistance, Series and parallel circuits.		
Electricity at home	31-36	Using appliances, electrical power, the national grid, static electricity		
Particle theory	38-41	Density of materials, internal energy, changing temperature and changing state, gas pressure, <b>doing work on gases</b>		
Atomic & nuclear	43-48	Development of the atom, nuclear radiation, <b>background radiation and contamination</b> , half-life, nuclear equations, nuclear fission and fusion		

## Revision Sources

Online	Physical
<ul style="list-style-type: none"> <li>• GCSE pod</li> <li>• BBC Bitesize,</li> <li>• Youtube "free science lessons"</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> </ul>

# Triple Physics – Paper 2

Topic	Page		Revise	Revisit
<b>Foundation Tier</b>				
Forces	55-62	Contact and non contact forces, weight, resultant forces, forces and elasticity (springs), moments, fluid pressure		
Motion	63-73	Motion graphs, scalars and vectors (distance/displacement, speed/velocity), Newton's laws, stopping distances		
Waves	75-80	Transverse waves, longitudinal waves, wave speed equation, wave properties (frequency and wavelength) and wave behaviour (reflection and refraction)		
Electromagnetic waves	81-92	Uses and dangers of electromagnetic waves, lenses, visible light (colours and filters), infra red radiation		
Electromagnetism	94-96	Permanent and induced magnets, making an electromagnet		
Space	97-99	The solar system, star life cycles, evidence of the big bang		
<b>Higher Tier</b>				
Forces	51-59	Contact and non contact forces, weight, resultant forces <b>in 2 dimensions</b> forces and elasticity (springs), moments, fluid pressure		
Motion	60-71	Motion graphs, scalars and vectors (distance/displacement, speed/velocity), Newton's laws, stopping distances, <b>momentum</b>		
Waves	73-75 And 88-90	Transverse waves, longitudinal waves, wave speed equation, wave properties (frequency and wavelength) and wave behaviour (reflection and refraction). <b>Sound waves and waves for exploration</b>		
Electromagnetic waves	76- 87	Uses and dangers of electromagnetic waves, lenses, visible light (colours and filters), infra red radiation		
Electromagnetism	92-98	Permanent and induced magnets, making an electromagnet, <b>motor effect, generator effect, transformers</b>		
Space	100-102	The solar system, <b>orbits</b> , star life cycles, evidence of the big bang		

## Revision Sources

Online	Physical
<ul style="list-style-type: none"> <li>• GCSE pod</li> <li>• BBC Bitesize,</li> <li>• Youtube "free science lessons"</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> </ul>

# Triple Chemistry – Paper 1

Topic	Page	Key Terms	Revise	Revisit
<b>Foundation Tier</b>				
Atomic structure	12-20	Atoms, elements compounds, mixtures, separation techniques, developing atomic model, electron configuration		
The Periodic Table	21-26	Development of periodic table, Metals and non metals, groups 1, 7 and 0, transition metals		
Bonding	28-40	Ionic, covalent and metallic bonding, structures of carbon, states of matter, nanoparticles		
Quantitative chemistry	42-47	Relative formula mass, conservation of mass, atom economy		
Chemical changes	49-55	Titration, reactions with acids, extracting metals, electrolysis		
Energy changes	56-60	Exothermic and endothermic reactions, reaction profiles, fuel cells		
<b>Higher Tier</b>				
Atomic structure	12-20	Atoms, elements compounds, mixtures, separation techniques, developing atomic model, electron configuration		
The Periodic Table	21-26	Development of periodic table, Metals and non metals, groups 1, 7 and 0, transition metals		
Bonding	28-40	Ionic, covalent and metallic bonding, structures of carbon, states of matter, nanoparticles		
Quantitative chemistry	42-49	Relative formula mass, conservation of mass, <b>moles, limiting reactants, gases and solutions, concentration,</b> atom economy,		
Chemical changes	51-59	Titration, <b>strong and weak acids,</b> reactions with acids, extracting metals, <b>redox reactions,</b> electrolysis		
Energy changes	61-65	Exothermic and endothermic reactions, reaction profiles, <b>bond energies,</b> fuel cells		

## Revision Sources

Online	Physical
<ul style="list-style-type: none"> <li>• GCSE pod</li> <li>• BBC Bitesize,</li> <li>• Youtube "free science lessons"</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> </ul>



# Triple Chemistry – Paper 2

Topic	Page	Key Terms	Revise	Revisit
<b>Foundation Tier</b>				
Rates of reaction	62-68	Factors affecting rates of reaction, collision theory, reversible reactions		
Organic chemistry	69-78	Hydrocarbons, fractional distillation, alkenes, addition polymers, alcohols, carboxylic acid		
Chemical analysis	80-84	Purity, chromatography, gas tests, ion tests		
The atmosphere	86-89	The development of the atmosphere, carbon footprint, pollutants		
Using resources	91-102	Properties of materials, life cycle assessments, finite and renewable resources, potable water, waste water treatment, the Haber process, fertilisers		
<b>Higher Tier</b>				
Rates of reaction	67-73	Factors affecting rates of reaction, collision theory, reversible reactions <b>le Chatelier's principle and dynamic equilibrium</b>		
Organic chemistry	69-78	Hydrocarbons, fractional distillation, alkenes, addition polymers, alcohols, carboxylic acid, <b>condensation polymers, DNA and amino acids</b>		
Chemical analysis	80-84	Purity, chromatography, gas tests, ion tests		
The atmosphere	86-89	The development of the atmosphere, carbon footprint, pollutants		
Using resources	91-102	Properties of materials, life cycle assessments, finite and renewable resources, potable water, waste water treatment, the Haber process, fertilisers		

## Revision Sources

Online	Physical
<ul style="list-style-type: none"> <li>• GCSE pod</li> <li>• BBC Bitesize,</li> <li>• Youtube "free science lessons"</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> </ul>

# Triple Biology – Paper 1

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Foundation Tier</b>				
The cell structure	11-23	Cells, microscopy, stem cells, transport (diffusion, osmosis and active transport)		
Organisation	26-39	Enzymes, food tests, the lungs, the circulatory system, cardiovascular disease, cancer		
Plant organisation	40-42	Plant cells, transpiration, translocation		
Infection and response	44-51	Bacterial, viral, fungal diseases, fighting diseases, vaccines, drugs,		
Bioenergetics	57-60	Rate of photosynthesis, limiting factors, aerobic and anaerobic respiration		
<b>Higher Tier</b>				
The cell structure	11-25	Cells, microscopy, stem cells, transport (diffusion, osmosis and active transport)		
Organisation	27-41	Enzymes, food tests, the lungs, the circulatory system, cardiovascular disease, cancer		
Plant organisation	42-44	Plant cells, transpiration, translocation		
Infection and response	44-51	Bacterial, viral, fungal diseases, fighting diseases, vaccines, drugs, <b>monoclonal antibodies</b>		
Bioenergetics	57-60	Rate of photosynthesis, limiting factors, aerobic and anaerobic respiration		

## Revision Sources

Online	Physical
<ul style="list-style-type: none"> <li>• GCSE pod</li> <li>• BBC Bitesize,</li> <li>• Youtube "free science lessons"</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> </ul>

# Triple Biology – Paper 2

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Foundation Tier</b>				
Homeostasis and the nervous system	60-67	Homeostasis, reflex reactions and the nervous system, reaction times, the eye, the brain, correcting vision, controlling temperature		
Hormones	68-74	Blood glucose, the kidneys, puberty and the menstrual cycle, fertility, plant hormones		
Inheritance	76-83	DNA, meiosis, genetic diagrams, inherited disorders		
Evolution	84-96	Mendel, variation, evolution, selective breeding, genetic engineering, cloning, fossils, speciation, classification		
Ecology	99-119	Competition, biotic and abiotic factors, food chains, water cycle, carbon cycle, decay, global warming, maintaining biodiversity, biomass transfer, food security and farming		
<b>Higher Tier</b>				
Homeostasis and the nervous system	65-72	Homeostasis, reflex reactions and the nervous system, reaction times, the eye, the brain, correcting vision, controlling temperature		
Hormones	73 -82	Blood glucose, the kidneys, puberty and the menstrual cycle, fertility, plant hormones		
Inheritance	84-93	DNA, meiosis, genetic diagrams, inherited disorders		
Evolution	94-104	Mendel, variation, evolution, selective breeding, genetic engineering, cloning, fossils, speciation, classification		
Ecology	106-124	Competition, biotic and abiotic factors, food chains, water cycle, carbon cycle, decay, global warming, maintaining biodiversity, biomass transfer, food security and farming		

## Revision Sources

Online	Physical
<ul style="list-style-type: none"> <li>• GCSE pod</li> <li>• BBC Bitesize,</li> <li>• Youtube "free science lessons"</li> </ul>	<ul style="list-style-type: none"> <li>• CGP Revision Guide</li> </ul>

# WJEC Music – Unit 3 Controlled Assessment

Topic	Key Expectations	Revise	Add to Notes
<p><b>The Festival of the World</b> is being held this year to celebrate <b>World Earth Day</b> and will fall on 22<sup>nd</sup> April. We strongly believe that theatre, music and dance can be powerful tools to celebrate <b>the world</b> and therefore want to commission pieces that <u>challenge, inspire and celebrate</u> the way people feel about <b>their world</b>. <b>The Festival of the World</b> is looking to commission new original pieces of work in line with the theme of the festival. We are interested in work that is <u>informative, inventive and challenging</u>.</p> <p>You will need to provide information on the following areas:</p> <ul style="list-style-type: none"> <li>• research you have undertaken to inform your proposal</li> <li>• the proposal itself which outlines how your idea will celebrate the world</li> <li>• some practical examples to illustrate aspects of your proposal</li> <li>• what staffing/resources you will require to run your event</li> <li>• how you will promote your event</li> </ul>			
Task 1	Outline the factors that have influenced the creation of your proposed performance work – <ul style="list-style-type: none"> <li>• Social, cultural, political and historical contexts</li> <li>• Mood and style/genre</li> <li>• Performance space/venue</li> <li>• Themes and ideas</li> <li>• Purpose</li> <li>• Target Audience</li> <li>• The work of others who have produced similar work before (artists, musicians, organisations)</li> </ul>		
Task 2	Produce your plans and ideas for your proposed event – <ul style="list-style-type: none"> <li>• An appropriate introduction to your idea/concert</li> <li>• An appropriate synopsis (the story your concert will tell/what will happen)</li> <li>• State your performance discipline – MUSIC</li> <li>• State your production discipline – MUSIC COMPOSITION</li> </ul>		
Task 3	Outline your timeline, people and resources needed to make your proposal happen – <ul style="list-style-type: none"> <li>• Resourced/materials</li> <li>• Job roles and responsibilities (what people could you need? Who might you employ and why?)</li> <li>• Your production process inc. production schedule</li> <li>• Budget</li> </ul>		

# WJEC Music – Unit 3 Controlled Assessment

Topic	Key Expectations	Revise	Add to Notes
Task 4	<p>Outline how you intend to use marketing and PR to promote your concert –</p> <ul style="list-style-type: none"> <li>• <u>Demonstrate you know how</u> events are advertised and marketed</li> <li>• Use of social media</li> <li>• Advertising tools (leaflets, flyers, posters, billboards, marketing emails...)</li> <li>• Promotional activities (flashmobs, interviews, teaser campaigns, influencer partnership, premium ticket packages, experiences...)</li> <li>• Create 2 marketing material examples</li> </ul>		
Task 5	<p>Produce practical examples ('snippets') connected to your concert –</p> <ul style="list-style-type: none"> <li>• Musescore</li> <li>• These must provide a clear insight to what each piece would sound like 'scaled up' e.g. your 1 minute clip must make us believe that you would have enough ideas and musical material to turn it into a 5/6 minute piece</li> <li>• You do not need to describe your process but may want to write a small paragraph explaining the link between your piece and the brief</li> </ul>		
Task 6	<p>Your Pitch –</p> <ul style="list-style-type: none"> <li>• Create a PPT if you wish, but this should be concise and work in conjunction with a script (do not just read out your PPT)</li> <li>• Presentation skills, clarity, use of tone, communication and use of practical examples</li> </ul>		
Task 7	<p>Evaluate the success of your creative proposal. Discuss what you have learnt from undertaking this work and how it will inform your future planning of events –</p> <ul style="list-style-type: none"> <li>• Feedback from the commissioning panel</li> <li>• A review of whether your creative proposal (your idea/vision/concert) fulfilled the requirements of the commission</li> <li>• Strengths and areas for future personal development</li> <li>• Action planning and targets for future creative proposals</li> </ul>		

Useful Websites –

<https://www.edfringe.com/take-part/putting-on-a-show/budgeting-and-finance>

<https://musiciansunion.org.uk/rates>

<https://www.artscouncil.org.uk/ProjectGrants>

<https://www.earthday.org/performing-arts/>

<https://www.earthday.org/>

# RSL Grade 6 Vocals (Music)

Topic	Key Terms	Revise	Revisit
PERFORMANCE	Candidates will perform three prepared pieces, one of which must be from the relevant grade book, two of which can be free choice pieces.		
QUICK STUDY PIECE	<p><b>Requirements</b> Candidates will be given a short previously unseen piece to perform, the style of which will be one of the two from the genre group that candidates chose for their Stylistic Study. The piece will be 12 bars long, in any major or minor key up to three sharps/flats, covering a range of up to a 10th. In bars 1 to 4 candidates will sing the written melody and lyrics; in bars 5 to 8 candidates will improvise a variation on the first 4 bars, developing the melody and lyrics as they wish; in bars 9 to 12 candidates will improvise a melody using any vocal sound except humming or whistling. The tempo will be 70–160bpm.</p> <p><b>Preparation</b> Candidates will be asked whether they would like a higher-pitched test or a lower-pitched test. Candidates will be played a full mix version of the track, including the notated parts. They will then be given 3 minutes to practise, after which they will perform the test. Before the practice time begins, candidates will be given the choice of a metronome click throughout or having a 4-beat count in at the beginning. Whichever option candidates choose, the practice time will start with the examiner playing the root note. The root note will be played again halfway through the practice time.</p> <p><b>Performance</b> After the practice time, the backing track will be played twice more with the notated parts now absent. The first time is for candidates to rehearse and the second time to perform the final version for the exam. Only the performance over the final playthrough will be assessed. Each playthrough will begin with the root note and a 4-beat count in. The backing track is continuous throughout, so once the first playthrough has finished, the root note and count in of the second playthrough will start immediately</p>		
EAR TESTS	Candidates will be given both of the following ear tests, examples of which are included in the grade book: — Test 1: Melodic Recall — Test 2: Harmony Vocals		
GENERAL MUSICIANSHIP QUESTIONS	Part 1: General Music Knowledge 2: Improvisation. Part 3: Knowledge of the Voice and the Microphone		

# Art

Task	Description	Done
Please be mindful this list of work is the MINIMUM expected – many of you will have more...		
Written mind map	Presented to reflect the theme of the project	
Moodboard	A range of secondary (found) images	
Observational photos	Your own photographs (primary source)	
Observational drawings in pencil	At least three high-quality drawings from primary sources (real objects) and secondary sources (found images)	
Other drawing	Expressive drawing in a range of media (These could include – pen / fine liner, mono printing, painting, chalk and charcoal)	
Artist research 1	Images, facts, analysis	
Working in the style of Artist 1	Original art work that is inspired by your first artist. Experimenting with ideas, techniques and the style of your first artist.	
Artist research 2	Images, facts, analysis	
Working in the style of Artist 2	Original art work that is inspired by your second artist. Experimenting with ideas, techniques and the style of your second artist.	
Further research	This could be a third artist OR other research related to your theme	
Development work 1	Combining your own drawings / photos with the artists style using appropriate media, materials and techniques to explore ideas	
Development work 2	Combining your own drawings / photos with the artists style using appropriate media, materials and techniques to explore ideas	
Development work 3	Combining your own drawings / photos with the artists style using appropriate media, materials and techniques to explore ideas	
Mini final piece Development work 4	A piece of development work showing how you have refined your ideas throughout the project to create a personal response and plan for your final piece	
Final piece / outcome	Bringing together your best work in a conclusion to the project	

## Support Sources

Online	Physical
Google – for researching images, artists etc Pinterest – for researching artists BBC bitesize – support and guidance with how to meet all assessment objectives	Your own portfolio of work Detailed checklists reviewed with teacher

# Citizenship

Topic	Pearson Revision Guide Pages	Description	Revise	Revisit
<b>Paper 1</b>				
Living together in the UK	1-16	<ul style="list-style-type: none"> <li>• Features of the UK's population</li> <li>• Identity</li> <li>• The rights of individuals</li> <li>• Citizens and the government</li> </ul>		
Democracy at work in the UK	22 – 41	<ul style="list-style-type: none"> <li>• Political parties and political candidates</li> <li>• Democracy and elections</li> <li>• Voting systems</li> <li>• The role of MPs and ministers</li> <li>• The British constitution</li> <li>• Budgets and the Chancellor of the Exchequer</li> </ul>		
Law and Justice	47 – 66	<ul style="list-style-type: none"> <li>• What is law?</li> <li>• The legal system in the UK</li> <li>• The justice system in the UK</li> <li>• Types of courts (criminal, civil, youth etc.) and tribunals</li> </ul>		
Power and Influence	81 – 96	<ul style="list-style-type: none"> <li>• Citizen participation (voting etc.)</li> <li>• Groups in democratic society</li> <li>• Workplace rights</li> <li>• The media</li> <li>• The European Union</li> <li>• The UK's role in the world, our global responsibility</li> </ul>		
<b>Paper 2</b>				
Own Citizenship Action	NA	<ul style="list-style-type: none"> <li>• Questions will be focussed on a project you have conducted into a citizenship issue.</li> <li>• You may be asked to comment on your research, actions, findings and outcomes of the action</li> </ul>		
Taking Citizenship Action	NA	<ul style="list-style-type: none"> <li>• Questions in Section B of Paper 2 will focus on citizenship actions carried-out by other people.</li> <li>• Questions will require short and long answers</li> <li>• You will be provided with source material</li> </ul>		

## Support Sources

### Online

Oak National Academy Past Papers & Mark Schemes



### Physical

Pearson Edexcel 9-1 Citizenship Studies Revision Guide and Workbook



# Computer Science (Paper 1)

Topic	Page	Key Terms	Revise	Revisit
<b>Components of a Computer System</b>				
Computer systems	1	Processing data, Embedded systems, complex systems		
The CPU	2-3	Cache, 5 Registers, ALU, Fetch-Decode-Execute, Von Neumann		
Memory	4	RAM, ROM (BIOS), Volatile, Non-Volatile, Primary, Secondary		
CPU performance	5	Cores, Clock speed, Cache size, GPU, CPU		
Secondary Storage	6-7	Electronic Solid State (SSD, USB flash), Magnetic (HDD, tape, cassette), Optical (CD, DVD, Blu-ray), (Properties - SCRAPDC)		
Systems software	8	Operating System (PIPISMEF)		
Utilities software	10	Defragmentation, Compression, Encryption		
<b>Data Representation</b>				
Units	12	bits, nibbles, Bytes, Kilobyte, Megabyte, Gigabyte, Terabyte		
Binary	13-15	128 64 32 16 8 4 2 1 Base 2, 0 or 1, binary shifts, overflow		
Hexadecimal	16-17	Base 16, 1 2 3 4 5 6 7 8 9 A B C D E, nibbles		
Characters	18	ASCII (7 bits), Extended ASCII (8 bits) Unicode – character sets of 1s and 0s to represent characters		
Storing images	19	Pixels, Colour Depth, Resolution, ppi, Metadata (device, date stamp, location)		
Storing sound	20	Sample rate (Hz), sample size (bits), duration (s), metadata (artist, song title, track number, genre etc)		
Compression	21	Lossy (png, jpeg, mp3), Lossless (zip)		
<b>Networks</b>				
LAN and WAN	23	Local Area Network, Wide Area Network, Bandwidth		
Network Hardware	24	NIC's , switches, hubs, routers, bridge, WAP. Ethernet, Fibre optics, wireless (wifi, bluetooth, 3G, 4G 5G)		
Client - Server, Peer-to-Peer	25	Servers, P2P, File Management, Backups		
Topologies	26-28	Ring, Bus, Star, Mesh. Edges and nodes.		
Protocols		Application (HTTP(S), FTP, POP, IMAP, SMTP), Transport (TCP/UDP), Internet (IP), Link/Network (wifi, ethernet). IP address, MAC address		
The Internet	29	www, Network of networks, URL, HTTP, HTTPS		
Security	30	Social Engineering, Malware, BOTS/BOTNET, SQL injections		
<b>Issues – The Impact of Technology</b>				
Ethical and Cultural	34	Digital Divide, Privacy, Censorship, Surveillance, Mental Health		
Environmental	38	Raw materials, E-waste, Energy usage, Renewable resources		
Legislation	39	Data Protection Act; GDPR; Copyright, Design and Patents Act; Computer Misuse Act		
Open Source and Propriety Software	40	Freeware, Shareware, Closed Source, Software Licences		

## Revision Sources

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></li> <li>• <a href="https://www.youtube.com/c/craigndave">https://www.youtube.com/c/craigndave</a> (go to the OCR playlist!)</li> <li>• <a href="https://isaacomputerscience.org/topics/gcse?examBoard=all&amp;stage=all#ocr">https://isaacomputerscience.org/topics/gcse?examBoard=all&amp;stage=all#ocr</a></li> <li>• GCSEPod and Seneca</li> </ul> | <ul style="list-style-type: none"> <li>• CGP Revision Guide (page ref above)</li> <li>• Class book from Year 10</li> <li>• Your Showbie work in Year 11</li> </ul> |
|---|--|

# Computer Science (Paper 2)

Topic	Page	Key Terms	Revise	Revisit
<b>Algorithms</b>				
Computational Thinking	42	Decomposition, abstraction, algorithmic thinking , pattern recognition		
Pseudocode, ERL	43	Sequence, Instructions, unambiguous,		
Algorithms - Flowcharts	44	Terminators, Decision, Input/output, Process, Subroutine, Flow		
Algorithms - Search	45	Binary Search in an ordered list; Linear search for unordered lists		
Algorithms - Sort	49	Bubble sort; Merge sort, sub lists; Insertion sort		
<b>Programming</b>				
Data types	50	Integer, Real/Float, Boolean, Character, String, Casting		
Operators	51	Arithmetic operators, +, -, *, **(^), /, // (DIV), % (MOD) Assignment, =; Comparison, ==, !=, <>, <, <=, >=		
Variables	52	Assigned, Value, CONSTANTS, decent names, naming_convention		
Strings	53	Text, Concatenation (+), String Manipulation, Functions, x.upper(), x.lower(), x.length()		
Program Flow	54 - 56	IF statements, IF, ELSE, Nested IF, ELIF, Switch statements. FOR Loops, WHILE Loops, DO-UNTIL Condition-Controlled loop		
Boolean Logic	57 -59	Logic Gates, Boolean Operators, NOT, AND, OR, Truth Tables		
Randomisation	60	From Random Import randint (start, end)		
Arrays	61-62, 64	Data Structure, Element, One Dimensional Arrays, Update Arrays, Two Dimensional Arrays		
File Handling	63	Open, read, close, convert string to array, perform operations, convert to string, open, write/amend, close		
SQL, Storing and Searching databases	65	Records, Group Records, Select, From, Fields, Retrieve		
Sub Programs	66-67	Procedures, functions (return), called, built-in, parameters, arguments		
<b>Design, Testing and IDE's</b>				
Structured Programming	69	Structure diagrams (sub-programs), comments (relevant)		
Defensive Design	70	Input Validation (sausages!), Format, Authentication, Try: Except		
Testing	71	Syntax errors, Logic Errors, Runtime error; Source code, Invalid data, Test Plan, normal, boundary, erroneous; iterative testing		
Trace Tables	73	'Dry Run', change in variable values, loop or selection condition		
Translators, IDE's	74-75	High level (one-to-many), Low level (machine code, assembly language, one-to-one) Translated, Compiler (.exe), Interpreters (line by line), IDE Features, colours, auto-indent, error detection		
<b>Revision Sources</b>				
<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/bitesize/examspecs/zmtchbk">https://www.bbc.co.uk/bitesize/examspecs/zmtchbk</a></li> <li><a href="https://www.youtube.com/c/craigndave">https://www.youtube.com/c/craigndave</a> (go to the OCR playlist!)</li> <li><a href="https://isaacomputerscience.org/topics/gcse?examBoard=all&amp;stage=all#ocr">https://isaacomputerscience.org/topics/gcse?examBoard=all&amp;stage=all#ocr</a></li> </ul>		<ul style="list-style-type: none"> <li>CGP Revision Guide (page ref above)</li> <li>Class book from Year 10</li> <li>Your Showbie work in Year 11</li> </ul>		

# Btec Sport

Topic	Key Concepts	Page	Revised	Revisit
<b>AO1 Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise</b>				
A1 The importance of fitness for successful participation in sport	Components of fitness Physical and Skill related Types of sports requiring specific components of fitness	Book 1 P.3 – P.6		
A2 Fitness training principles	FITT Additional Principles (overload, specificity, adaptation, individual differences, reversibility...)	P.7 – P.11		
A3 Exercise intensity and how it can be determined	Intensity (HR training Zones) Calculating Max HR Borg Scale Repetition Maximum for strength and muscular endurance gains	P.12 – P.16		
<b>B Investigate fitness testing to determine fitness levels. Learners will understand why fitness testing is carried out and know</b>				
B1 Importance of fitness testing and requirements for administration of each fitness test	Reasons for fitness testing Pre-test procedures Reliability of testing Validity & Practicality	P.17 – P.24		
B2 Fitness test methods for components of physical fitness	Know fitness testing for each component of fitness	P.25 – P.33		
B3 Fitness test methods for components of skill-related fitness	Know fitness testing for each component of fitness	P.34 – P.42		
B4 Interpretation of fitness test results	Use of normative data to interpret results	P.43 – P.46		
<b>C Investigate different fitness training methods</b>				
C1 Requirements for each of the following fitness training methods	How to carry out warm ups & cool downs Apply FITT principle Apply appropriate intensity control measures	Book 2 P.2 – P.6		
C2 Fitness training methods for physical components of fitness	Know appropriate training methods associated with improving all components of physical fitness	P.7 – P.16		
C3 Fitness training methods for skill related components of fitness	Know appropriate training methods associated with improving all components of physical fitness	P.17 – P.23		
C4 Additional requirements for each of the fitness training methods	Advantages and disadvantages of traing methods in relation to coach or participant	P.24 – P.28		
C5 Provision for taking part in fitness training methods	Public Private Voluntary	P.29 – P.35		
C6 The effects of long-term fitness training on the body systems	Impact of training on the body in relation to strength, speed, aerobic and muscular endurance and flexibility	P.36 – P.41		

<b>D Investigate fitness programming to improve fitness and sports performance</b>				
D1 Personal information to aid training fitness programme design	Use of personal information Finding out aims and objectives Considering lifestyle factors and attitudes	P.43 – P.48		
D2 Fitness programme design	Use of information to design fitness programs Selection of appropriate training methods Application of FITT principle	P.49 – P.53		
D3 Motivational techniques for fitness programming	Types of motivation- extrinsic and extrinsic Goal setting (SMARTER) Impact of GOAL setting	P.54 – P.58		

# Health and Social

Topic	CGP Page	Key Terms	Revise	Revisit
<b>Section A - Factors affecting PIES</b>				
Physical	16, 62, 73	Illness (chronic or acute)/Disability/Genetic Inheritance/Wellbeing		
Emotional	25, 65	Stress/Mental Health		
Social	20, 67	Relationships/Integration		
Economic	28,72	Financial/employment/unemployment/Income//Poverty/Wealth		
Environmental	26, 70	Pollution/Water/Air/Noise/Living conditions/Location		
Cultural	22, 68	Gender/Education/Stigma		
Life Event	32, 73-77	Expected/Unexpected/Positive/Negative		
<b>Section B – Physiological and lifestyle data</b>				
Lifestyle - Diet	19, 66, 82	Balanced diet/Eatwell Guide/Good Groups/Nutrition/Negative Effects Poor Diet		
Lifestyle - Exercise	19, 66, 82	PIES Benefits/Recommended Guidance/moderate/Vigorous/Risks To Health/ inactivity		
Lifestyle - Alcohol	19, 83	PIES effects/Recommended Units/Government Guidance/risk To Health/Addiction/Excessive Consumption		
Lifestyle - Smoking	19, 83	PIES effects/Chemicals/Passive Smoking/ Nicotine/ Addiction/ Barriers/Risk To Health		
Lifestyle - Drugs	19, 66, 83	Prescription/Drug Misuse/PIES effects/Negative effects		
BMI	40,81	Overweight /Underweight//Healthy Weight/Obesity/Risks To Health		
Pulse Rate	79	Heart Rate/Resting/Abnormal Readings/Factors Effects: age, Gender/Reducing RP		
Blood Pressure	80	Systolic/Diastolic /Risk To Health/Hypertension/Hypotension		
Peak Flow	42	Lung Capacity/Asthma/Emphysema		
<b>Section C – Designing a person centred and health wellbeing plans</b>				
Recommended Actions	86	Actions/Goals/Improve Health And Wellbeing		
Targets	58,90	Short Term/Long Term/SMART		
Sources of Support	35, 87	Formal/Informal/Practical/Emotional/Financial/ Information and Advice		
Needs, Wishes and Circumstances	84,85	Person Centred Approach/Benefits/Holistic		
Potentials Obstacles	90	Emotional/Psychological/Time Constraints/Availability of Recourses/ Unachievable targets/Lack Of Support/Ability/Disability/Addiction		
<b>Revision Sources</b>				
<b>Online</b>		<b>Physical</b>		
Surviving Squalor: Britain's Housing Shame 1000lb sister's 24 hours in A&E		Class Booklets & Notes Exam Practice Papers & Questions Health and Social care Revision Guide (CGP)– Practice BTEC Health and Social care Revision Guide Pearson.		







# Revision Strategies

## Is your revision FLAT?



### FOCUSED

- Put your phone away
- Turn the music off
- Avoid distractions
- Be in the right physical place to revise
- Be in the right frame of mind to revise



### LONG-TERM

- Start early to cut down on stress later in the year
- Make a revision timetable and commit to it
- Plan for 3 - 4 hours a week from January
- Interleave different topics



### ACTIVE

- Engage your brain by actively creating revision resources
- Test yourself, get others to test you
- Practise exam technique by writing or planning answers
- Revise what you struggle with



### TRANSFORMED

- Transform the knowledge you want to learn into a different format
- Make flashcards
- Produce a timeline
- Record a podcast
- Invent a mnemonic
- Take Cornell notes
- Create a mindmap
- Design a flowchart
- Make a powerpoint
- Teach it

### Flash Cards

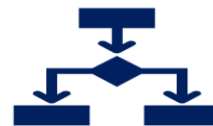
Write a question or prompt on one side of your flash card. Add colour and any pictures to help remind you of the content.



Complete the other side of your flash card with the answer or piece of information.

### Mind Maps

Mind maps are a visual way to organise your information. One mind map should represent one topic.



Place the name of the topic in the middle, with sub-topics and further detail around it.

### Note Taking

Start by taking your text book or revision guide, read them through whilst simplifying the text into easily manageable notes.



Then cover up those notes and test yourself by rewriting as much as you can remember.

### Command Words

It is important to understand the different command words used on an exam paper.



Write a list of various command words such as explain, justify and evaluate and then add what each word is asking you to do.

### Self-quizzing

Once you have made your revision resources it's time to test yourself.



Start by doing some fact recall quizzes before attempting some exam style questions.

### Past Papers

When you have revised the information its time to fully test yourself using past papers.



It is important that you practise examination skills and use the official mark scheme to check your work.