Dear Parents/Carers,

As you will be aware, exam week for the whole school except for year 11 is starting on Monday the 16th of January. Attached once again is the exam timetable and the list of topics, as well as the timetable for year 11 who do not have exams but have specific activities instead. Also included is a synopsis of a play around road safety they will be watching on Wednesday morning.

Where it says SPORT on the exam timetable, this is when students have a practical PE lesson and therefore need to ensure they have their PE kit with them. There is one change to one of the SPORT sessions that has been highlighted in yellow.

During exam week, the expectation will be that all students follow the same rules as will be in place during external exams. Therefore, students will need to be silent for the exam and all phones will need to be switched off and in bags. This is to ensure that students are used to the rules for when there are external exams as infringement of these by talking or accessing phones will mean probable expulsion from that qualification and potentially all qualifications sat with that exam board.

Each exam will take place in one period – either period 1, 3 or 5. It is imperative, therefore, that students come to school each day with ample revision materials with them to revise from during periods 2 and 4 when they do not have an exam. This can be cue cards, revision notes, mind maps or revision guides. Part of the reason this process is taking place is to give students the opportunity to practise different revision techniques, and therefore students should use this time to see what works for them. Students may also wish to bring a reading book with them.

If students cannot follow the exam rules – in either the actual exam, or in the silent revision period afterwards – they will be removed from the room and a consequence will be issued. There will not be the usual C system warnings as students are all aware of the expectations of silence and focus throughout this time.

This week should a great opportunity for the students to become better informed about how to prepare for their future exams, and a chance for them to get used to the formality of them to reduce the anxiety that many face when they begin their GCSEs.

Many thanks,

Rebecca Ketley

Year 7	p1	p2	p3	p4	p5
Mon	English		Maths		PER
Tue	DT		French		History
Wed	Geography		Science		Drama
Thu	Spanish		Sport Y and X band	Sports Y and X band	Art

Year 8	p1	p2	p3	p4	p5
Mon	Maths		Science	Sport Y band	Geography
Tue	Drama	Sport X band	DT		Spanish
Wed	PER		English		Art
Thu	Sport Y band	Sport X band	History		French

Year 9	p1	p2	p3	p4	p5
Mon	Science	Sport Y band	English		History
Tue	Science		Maths	Sport X band	Geography
Wed	Drama	Sport Y band	PER	Sport X band	DT
Thu	Art		Spanish/French		Science

Year 10	p1	p2	p3	p4	p5
Mon	A Option		B Option		C option
Tue	D Option		Science Biology		Sport (X and Y band)
Wed	Science Chemistry		Maths		Sport (X and Y band)
Thu	English		Science Physics		Maths

NOTLEY HIGH SCHOOL AND BRAINTREE SIXTH FORM

REVISION PACK

Name - .....

Tutor - .....

My subjects – and how confident I feel with them

Put a tick in the box that applies to each subject. This is the starting point for your revision

My subjects	Very confident	Confident	Okay	Not confident	Really not confident
English					
Maths					

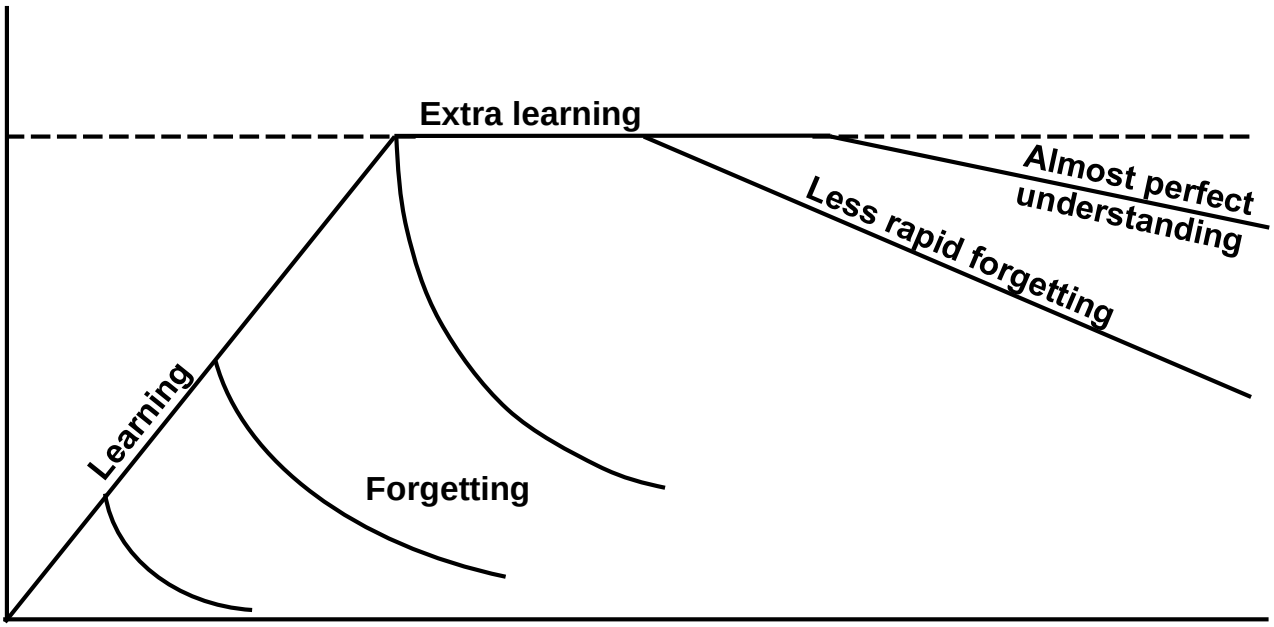
Do not prioritise confident subjects. They may be your favourites, but you need to consider where your gaps in knowledge are. THEY are your priority.

The next step will be considering what and how to revise, and then finally - when.

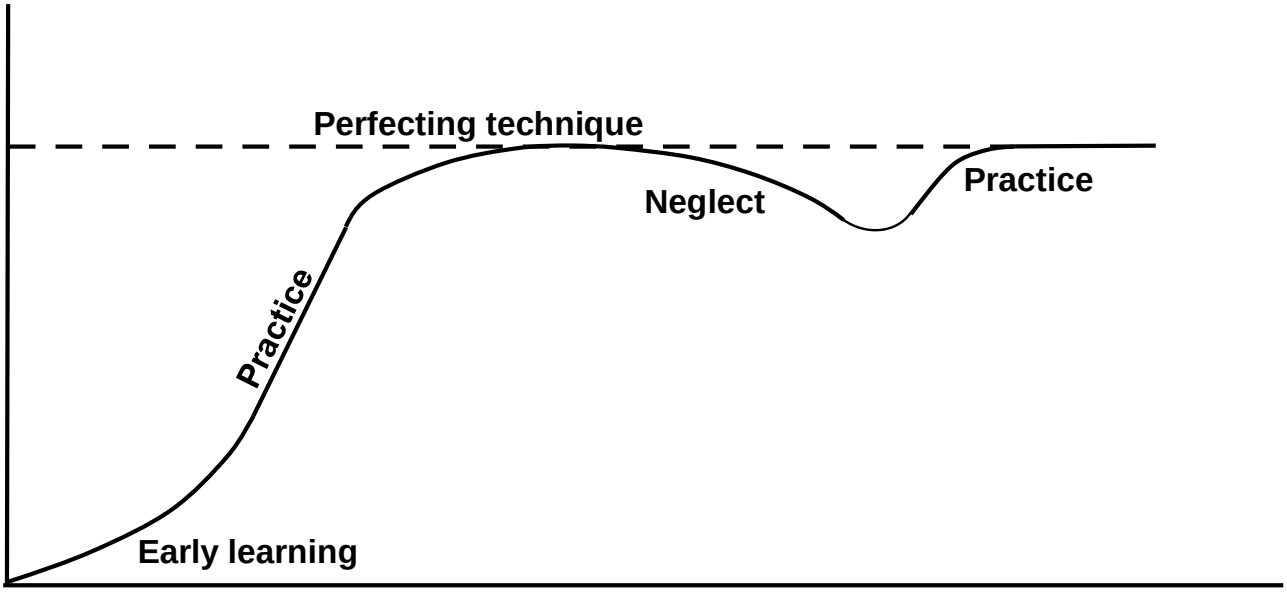
Successful Learning Takes Place Over Time

It's rare for anyone to be completely comfortable with something they learn for the first time. This could be a new piece of music, dance move, language or chemistry. We *all* have to practice. In most instances, the aim is to be at your optimum on the day it matters, e.g. the performance, race or exam. Everything leading up to this point is part of the *process* of improving. It's about the long-term rather than the short-term, which also means there are no quick fixes. During this period, it's okay to make mistakes; it's okay to feel frustrated. What matters is what you do about it.

Knowledge and understanding over time



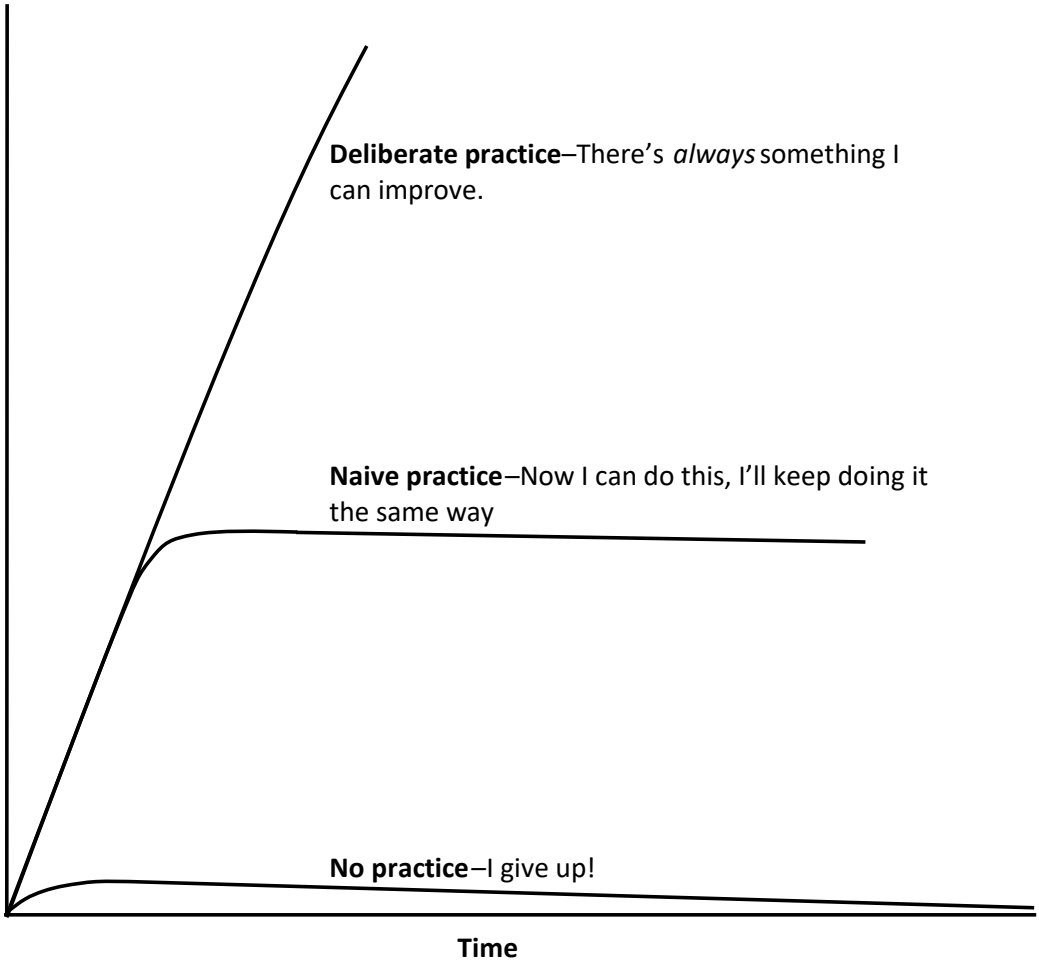
Mastering a skill over time



Not All Practice Is Equal!

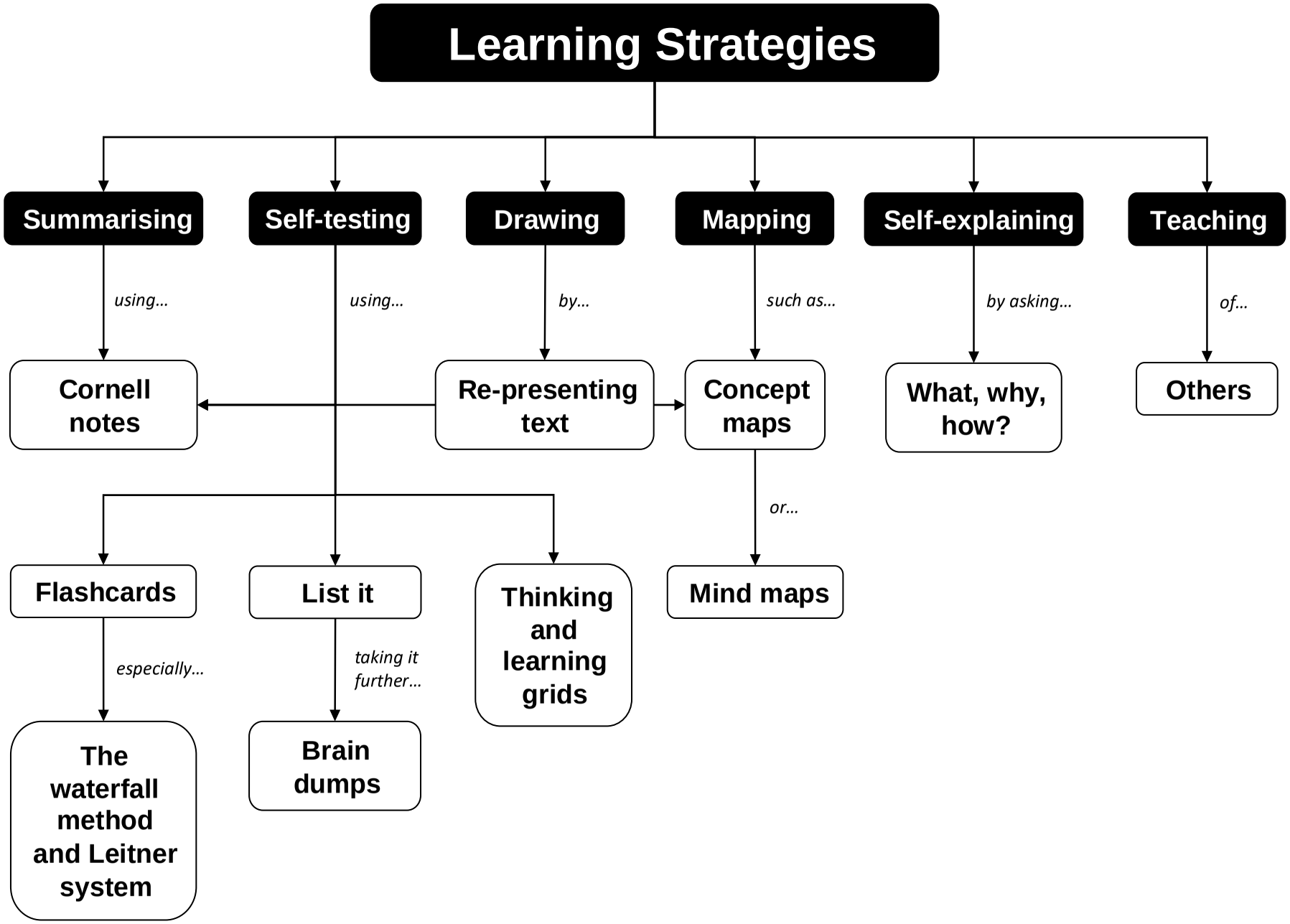
So, practice makes perfect, right? Erm, not quite. That's because not all practice is equal. Again, echoing the flowchart at the beginning of this booklet, practice requires effort if it's to have an impact.

We might, for example, simply go through the motions, merely repeating what we've done before, including our mistakes. For instance, I've typed regularly for about twenty-five years. After an initial acceleration in my accuracy and speed, I plateaued a long time ago. As far as progressing my typing is concerned, I've been employing what is known as naïve practice. If I want to see a real gain in my typing ability, it's deliberate practice I need to do.



Deliberate practice is always performed with a clear goal in mind, i.e. it consists of activities purposely designed to improve performance. Crucial to the success of this process is continual feedback, which is something that coaches provide elite athletes or musicians. They make suggestions for improvement and hold the person to account; they are constantly raising the bar and demanding the best. Sadly, we can't all have our own coach. We must, instead, find other ways of continually sourcing feedback.

Many of the learning strategies that follow provide explicit feedback on what you do and don't know, which allows you to focus on future strategies better. They are all proven to deliver tangible gains in our learning.


Learning Strategies
Summarising
Self-testing
Drawing
Mapping
Self-explaining
Teaching
using...
using...
by...
such as...
by asking...
of...
Cornell notes
Re-presenting text
Concept maps
What, why, how?
Others
or...
Flashcards
List it
Thinking and learning grids
Mind maps
especially...
taking it further...
The waterfall method and Leitner system
Brain dumps

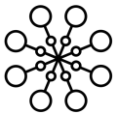
Summarising

When asked a question such as 'what have you done today?', you'll likely provide a summary. This involves you selecting, organising and integrating the critical moments of your day. Taking a similar approach with your studies can have a powerful effect on your learning. What is vital is that you use your own words and don't mindlessly copy your notes or revision guide.

Self-testing

Research has shown that every time you bring a memory to mind, you strengthen it. And the more challenging you make this retrieval, the greater the benefit. Self-testing improves the recall of information, transfer of knowledge and making inferences between information. Equally, there are many indirect effects, such as a greater appreciation of what you do and don't know, which helps you plan your next steps.

Mapping



Mapping is a brilliant way of organising and learning information, demonstrated on various pages in this booklet. It helps you break down complex information, memorise it, and see the connections between different ideas.

Think about FLORIA – More will be explained later

Drawing

This involves turning text into some form of drawing. Doing so consists in selecting, organising and integrating the information that matters, which forces you to think. This approach can be incorporated into the three strategies above too.

Self-explaining

Continually ask yourself 'How?' and 'Why?' when studying a topic and then try to answer these questions. Doing so helps you to see connections and differences between ideas. Self-explaining can also involve you saying loud the steps you're taking when solving a problem. For example, a recent analysis of 64 research studies showed that 'it is better to ask a student to see if they can explain something to themselves, than for a teacher or book to always explain it to them'.

Teaching

Einstein is supposed to have said, 'if you can't explain it simply, you don't know it well enough'. This strategy works best when you know in advance that you will be teaching someone. As with self-explaining, you're forced to select and organise what's important so that your teaching is as straightforward as possible. Having someone to interact with and ask you questions strengthens your learning.

Cornell Note Taking Method

This is the best way for taking and reviewing notes.

1. Write notes on the area in question using the tips below.
2. Create recall cues one or two days later.
3. After a few days, write a summary of the key points.
4. At any future point, cover the notes and summary and use the recall cues to test yourself.

Topic:	**Sub-topic:**	**Date:**
Recall cues Questions and tasks based on the notes opposite	**Notes** Tips • Bullet points • Symbols and abbreviations • Write in your own words (don't mindlessly copy) • Make sure it makes sense to you What to write • Keywords and ideas • Important dates / people / places • Diagrams / charts • Formulas • Examples / case studies • Critical analysis, e.g. strengths/weaknesses	
Summary Summarise the main points in the notes above. Think about: • Why is this info important? • What conclusions can I draw?		

Topic: Weimar Republic (WR) in 1923 – Stresemann

Recall cues

What crisis did the WR suffer in 1923?

What did this mean to the average citizen?

What prompted this crisis?

Name 4 things Chancellor Stresemann did that helped overcome this crisis?

What effect did each of these have?

Notes

{govt. failed to make reparation payment in late 1922

WR on verge of collapse socially AND economically

HYPERINFLATION CRISIS

=

- Aug 1923 – STRESEMANN becomes Chancellor and over 3 months.... ~~HYPERINFLATION CRISIS~~

↓ How?

① calls off passive resistance of workers in Ruhr ⇒ goods produced again; ends printing of £ for workers

② Promises to restart reparations (Belgium & France leave Ruhr by 1925). See also: The Dawes Plan (1924) and The Young Plan (1929).

③ New currency, Rentenmark, introduced. Limited printing ⇒ £ ↑ value ⇒ economic confidence ↑

④ Reduces government spending ⇒ budget deficit ↓

Summary

Germany fails to pay France & Belgium → invade Ruhr and seize goods → HYPERINFLATION

Germans go on strike = passive resistance

Govt. prints lots more money → CRISIS

Stresemann elected Chancellor → HYPERINFLATION

– solves crisis by
① Ends strikes ② Promises to restart reparations
③ New currency ④ Reduces govt. spending

HYPERINFLATION:

Jan '22: £1 = 764 marks

Jan '23: £1 = 71,888 marks

July '23: £1 = 1,413,648 marks

Sept '23: £1 = 3,954,408,000

Topic: Covalent Bonding

Recall cues

In covalent bonding, electrons are ....?

This results in each atom involved achieving a ...

Between what elements are covalent bonds formed?

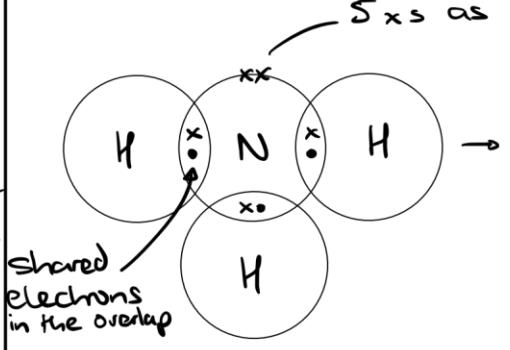
What is a covalent bond?

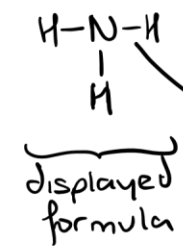
How do you work out how many covalent bonds an atom has?

Draw dot and cross diagrams for:
- NH_3
- N_2
- CO_2
- H_2O
- CH_4

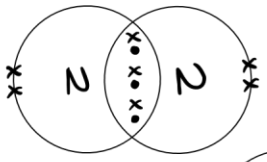
Notes

- Covalent bonding involves the sharing of electrons → each atom involved ends up with a FULL OUTER SHELL.
- Occurs between non-metals only
- A covalent bond is a shared pair of electrons (x•)
- 8 − group no.* = the no. of covalent bonds
  Eg. nitrogen has 8−5 3 covalent bonds.



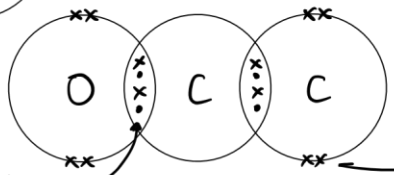


* Hydrogen always has {1 covalent bond



triple bond

N≡N



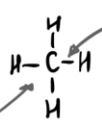
double bond

O=C=O

6 x's as O in Grp 6

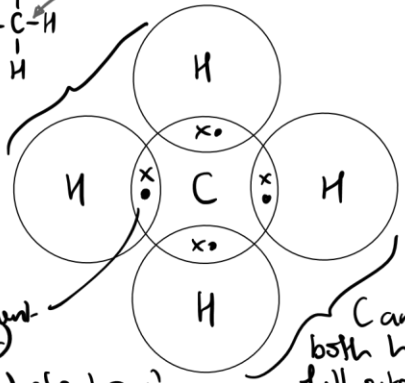
4 •'s as C is in Grp 4

Summary



C in grp 4 = 8 − 4 covalent bonds

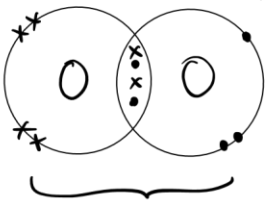
single bond



covalent bond 'shared electrons'

C and 'H' both have full outer shells

both 'O's have a full outer shell



O=O

double bond

Flashcards

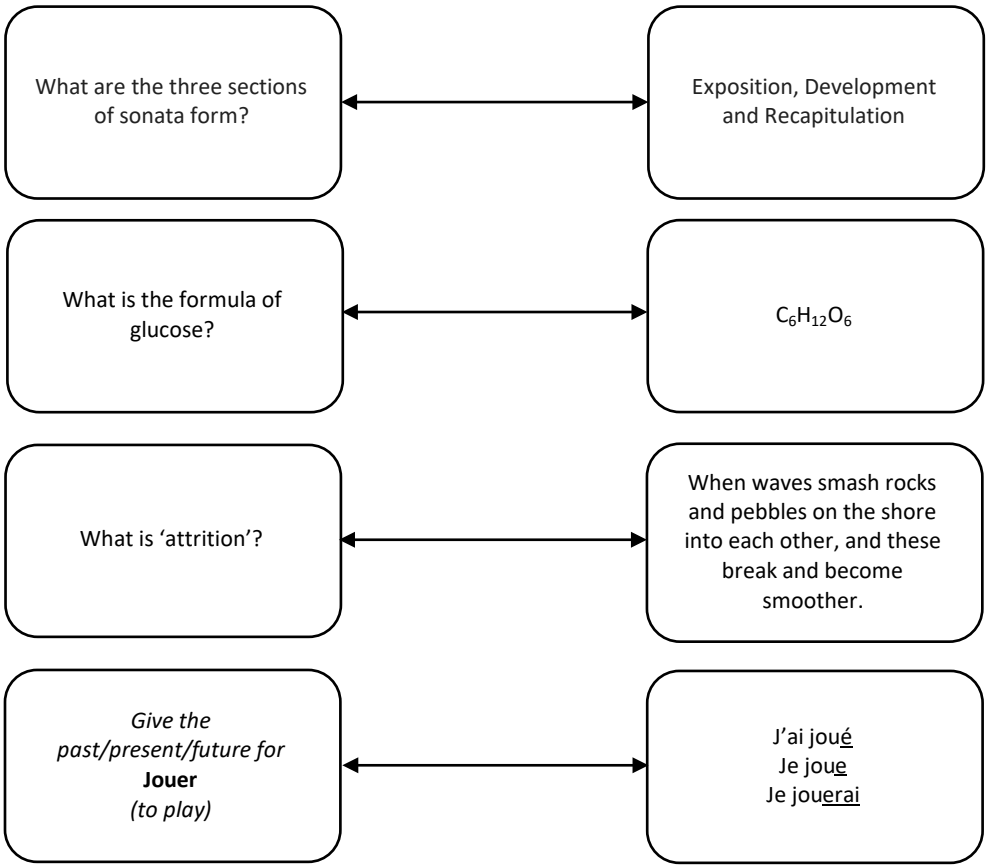
Flashcards have the potential to be a powerful learning aid. However, how successful this is will depend on the thought you put into making them in the first place and then how they're used. It's very important to remember that they're for testing, not summarising.

Making good flashcards

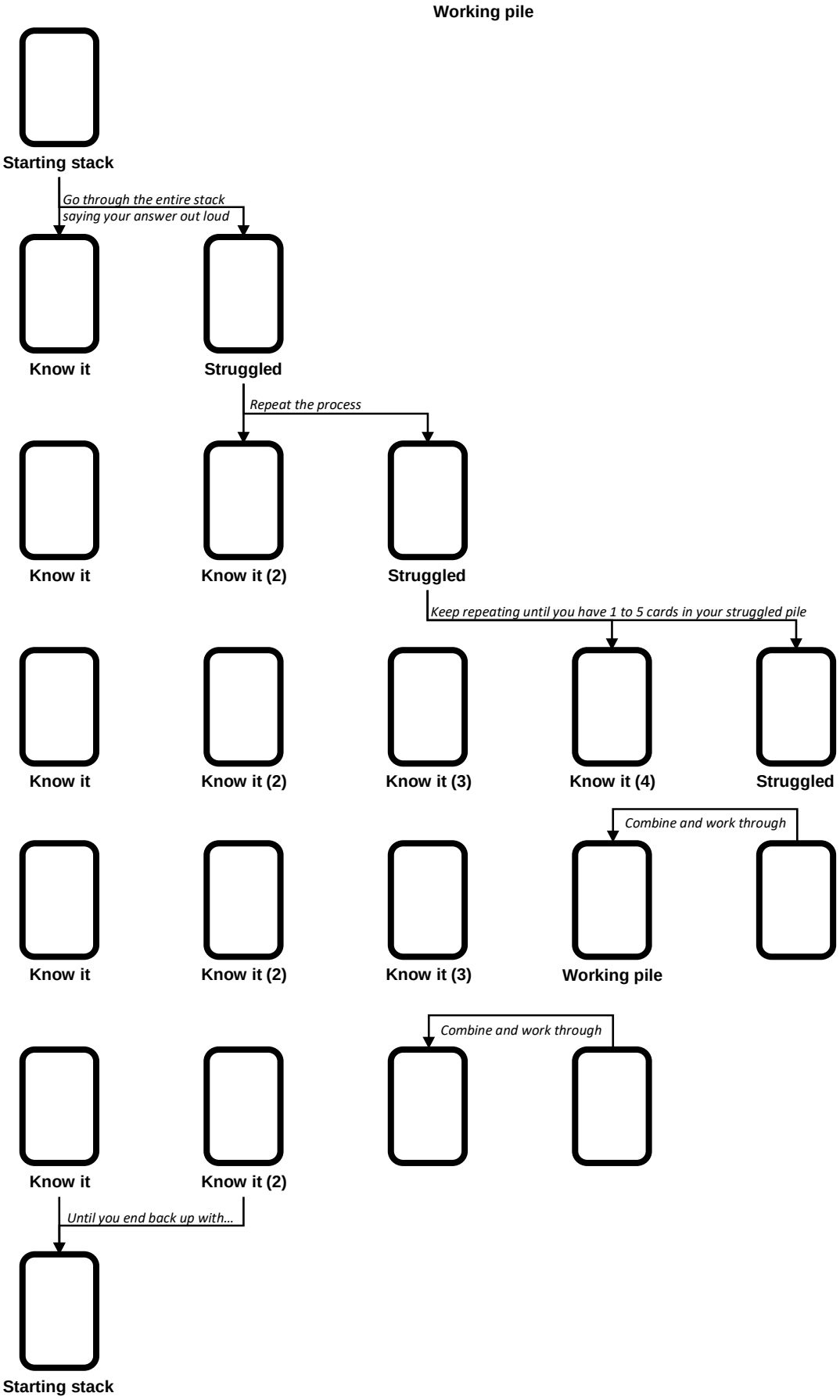
- One side of the flashcard should be a single question and its answer on the reverse.
- Select the essential information to go on each flashcard. You could use topic checklists or bolded terms in your study guide to help you choose.
- Break complex concepts down so that they cover multiple cards.
- Use drawings to illustrate answers.

Using flashcards

- Say your answer out loud and not just in your head. You must be fully committed to your response. Even better would be to write your answer out as you would have to do in an exam.
- Use them both ways – look at the answers and say what the question is.

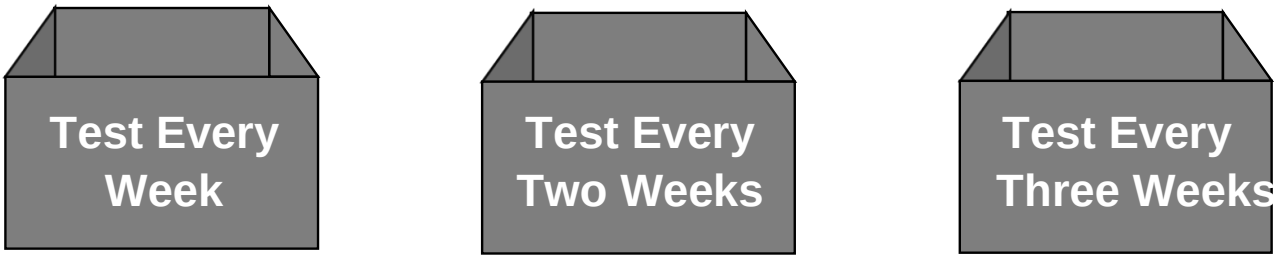


Flashcards – The Waterfall Method

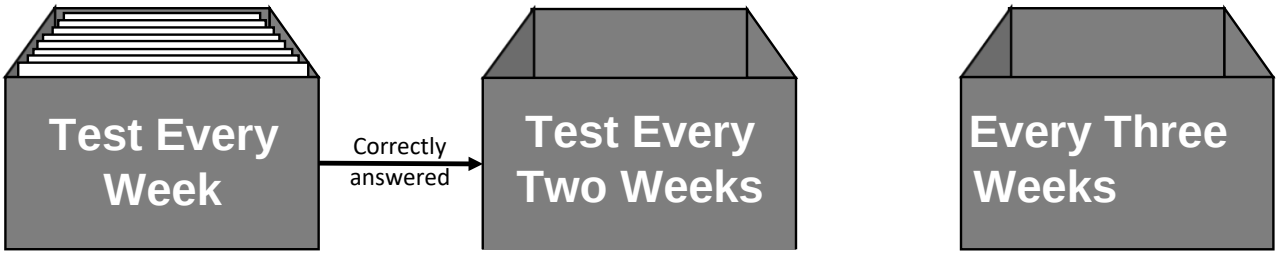


Flashcards – The Leitner System

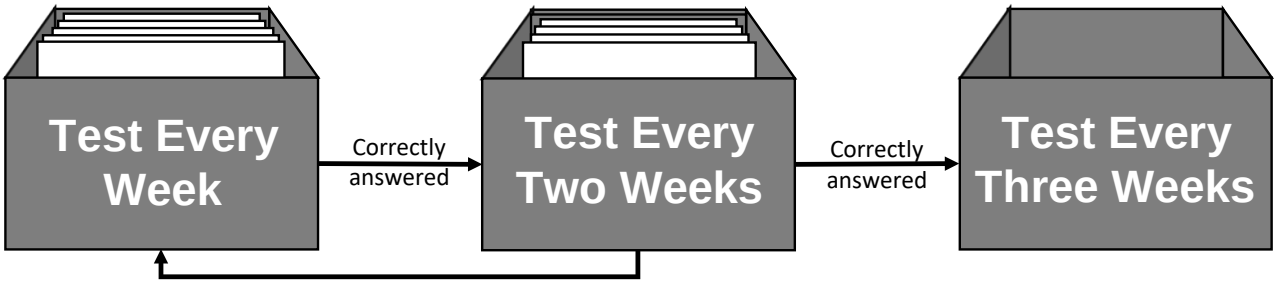
This is an excellent method of using flashcards over a sustained period of time and requires serious commitment. However, there can be a great return to your effort as the Leitner system allows you to see clearly that your learning is improving. Begin by finding three boxes that your flashcards can go in. Each box will determine the frequency you test yourself on the flashcards it contains (note: you decide how many boxes and the frequency you look at them). For example:



Place ALL your flashcards in the first box and test yourself. If you get a card right, move it to the second box. If you get it wrong, it remains in the first.

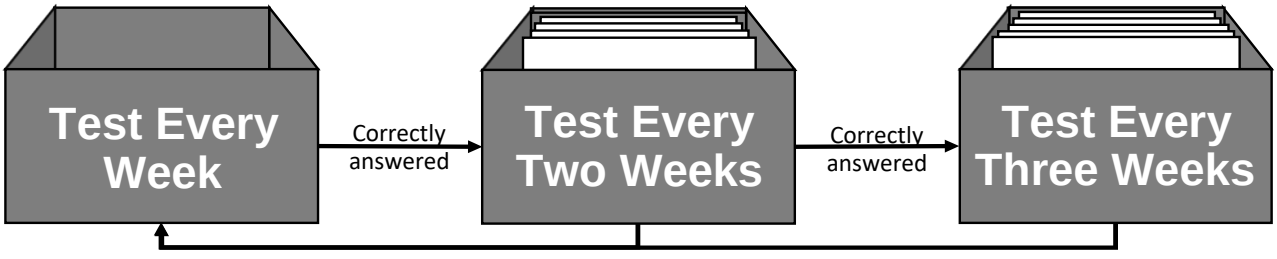


You test yourself on the card in the first box the following week and the second in two weeks. Whenever you get a card right, you move it to the next box. However, if you get it wrong, you move it back to the first book. You must be strict about this.



Incorrectly answered flashcards go all the way back to the first box

Continue testing yourself according to each box's frequency.



Incorrectly answered flashcards go all the way back to the first box

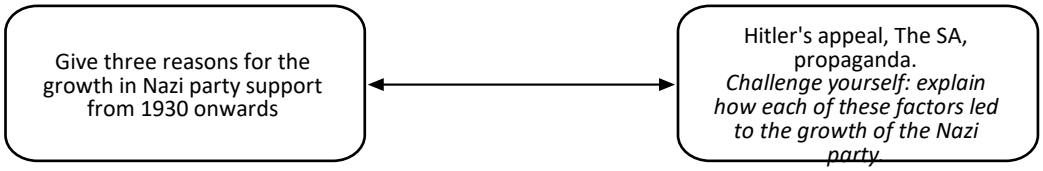
When you start, all the cards are in the first box. Hopefully, these will move to the later boxes as you use the system, measuring your progress. To help make things as straightforward as possible, here's the schedule based on the boxes' labelled frequencies above.

Week	Box 1	Box 2	Box 3
1	✓		
2	✓		
3	✓	✓	
4	✓		
5	✓	✓	✓
6	✓		
7	✓	✓	
8	✓		✓
9	✓	✓	
10	✓		
11	✓	✓	✓
12	✓		
13	✓	✓	
14	✓		✓

You can see that there is a clear routine from week 6 onwards. The underlying idea is that the better your mastery, the less frequent the practice. However, if it's important to retain, it will never disappear entirely from your set of practice boxes.

Taking things further: making meaning with flashcards

- Ask yourself questions about individual cards. Then, once you can remember the information on the back associated with the prompt on the front, raise questions such as, 'What else is this related to?', 'Why is this important?' and 'How would I apply this information?'



- Group cards together in themes. Taking this additional step forces you to ask yourself, 'Which cards have something in common with others?'. This also serves as a form of chunking, which helps you remember information together instead of separately.
- Create a mind map with the cards. Explain all the connections you see between individual cards and between groups of cards. A related strategy is to use yarn or string to connect cards.

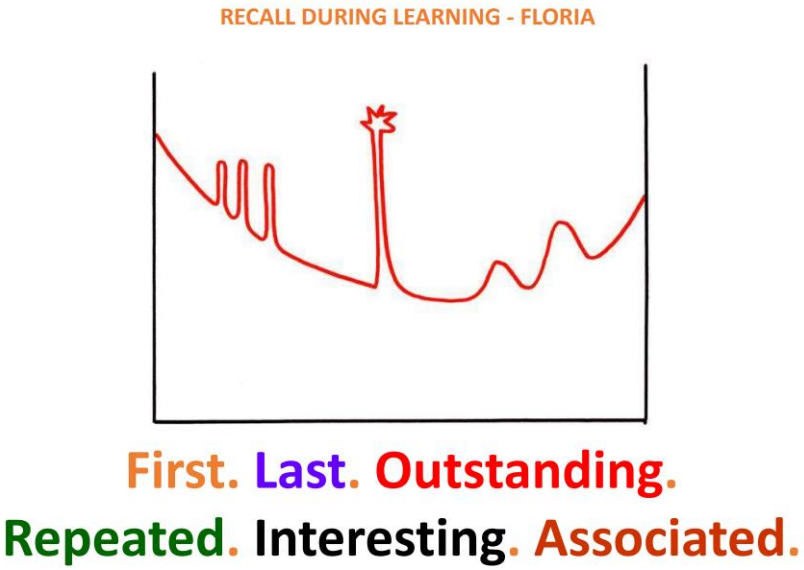
List It

This is a simple free recall task that is very versatile. It can feel challenging, but this is a good thing, and it provides clear feedback on what you do and don't know. Choose a topic, set yourself a time limit and…

- List as many keywords as you can
- List as many facts as you can
- List as many key events/quotes/individuals as you can
- List as many causes of X as you can
- List as many consequences of Y as you can

FLORIA

FLORIA is a technique that provides "hooks" for information in your memory.



Using FLORIA

- Put the most important information FIRST and LAST
- When preparing revision materials, thing about how you can make key information OUSTANDING
- REPEAT important facts
- Make key information INTERESTING using images, mnemonics, sticking it on a post-it in an unusual place, associating it with a person or event, pretend you are delivering a lecture or an assembly on this…
- Make links between information so the ASSOCIATION leads you from one fact to another

Brain Dumps

An extension of 'list it' above, brain dumps can be incredibly effective. Spend, say, fifteen minutes with a blank piece of paper and write down everything you know about a topic. Once finished, look at your class notes, textbook and/or revision guide and check that what you wrote is correct. Then look at what you forgot and focus on this. Date the sheet and store it away. At a later date, do the exercise again and compare the sheets – hopefully, you remember more the second (third, fourth etc.) time and will be able to see the improvement you've made.

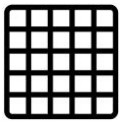
Brain dumps made easier

Brain dumping can be a terrifying exercise. To create a gentler, if less effective, version, compile a list of keywords, terms, people, countries etc., connected with a topic and write uninterrupted for fifteen minutes using these as prompts. For example, if your brain dump was on the 'Energy' topic in Physics, your prompts could be:

= ½ mv^2 = W/t **= F x s** = mcDT **= mgh** biofuel **chemical** conduction **conservation of energy** dissipate **distance** efficiency **elastic potential** electricity **electrostatic** force **fossil fuels** friction **geothermal** gravitational potential **heating** hydroelectric **insulation** Joule (J) **kilogram (kg)** kinetic **lubricant** magnetic **metre (m)** Newton (N) **non-renewable** nuclear **power** renewable **Sankey diagram** solar **specific heat capacity** store **thermal** tidal **transfer** useful energy **wasted energy** water waves **Watt (W)** waves **wind** work done

So, a brain dump on energy might start… *Energy cannot be created or destroyed but only transferred from one store to another. There are eight energy stores. These are: kinetic, gravitational potential, chemical, elastic potential, internal (thermal), nuclear, electrostatic, and magnetic. Anything moving has a kinetic energy store. Anything raised a height has a gravitational potential store. Food, fuels and batteries are examples of chemical stores. Anything that can be squashed or stretched has an elastic potential store. A change in temperature means a change in the internal (thermal) store. There are four energy transfers: work done (mechanical), radiation…*

Thinking and Linking Grids



These force you to think deeply about an area of a subject you've studied. Below is an example grid for Macbeth, along with the instructions. You and your friends can make grids of your own for any subject. Create a 6 x 6 grid and look through your class notes and study guides to identify key people, ideas, themes, countries etc., to populate the grid with. Ask your teacher to double-check them and share them with your classmates.

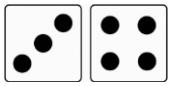
'Macbeth' Thinking and Linking Grid

	1	2	3	4	5	6
1	Macduff	Guilt	Infanticide	Power	Murder	Tyranny
2	The Supernatural	Light	Prophecy	Visions and Hallucinations	Hamartia	Animal Imagery
3	Lennox	Equivocation	Witches	Macbeth	Morality	Lady Macbeth
4	Hubris	Masculinity	Kingship	Appearance vs Reality	Violence	Children
5	Sleep	Banquo	Loyalty	Hands	King Duncan	Time
6	Blood	Regicide	Lady Macduff	Ambition	The porter	Darkness

Instructions

You need a pair of dice.

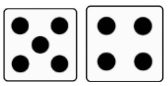
1. Roll your dice to get the coordinates of your first box and find the word/phrase in it. Start with the numbers along the side first. For example:



would equal 'Macbeth'.

2. Write how your word/phrase links to the play. For example, for 'Macbeth', you could talk about how he is a loyal soldier at the beginning of the play who is corrupted by ambition and falls into a cyclical nature of violence to preserve the power that he has pursued.

3. Roll the dice again to find a new word. For example:

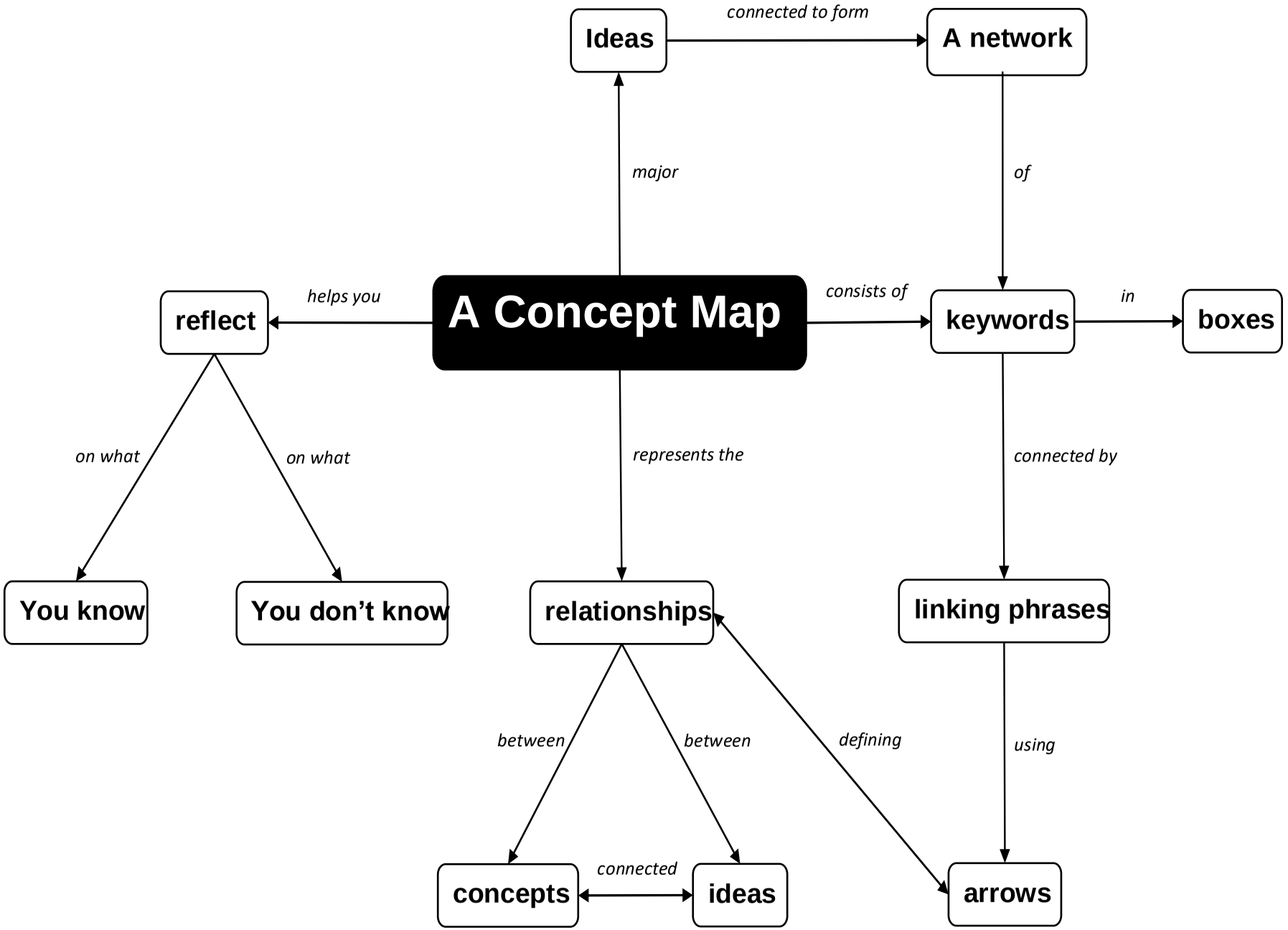


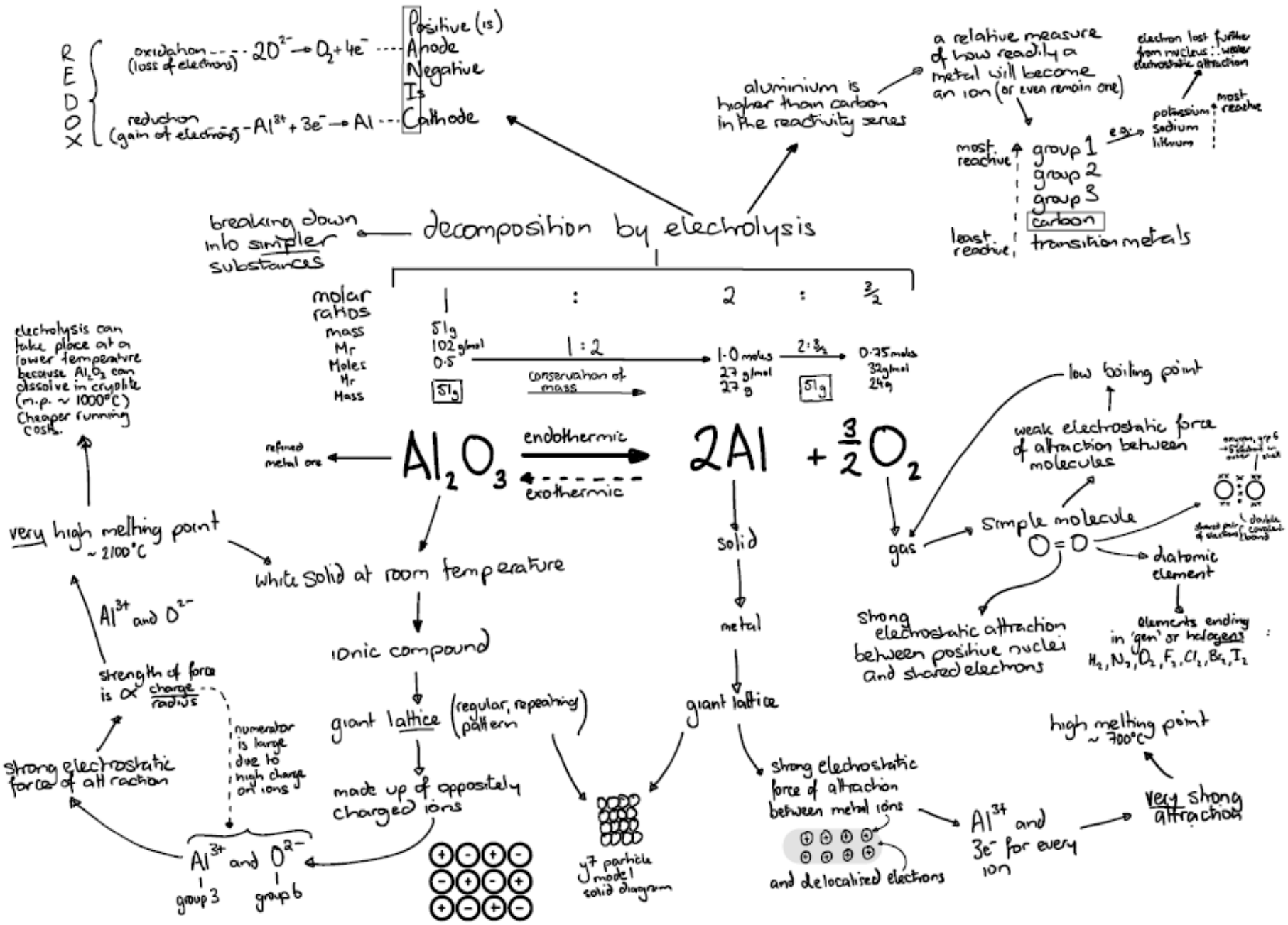
would equal ‘hands’

4. Write both words in the blank table below the grid. Think about how the two words/phrases link together before writing your answer in the table.

LINKS MADE

Box 1	Box 2	The connection between the two

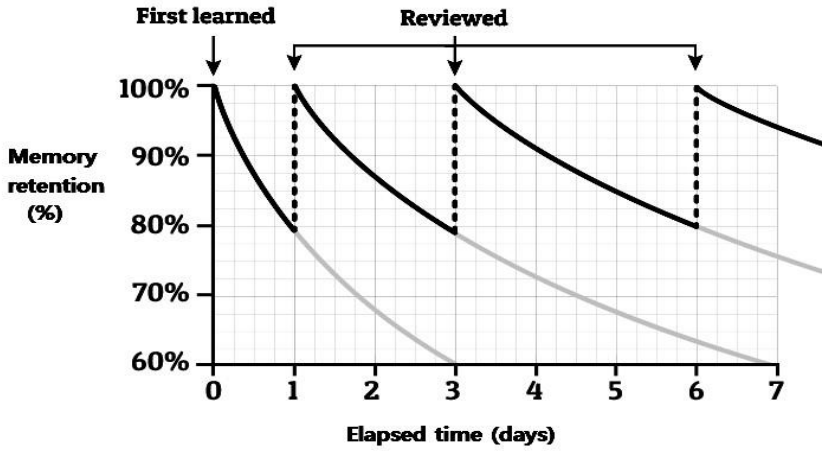

Mapping
A Concept Map
Ideas
connected to form
A network
major
of
reflect
helps you
consists of
keywords
in
boxes
on what
on what
represents the
connected by
You know
You don't know
relationships
linking phrases
between
between
defining
using
concepts
connected
ideas
arrows


REDOX
oxidation (loss of electrons) $2O^{2-} \rightarrow O_2 + 4e^-$
reduction (gain of electrons) $Al^{3+} + 3e^- \rightarrow Al$
Positive (is) Anode
Negative Is Cathode
aluminium is higher than carbon in the reactivity series
a relative measure of how readily a metal will become an ion (or even remain one)
electron lost further from nucleus : weaker electrostatic attraction
most reactive
potassium sodium lithium
e.g.
most reactive
group 1
group 2
group 3
carbon
transition metals
least reactive
decomposition by electrolysis
breaking down into simpler substances
molar ratios 1 : 2 : 3/2
mass 51g 102 g/mol 1:2 1·0 moles 2:3/2 0·75 moles
Mr 27 g/mol 32 g/mol
Moles 0·5 27 g 24 g
Mr 51g 51g
Mass
conservation of mass
refined metal ore
Al_2O_3 endothermic exothermic $2Al + \frac{3}{2}O_2$
electrolysis can take place at a lower temperature because Al_2O_3 can dissolve in cryolite (m.p. ~ 1000°C) Cheaper running costs.
very high melting point ~ 2100°C
white solid at room temperature
Al^{3+} and O^{2-}
strength of force is ∝ charge / radius
numerator is large due to high charge on ions
strong electrostatic force of attraction
ionic compound
giant lattice (regular, repeating pattern)
made up of oppositely charged ions
Al^{3+} and O^{2-}
group 3
group 6
solid
metal
giant lattice
γ7 particle model solid diagram
strong electrostatic force of attraction between metal ions and delocalised electrons
Al^{3+} and $3e^-$ for every ion
very strong attraction
high melting point ~ 700°C
gas
low boiling point
weak electrostatic force of attraction between molecules
simple molecule O=O
oxygen, group 6 → 6 electrons in outer shell
shared pair of electrons
double covalent bond
diatomic element
elements ending in 'gen' or halogens
$H_2, N_2, O_2, F_2, Cl_2, Br_2, I_2$
strong electrostatic attraction between positive nuclei and shared electrons

Final Learning Tips

Space out your learning on a subject

Spacing out your learning over time is far more effective than last-minute cramming. This is based on research into how we forget and how we remember. The speed at which we forget something will depend on many factors such as the difficulty of the material, how meaningful it was to us, how we learned it and how frequently we relearn or remember it. The last factor tells us that when we learn something for the first time, we need to review it quickly afterwards. The more times we force ourselves to remember something, the longer the gap between reviews, which the diagram below illustrates nicely. The Leitner system and Cornell Notes mentioned earlier provides a wonderful way of achieving this, but the principle applies to all of the learning strategies mentioned in this booklet.



Don't study one topic at a time – mix it up!

Interleaving VS Blocking

"Blocking" your revision – focusing on one topic for a long time then moving on to the next topic – is inefficient.
"Interleaving" your revision is **far more effective.**

For interleaving to work, you have to break down your revision into "chunks"
It's no good putting "Biology" into your revision calendar – you need to be specific- themes of the topic.

It's best to deal with each element or topic of the course.
GCSE Biology includes: • Health • Responses to the environment • Evolution • Ecology • Cells • Photosynthesis • Organisms and their environments • Protein functions and uses • Respiration • Genetics • Speciation

Interleave your topics within one revision session, and your subjects across a range of days...don't spend a day doing 'English' - mix up revision on poetry with angles, forces from physics, map co-ordinates in Geography... The more you test yourself, the more it will help you to remember things!

A final self-testing and self-explaining tip – 'Just a Minute'

Based on the Radio 4 show, you must talk about the given concept or topic for a minute without pause, hesitation or repetition. As a result, you'll quickly discover how well you know the subject while also consolidating the knowledge and understanding you retrieve from your memory. *Credit for segments of the booklet to @flynn_simon*

Revision Timetable.

Remember, interleave precise topics; give yourself breaks and family time (especially over Christmas) with whole days off; don't work for more than 25 minutes without a break. The most effective way is 25 minutes work, 5 minutes off.

Here is an example of a timetable you can use to get you started. Create your own, be precise and make it colourful so it is easy to follow.

	Subject/topic 1	Subject/topic 2	Subject/ topic 3
Saturday 26th November			
Sunday 27th November			
Monday 28th November			
Tuesday 29th November			
Wednesday 30th November			
Thursday 1st December			
Friday 2nd December			

For Students: Please note, the talks around careers are optional, but will discuss routes into the career, training required and the different roles. Please sign up via the microsoft forms emailed out Monday Morning.	P1	P2	P3	P4	P5
Monday When in computer rooms, students need to complete their CVs, letter of application and personal statement today and save in their PDT teams under the assignment as their FIRST task. Year 11 2022 to 2023 With helpful sheets here: Help sheets Please ask students to save this in the set assignment on TEAMs where they need to put their CV, letter and personal statement. If they are done, they should be working on their exam timetable as suggested by the session on Friday Students have also been asked to sign up to optional careers talks with external speakers. These are being held in the hall Spoken Language exams:	PE with CCO 9.10 - 9.40 theatre Child Development with SWO 9.40 - 10.10 theatre	Drama with ALE – 10.10 - 10.40 114 10.30 Pfizer talk in the theatre	11.35 Solicitor talk in the theatre	12.35 Police, crime prevention and careers in services	14.15 Medicine in all forms
	210 – 11.1 209 – 11.2 207 – 11.3 211 – 11.4 IT3 – 11.5 IT4 – 11.6 229 - 11.7 11.8 to divide between sixth form rooms	210 – 11.3 209 – 11.4 207 – 11.5 211 – 11.6 IT4 – 11.7 IT3 – 11.8 229 – 11.1 11.2 to divide between sixth form rooms	210 – 11.2 209 – 11.3 207 – 11.4 211 – 11.7 IT4 – 11.1 IT3 – 11.5 229 – 11.8 11.6 to divide between sixth form rooms	210 - 11.8 209 – 11.7 207 – 11.2 211 – 11.5 IT4 – 11.4 IT3 – 11.1 229 – 11.6 11.3 to divide between sixth form rooms	210 – 11.6 209 – 11.5 207 – 11.3 211 – 11.7 IT4 – 11.4 IT3 – 11.8 229 – 11.2 11.1 to divide between sixth form rooms

202 – Mrs Cosway - 11Y3 205 – Miss Quinn - 11Y1 204 – Mrs Bird - 11Y4 117 – Miss Mullen - 11Y2					
Tuesday Students should be finishing off their exam timetable when not in revision sessions, and then beginning to make revision resources. There are packs of cue cards for all students, and highlighters and pens in each room to help them. There are also boxes of revision guides in room 201 for students to **Borrow,** but these must go back at the end of the lesson	All students in assembly theatre - car safety You will need to line up outside as though you were going into assembly. 11.9, you will need to stand with your tutor groups for the week	All students in the theatre for English CMU 10.10 - 10.40 For science BPE– 10.40 - 11.10	History with CBU 11.35 - 12.05 theatre Geography with GBU – 12.05 - 12.35 theatre	DT with HWA 12.35 - 13.05 theatre Food Technology with ACU 13.05 - 13.35 theatre	Business studies with AWI – 14.15 - 14.45 theatre Media Studies with JSH 14.45 - 15.15 theatre
			210, 11.1/11.2 209, 11.5/11.6 207, 11.8 211 11.4/11.3 229 11.7	210 – 11.1 209 – 11.2 207 – 11.8 211 – 11.4 IT4 – 11.5 IT3 – 11.6 IT5 – 11.7 229 – 11.3	210 – 11.6 209 – 11.5 207 – 11.3 211 – 11.7 IT4 – 11.4 IT3 – 11.8 229 – 11.2 11.1 to divide between sixth form rooms
Wednesday Students should be finishing off their exam timetable when not in revision sessions, and then beginning to make revision resources. There are packs of cue cards for all students,	All students in assembly theatre – financial awareness You will need to line up outside as	All students in the theatre for Maths with HTR 10.10 - 10.40 PER with LFO – 10.40 - 11.10 theatre	French and Spanish students – 11.35 - 12.10 theatre	Army and armed services talk	Army practical bootcamp (optional) in the Fitness Centre or outside

and highlighters and pens in each room to help them. There are also boxes of revision guides in room 201 for students to **Borrow,** but these must go back at the end of the lesson	though you were going into assembly. 11.9, you will need to stand with your tutor groups for the week	**AFTER maths session, please go to the following rooms if you don't have PER** 210, 11.1/11.2 209, 11.5/11.6 204 – 11.3 207, 11.8 211 11.4 229 11.7	210 – 11.2 209 – 11.3 207 – 11.4 211 – 11.7 IT4 – 11.1 IT3 – 11.5 229 – 11.8 11.6 to divide between sixth form rooms	210 – 11.1 209 – 11.2 207 – 11.8 211 – 11.4 IT4 – 11.5 IT3 – 11.6 IT5 – 11.7 229 – 11.3	210 – 11.1 209 – 11.2 207 – 11.8 211 – 11.4 IT4 – 11.5 IT3 – 11.6 IT5 – 11.7 229 – 11.3
Thursday Students should be finishing off their exam timetable when not in Art or Food Technology sessions, or spoken language exams, and then beginning to make revision resources. There are packs of cue cards for all students, and highlighters and pens in each room to help them. There are also boxes of revision guides in room 201 for students to **Borrow,** but these must go back at the end of the lesson Spoken Language exams: 202 – Mrs Cosway - 11X1 205 – Miss Quinn - 11X5 204 – Mrs Marshall-Clarke - 11X2 117 – Miss Mullen for Mrs Dunton - 11X4 116 – Mrs Ketley - 11X3	Art students – G10 and 11 207 – finance and accountancy talk	Art students – G10 and 11	Food tech students – G20	Food tech students – G20	
	210 – 11.1 209 – 11.2 211 – 11.4 IT3 – 11.5 IT4 – 11.6 IT5 – 11.3 229 - 11.7 11.8 to divide between sixth form rooms	210 – 11.3 209 – 11.4 207 – 11.5 211 – 11.6 IT4 – 11.7 IT3 – 11.8 229 – 11.1 11.2 to divide between sixth form rooms	210 – 11.2 209 – 11.3 207 – 11.4 211 – 11.7 IT4 – 11.1 IT3 – 11.5 IT5 – 11.6 229 – 11.8	210 - 11.8 209 – 11.7 207 – 11.2 211 – 11.5 IT4 – 11.1 IT3 – 11.4 IT5 – 11.3 229 – 11.6	210 – 11.1 209 – 11.2 207 – 11.8 211 – 11.4 IT4 – 11.5 IT3 – 11.6 IT5 – 11.7 229 – 11.3

‘Dead End’ – a young driver & passenger Road Safety Education Programme

Synopsis

‘Dead End’ is designed to help young people engage with the topic of Road Safety from the perspective of both driver and passenger and explores causes and consequences of Road Traffic Incidents. It portrays the horrific consequences of three characters’ actions on the roads.

• After one night out with Harrison, Molly has to deal with the aftermath of grave injury to herself and coming to terms with both her actions, and the death of a friend.

• Tony, who caused death due to distraction, explores the causes for his crash in graphic detail, along with the pain of responsibility for the death of a pedestrian as the result of his lack of concentration whilst driving.

• Harrison, who crashed the car Molly was in, claims he was not at fault, that he could take drink and drugs and still drive. As the dialogue develops attempts by Mark and Molly to deny responsibility are turned on their head. Only then do we realise Harrison’s fate that night…

Delivered through incredibly powerful monologues interspersed with theatrical action, and imagery via a projection screen, the audience is guided powerfully through the key messages. We see the build-up to, and consequences of the crashes.

Designed for this age group, the performance uses a ‘talking heads’ style approach with graphic descriptions of the accidents and the emotional scars. This performance has been particularly effective as a means of communicating powerfully with Year 11’s, who have proved highly receptive to this more sophisticated and emotive approach.

The performance is only one half of the learning experience and should never be delivered without an accompanying workshop. Lasting 30 minutes, it moves directly into the workshop which lasts a further 30 minutes.

The workshop helps young people to consolidate and clarify all the issues raised in the play, question the actions and motivations of the characters, and consider what they might do differently in real life.

It is the combination of the engaging theatre and interactivity which creates such a powerful learning experience and empowers young people to make sensible decisions around their own and others’ road safety

Year 7

Subject	Topics for revision
English	Analysis of how and why writers use language in a fiction extract (language techniques and effects) AND descriptive writing (creative writing techniques).
Maths	Types of Number, BIDMAS, HCF, LCM, 4 operations with decimals, + and - negative numbers, rounding to significant figures, estimation, Ordering numbers (including negatives and fractions), rotational symmetry, properties of triangles and quadrilaterals, nets
Science	7a – Cells, tissues & organ systems 7e – Mixtures and Separations 7g – The Particle Model 7k - Forces
French	Pencil case, Family, Hair/eyes – describing people, Adjectives, Pets Colours, Dates
Spanish	Pencil case, Family, Hair/eyes – describing people, Adjectives, Pets, Colours, Dates, The verb 'to be'
Geography	Global connections and map skills
History	Historical Skills, the Norman invasion
PER	The whole module on Christian Teachings
DT, Food, Textiles * your exam will be in the technology subject you have covered this year so far	Plastics (Pen Project) Electronics (Alarm Project) Theory questions from our Textiles and Food projects in year 7, and a design based task
Art	Abstract art, colour theory, emotion
Music* **This exam will take place in lessons the week before due to the listening nature of the exam**	1. Elements of Music – what are they and what do they mean? 2. Describing music using the elements of music; 3. Instruments of the Orchestra. What instrument belongs to what family? Identifying the sounds of individual instruments 4. Definitions of key words
Drama	Performance techniques, stage positions and the key skills we learn in drama, Melodrama, pantomime.

Year 8

Subject	Topics for revision
English	Analysis of how and why writers use language in a fiction extract (language techniques and effects) AND descriptive writing (creative writing techniques).
Maths	HCF, LCM, Standard Form, 4 operations with Negative Numbers, Enlargements, Scale Drawings, Theoretical Probability, Sample Space, Experimental Probability, Simplifying Algebraic Expressions (including factorising), Index Laws, Algebraic substitution, Changing the Subject, Converting Between Fractions/Decimals/Percentages
Science	7a- Cells, tissues & organ systems 7b – Sexual reproduction in animals 7c – Muscles and bones 7d – Ecosystems 8a – Food and nutrition 8c – Breathing and respiration 7e – Mixtures and separation 7f – Acids and alkalis 7g – The particle model 7h – Atoms, elements and molecules 8e – Combustion 8f – The periodic table 7i - Energy 7j – Current electricity 7k – Forces 7l – Sound 8i - Fluids
French	Town, School subjects, The weather, Family, Present tense

Spanish	Town, School sports, Free time, Present tense
Geography	Climate change, hot arid environments and map skills
History	The English Civil War, life in Stuart society
PER	The whole module on Impact of Religion
DT, Food, Textiles * your exam will be in the technology subject you have covered this year so far	Plastics (Pen Project) Electronics (Alarm Project) Metals (Jewellery Project) CADCAM (Lamp project) Theory questions from our Textiles and Food projects in years 7 and 8, and a design based task
Art	world culture, identity, portraiture
Music* **This exam will take place in lessons the week before due to the listening nature of the exam**	1. Elements of Music – MAD T SHIRT; Describing music using the elements of music; 2. Answering questions on a piece of music; 3. Instruments of the Orchestra. Know what family each instrument belongs to and identifying the sounds of individual instruments. 4. Notes in treble clef 5. Notes on the keyboard 6. Italian words for tempo and dynamics 7. Definitions of key words; 8. Melody writing with chords
Drama	Performance techniques, rehearsal techniques, key words for physical skills and vocal skills, skills developed during Harry Potter SOL, stage positions.

Year 9

Subject	Topics for revision
English	Analysing poetry (poetic techniques and effects).
Maths	Higher Tier: 4 Operations with Fractions, Decimals and Negatives, Prime Factors (with HCF/LCM), Increasing and Decreasing by a %, Statistical Representation, Averages from a table, scatter graphs, simplifying algebraic expressions, single and double bracket factorisation and expansion, triple bracket expansion, changing the subject, sharing in a ratio, simplifying ratio. Foundation, Ordering numbers, BIDMAS, Converting between units of measurement, Scale Drawings, Nets, Averages, Statistical Diagrams, Angle facts, Angle in Polygons, Simplifying algebraic expressions, algebraic subsitution
Science	All Yr7 modules. all Yr8 modules and 9a- Genetics and evolution 9b – Growing our food 9e – Making materials 9f – Reactivity 9i – Forces and motion 9j – More on electricity
French	Holidays, Media – TV/books/music, Town, House and home, Bedroom, Past tense
Spanish	Holidays, school, sports, Town, Present tense, Past tense, Near future
Geography	Tornadoes, development and globalisation and map skills
History	The causes of World War One, fighting in World War One
PER	The whole module on Relationships
DT, Food, Textiles * your exam will be in the technology subject you have covered this year so far	Plastics (Pen Project) Electronics (Alarm Project) Metals (Jewellery Project) CADCAM (Lamp project) Timbers (Sweet Dispenser Project) Polymers (Coaster project) Theory questions from our Textiles and Food projects in years 7, 8 and 9, and a design based task

Art	gothic architecture and gargoyles key features/information, media techniques used in autumn term
Music* **This exam will take place in lessons the week before due to the listening nature of the exam**	1. Elements of Music – MAD T SHIRT Describing music using the elements of music; 2. Answering questions on a piece of music; 3. Instruments of the Orchestra. 4. Notes in treble clef (including flats; sharps; naturals); 5. Notes on the keyboard; 6. Rhythms; 7. Italian words for tempo and dynamics 8. Definitions of key words 9; Notes in major and minor chords; 10. Melody writing with chords and passing notes
Drama	Performance Techniques, rehearsal techniques, key words connected to physical skills and vocal skills, Devising, Lighting

Year 10

Subject	**Topics for revision**
English	An essay response on An Inspector Calls (analytical essay writing; what? how? why? meaning is conveyed). Students will be given 3 potential questions to prepare: How does Priestley present the Inspector's entrance and exit and how does his character reflect the central messages of the play? How does Priestley present the character of Gerald and his attitude towards responsibility in the play and why? How does Priestley convey unfairness and social inequality in the play?
Maths	Higher Tier, Pythagoras, Trigonometric Ratios, Similar Shapes (length, Area and Volume), Two-Way Tables, Experimental Probability, Venn Diagrams, Laws of Indices, Standard Form, Solving Equations (including simultaneous), Linear Inequalities, Graphical Inequalities. Foundation, Area of Shapes, Circumference of a Circle, Transformations, Vectors, Calculating Probabilities, Experimental Probability, Expectation, Choices and Outcomes, Volume and Surface Areas of Cuboids/Prisms/ Cylinders, Solving Equations, Converting between FDP, % of an amount, Increase and decrease by %, compound measures
Science – there will be a separate exam for Biology, Chemistry and Physics	Topic 1 – Key concepts in biology Topic 2 – Cells and control Topic 3 – Genetics Topic 1 – States of Matter Topic 2 – Methods of Separating and Purifying Substances Topic 3 – Atomic Structure Topic 4 – The Periodic Table Topic 5 – Ionic Bonding Topic 6 – Covalent Bonding Topic 7 – Types of Substances Topic 8 – Acids and Alkalis Topic 3 – Conservation of Energy Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum Topic 6 - Radioactivity
French	family and relationships, technology, reflexive verbs, present tense
Spanish	Spanish: family and relationships, technology, Reflexive verbs Present tense
Geography	Dynamic Development
History	Cold War
PER	Matters of Life and Death
DT	Motion, Work of others, Design strategies, Polymers, Metals, Timbers, production techniques
Art	modern pop art magazine cover

Music	Conventions of Pop. Revise the 4 areas - Rock n Roll; Rock Anthems; Pop Ballads and Solo Artists. You will also need to apply key vocabulary to each area,
Drama	Set text- The IT by Vivienne Franzmann- knowledge of themes, plot and characters. rehearsal techniques. Design- lighting, sound, set, costume.
Construction	Health and Safety
Child Development	preconception health, folic acid/ immunisations and barrier/non barrier methods of contraception
Computing	
Business Studies	Theme 1 topics drawn from what has been covered this year: 1.1 Enterprise and entrepreneurship 1.2 Spotting a business opportunity 1.3 Putting an idea into practice. See Teams for more.
Media Studies	Component 1 Section A: Quality Street 3 x 5 mark questions / This Girl Can comparison question with an unseen text 25 marks
PE	Skeletal System, Muscular System, Cardiovascular System and Physical Training
Food Technology	Science of cooking, Commodities, Nutrition, Function of ingredients, and the dishes we have cooked this year

Year 12

Subject	Topics for revision
Media Studies	Component 1 Section A: 1. Analysing Media Language and Representations (Super Human & unseen AV text) 2. Unseen media language analysis. Section B: Understanding Media Industries and Audiences: 3.
Product Design	Timbers, Plastics, Composites, the work of others, Design movements
Business Studies	Paper 1: Topics drawn from theme 1 content covered this year. Paper 2: Topics drawn from theme 2 covered this year. Full revision lists have been published on Teams.
Economics	Paper 1: Topics drawn from theme 1 content covered this year. Paper 2: Topics drawn from theme 2 covered this year. Full revision lists have been published on Teams.
Lit/Lang	Exam question on the Anthology AND an exam question on Jacob Sam La Rose poetry.
English Literature	Exam question on Poems of the Decade AND an exam question on Frankenstein and Never Let Me Go.
Maths	Pure 1 Skills
Further Maths	Core 1 exam covering all topics from the book
Chemistry	Modules 1,2 and module 3 (3.1.1-3.1.7)
Biology	Module 2
Physics	Module 1,2,3.
Computing	Section 5, 6, 8 of the specification
Psychology	Social Influence, Memory, Research Methods
Sociology	Education (Topics- Differences in educational achievement- Social class & Ethnicity) Families- Childhood & Couples.

Law	Lay Magistrates, Criminal Courts, Precedent, Rule of Law, Sentencing, Legal Personnel, Access to Justice and funding, Juries, The judiciary, Law Commission
Politics	US and UK Constitution
Criminology	AC1.1 - Compare criminal behaviour and deviance / AC1.2 - Explain the social construction of criminality / AC2.1 & 3.2 - Describe and evaluate the effectiveness of biological theories of criminality / AC2.2 & 3.2 - Describe and evaluate individualistic theories of criminality / AC2.3 & 3.2 - Describe and evaluate sociological theories of criminality
Art	individual contextual research for personal investigation - topic of choice
History	USA 1917-1980
Geography	Coasts and Human rights
Spanish	Spanish is Modern and traditional values, cyberspace and sex equality, the subjunctive past and present
French	Family and relationships. le patrimoine, cybersociété, present tense

Year 13

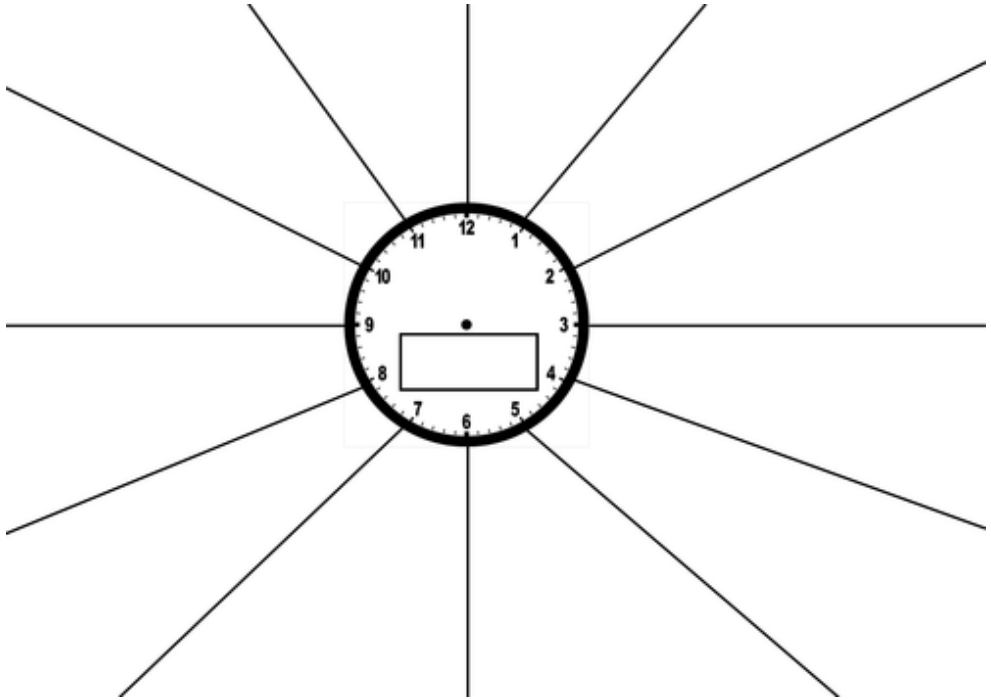
Subject	Topics for revision
Media Studies	Component 2 Section A: TV in a Global Age (The Bridge / Life on Mars) Section B: Magazines (Vogue/ The Big Issue) Section C: Online Products (Zoella/ Attitude)
PER/ RS	**Philosophy** : Arguments for the existence of God, Religious language **Ethics:** Applied ethics (animal ethics) Situation ethics, virtue ethics, natural moral law.
Business Studies	Paper 1: Topics drawn from theme 1 and theme 4 Paper 2: Topics drawn from theme 2 and 3. Full revision lists have been published on Teams.
Economics	Paper 1: Topics drawn from theme 1 and theme 4 Paper 2: Topics drawn from theme 2 and 3. Full revision lists have been published on Teams.
Lit/Lang	Exam question on the Anthology AND an exam question on Jacob Sam La Rose poetry.
English Literature	Exam question on Rossetti poetry AND and exam question on A Streetcar Named Desire and Hamlet.
Maths	Pure 1 Skills + Pure 2
Further Maths	anything from Core 1 and Core 2
Chemistry	The whole A2 course with the exception of Nitrogen chemistry (5.3) & Transition metals (6.2)
Biology	Topic 1 – Biological molecules Topic 2 – Cells Topic 3 – Exchange of substances Topic 5 – Communication, homeostasis and energy
Physics	Module 1 Module 2 Module 3 Module 5
Psychology	Approaches, Biopsychology, Research Methods
Sociology	Crime & Deviance **and** Beliefs in Society, Topic 1 – 8 (see your teacher for more specific information)
Law	Paper 3
Politics	Liberalism, US and UK Politics
Art	No mock exam – this was carried out before Christmas

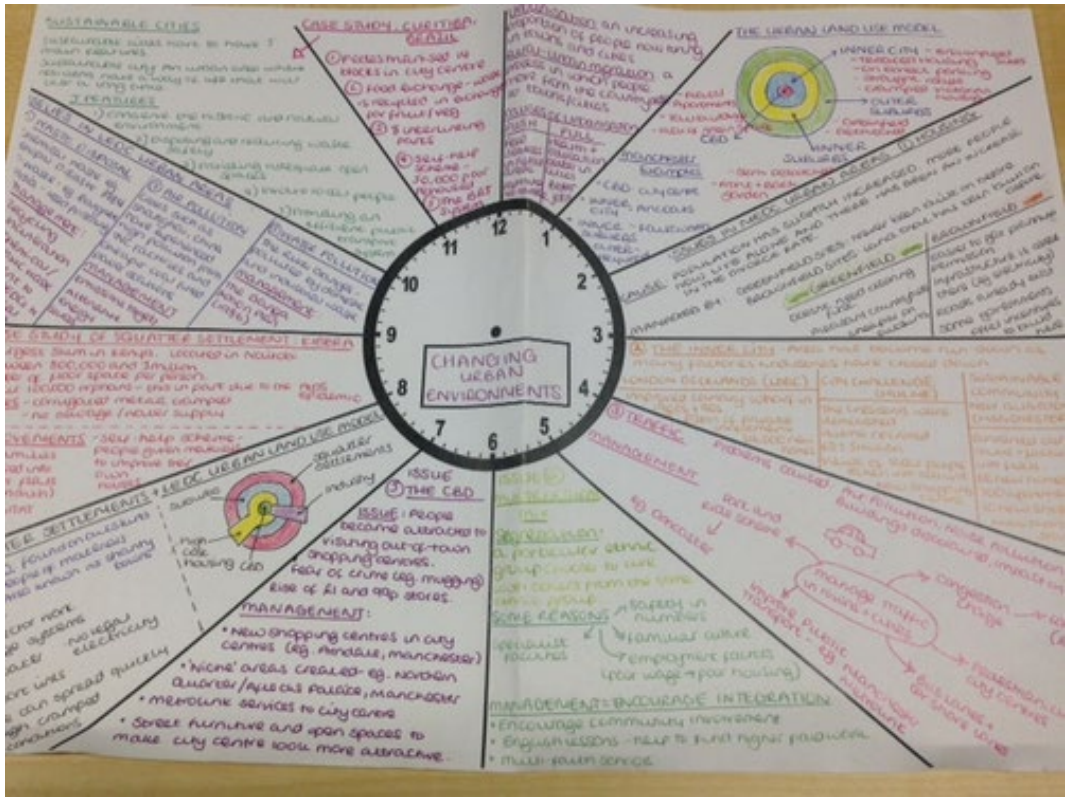
History	British experience of warfare
Geography	Changing spaces; making places and Disease Dilemmas
Spanish	All topics studied in year 12 and 13 plus the book and the film
Drama	Set texts- Love & Information, Machinal, The Curious Incident of the Dog in the Night-Time. Rehearsal techniques. Knowledge of the plot, themes and characters. Design- lighting, sound, set and costume. Links to live theatre.

How are you revising in periods 2 and 4 during exam week?

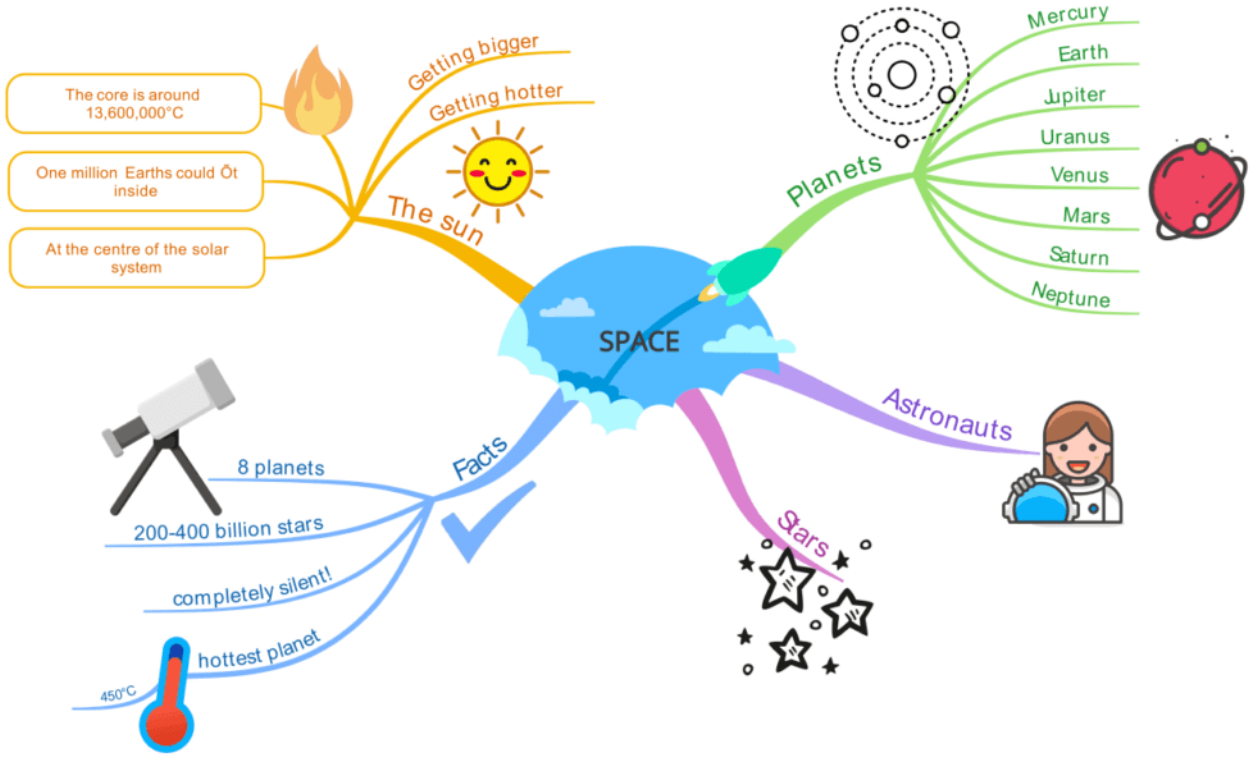
Clock revision – there will be some blank ones in each room

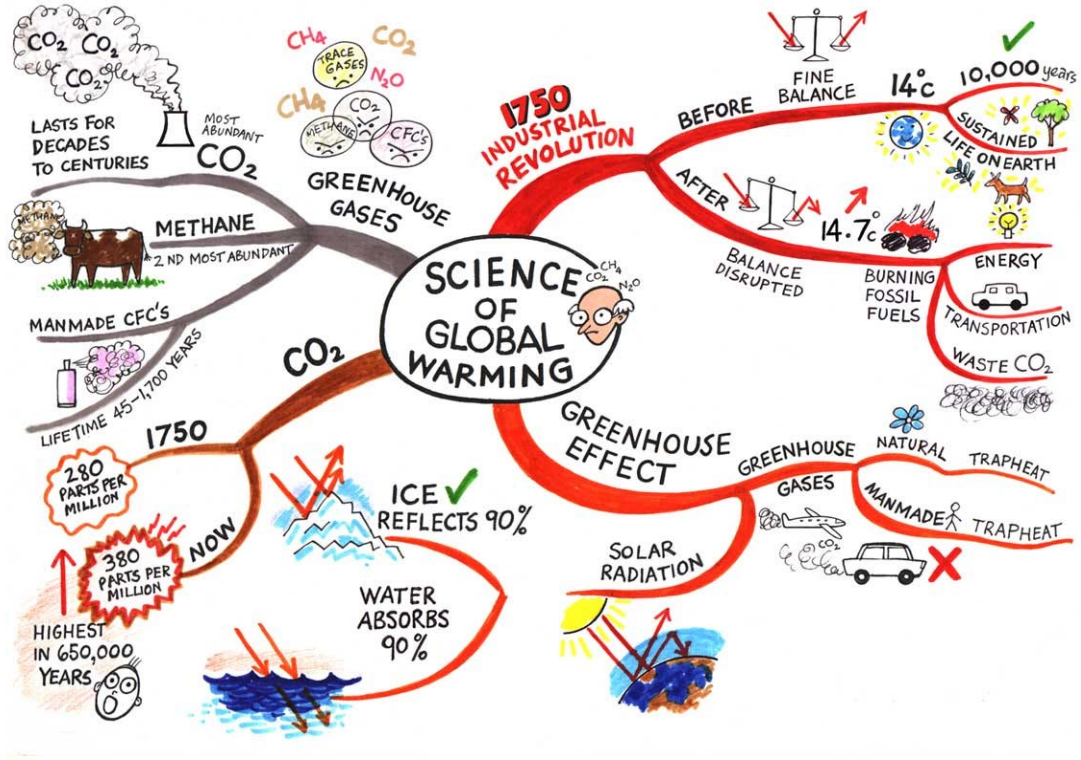
A way of revising which can break a topic down into 12 sub-categories.
Make notes in each chunk of the clock. Revise each slot for 5 minutes, turn the clock over and check: what can you remember from certain sections of the clock. 'e.g. what was in section 2-3'. You can create these in P2 using your notes, and check what you know p4, for example





Mind maps – and blank mind maps. Test yourself by drawing the shape and trying to fill it in. There will be paper in the rooms



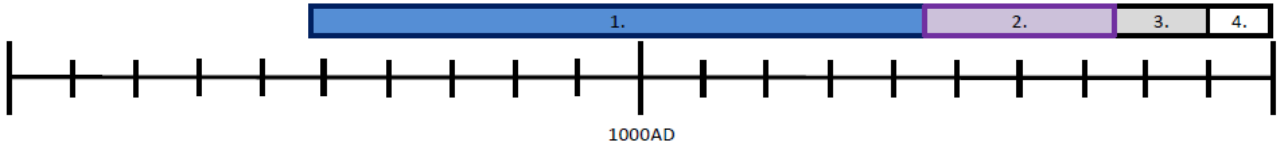


Self-quizzing using your knowledge organisers that you have been given or have found

- Pick a section
- Write down everything you remember from it without looking
- Look back over it on the original
- Add in anything you have forgotten in a different colour pen so you can see what you still need to re-revise
- Do the same topic a couple of hours later and see if you can remember more

History Knowledge Organiser: Britain, Health and the People

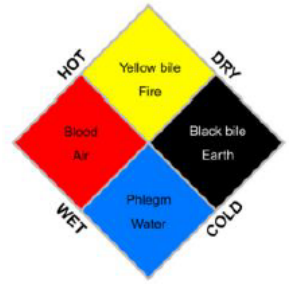
1. Britain: Health and the People Timeline:



Period	Beliefs	Key developments and events		Individuals		
1. The Middle Ages 476-1445AD	A period of **turmoil and recovery** after the Fall of Rome. The rise of the Catholic Church.	Fall of the Roman Empire The Black Death	Islamic/Christian medicine	Bacon Rhazes Ibn-Sina	Ibn Nafis Galen (Ancient Greece)	
2. The Renaissance 1445-1750AD	An age of **discovery**, where people refocused on **education**, and **beauty**.	The Printing Press The Great Plague Challenging Galen	The 'New World' The Reformation Renaissance Art	Vesalius Harvey Paré	Paracelsus Gutenberg	
3. The Enlightment/ Industrial Revolution 1750-1900AD	A period with a huge boom in **population**, a focus on **science** and **eventual government help**.	Dissection Cholera outbreaks Germ theory	Public Health Acts Antiseptic/aseptic surgery Anaesthetics	Jenner Hunter Pasteur	Koch Simpson Lister	Halsted Snow Chadwick
4. Modern Day 1900AD-Today	A period of **governmental involvement** in public health and **science and technology**.	Magic Bullets World War One World War Two	The welfare state The NHS Antibiotics	Ehrlich Lloyd George Beveridge	Bevan Gillies McIndoe	Fleming Florey & Chain

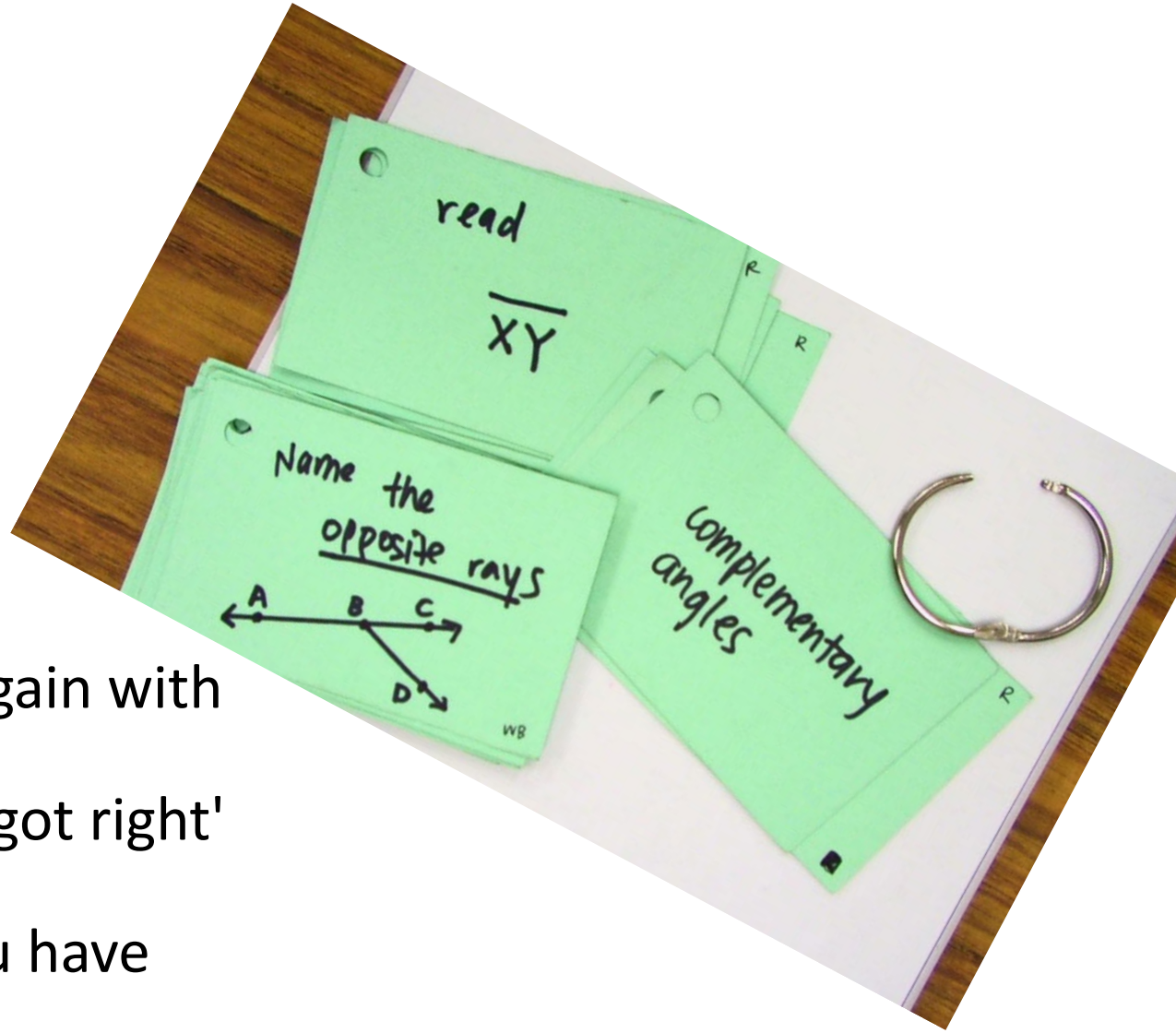
2. Galen and Hippocrates:

- Before the Middle Ages, two doctors had been extremely important in the empires of **Ancient Greece and Ancient Rome: Hippocrates** and **Galen**.
- Before Hippocrates and Galen, most people believed that diseases were **supernatural punishments from the Gods**, which could be healed through **offerings and prayer**.
- Hippocrates is known as the "father of medicine": he argued that doctors should **observe patients** to find out what was wrong with them.
- Hippocrates believed that were **four fluids in the body**, called **humours**, which needed to be kept in balance to keep patients healthy. This could be achieved by controlling **exercise and diet**. Medicine was seen as a last resort.
- **Galen**, a Greek doctor in the Roman Empire, **built on Hippocrates' ideas** and made them **popular**.
- Both doctors wrote a huge number of **books**, many of which remained in use up to the 19th century.



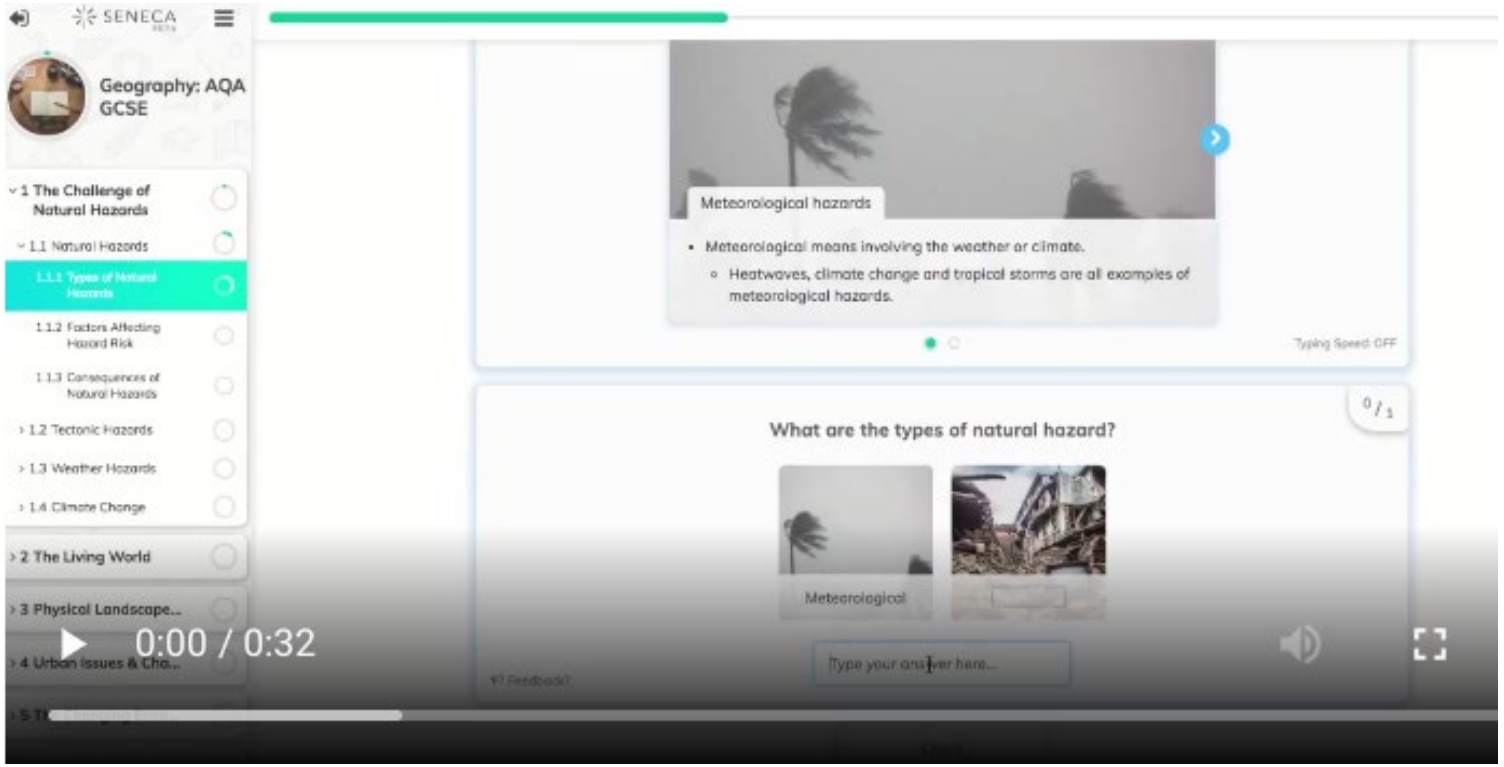
Using your cue cards

- Answer your question to yourself
- Check it
- If you got it right, put it in one pile
- If you got it wrong, put it in another
- Once you have done all the cards, start again with the ones you got wrong
- If you get them right, move them to the 'got right' pile
- If you got it wrong, repeat again once you have finished going through them all.
- Come back to the same cue cards p4 to see if you can manage them again.



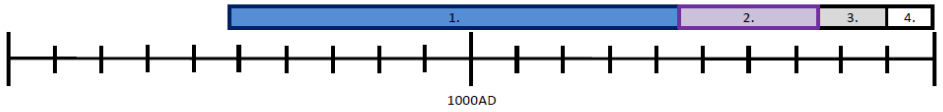
Using Seneca

- Be specific about the topics
- Make sure it is silent
- Check the areas you know are on your topic list for revision



History Knowledge Organiser: Britain, Health and the People

1. Britain: Health and the People Timeline:



Period	Beliefs	Key developments and events		Individuals		
1. The Middle Ages 476-1445AD	A period of **turmoil and recovery** after the Fall of Rome. The rise of the Catholic Church.	Fall of the Roman Empire The Black Death	Islamic/Christian medicine	Bacon Rhazes Ibn-Sina	Ibn Nafis Galen (Ancient Greece)	
2. The Renaissance 1445-1750AD	An age of **discovery**, where people refocused on **education**, and **beauty**.	The Printing Press The Great Plague Challenging Galen	The 'New World' The Reformation Renaissance Art	Vesalius Harvey Paré	Paracelsus Gutenberg	
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