WHAT TO DO TO PREPARE FOR EACH OF YOUR SUBJECTS

Complete this checklist for each of your subjects in your first week. The actions on the checklist will help your organisation for each subject and support you with your independent learning.

<table>
<thead>
<tr>
<th>Action</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Get a folder and sub-dividers</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Buy paper, pens, highlighters</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Get a planner or diary so you can write down any key dates and homework activities to be completed</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Find out which course syllabus you are studying</strong></td>
<td></td>
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<tr>
<td><strong>Locate where the information for your subject is found on the VLE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Study the content list or syllabus for the subject to see what you will learn about</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Establish if there are any key coursework or exam dates in your course and note them down in a planner / diary / front of folder</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Buy the recommended course book (if relevant)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Establish where practice exam papers and mark schemes can be found</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ask your teacher if there are any key resources or websites that will support your independent learning</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Find out the name of the recommended revision guide and where it can be found</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ensure you have a suitable workspace at home for independent work</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Create a study timetable so you organise your study periods effectively</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Note down your target grades and relevant grade criteria so you know the demands for your grade</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Establish links with other students studying your subject who may be potential study partners</strong></td>
<td></td>
</tr>
</tbody>
</table>
GETTING THE MOST OUT OF YOUR TIME

The ideas below are some of the most effective strategies you can use to get the very best out of your study time:

1. Create a ‘to do’ list

This is easy; simply list the things you need to get done on a particular day. As you complete things from the list tick them off until everything has been done. You'll be more organised & more effective if you can make this system work for you. Make sure you prioritise the tasks that are most important and / or difficult to complete. Do not put off the more activities. Procrastination doesn't pay!

2. Spare time

Don't over-fill your 'to do' list - you don't want to end each day with a set of things you've still not got round to. Allow half an hour of spare time in your schedule to allow you to deal with anything unexpected that comes up. Keep some brief, easy tasks with you in school: you can get these done in the times when you have a spare moment such as in tutor time.

3. Avoid distractions

If you're going to get any studying done you need to let people know that you don't want to be disturbed. Find a quiet place to study; you'll get twice as much done if you can avoid interruptions. Also, it is imperative that you keep distractions out of the way; switch off your phone, Facebook, TV etc. When you study have in front of you only what you need to complete the work you're focussed on.

4. Do one thing at a time

It's tempting to flit from one task to another but it's certainly not effective. Plan an effective timetable of the work you need to do. Focus on one thing at a time & stay with it until you finish, this way you'll get the satisfaction of having made progress whenever you get down to work.

5. Have a Goal

Don't just work aimlessly. Set a target for each study period and don't stop until you reach it. Know what you need to do and work steadily until you achieve it - then you have earned a break!

6. Take a break

Plan your time effectively & make sure that you allow yourself a break each hour to refresh & recharge yourself. Reward yourself once a task is finished - it's a great way to motivate yourself to get things finished.

7. End on a High

Keep things neat and stop work when you have finished an essay plan, reached the end of a chapter or finished a question. If you stop half-way through a task it will play on your mind and be harder to get back into when you do get round to finishing it.
TIME MANAGEMENT SELF-EVALUATION

This is a test to see the extent to which you procrastinate (put off important things)

Read each statement and choose the word below ("never," "occasionally," "often," or "always") that best describes your behaviour. Write the corresponding number in the blank space before each statement.

Never = 1     Rarely = 2      Often = 3      Always = 4

1. ___ I feel I have to "cram" before an exam.

2. ___ My homework is turned in on time.

3. ___ I think I get enough sleep.

4. ___ I pull all-nighters before mid-terms and finals.

5. ___ I plan activities with friends or family for a couple of nights a week and spend the amount of time with them that I planned.

6. ___ When I'm working on a paper, I put off writing until a few days before it's due.

7. ___ I cancel social activities because I feel I don't have enough time.

8. ___ I get my papers in on time.

9. ___ I find myself making a lot of excuses to my instructors about why my work isn't done.

10 ___ I feel comfortable about how I use time now.

11. ___ I feel that something is hanging over my head, that I'll never have enough time to do the work assigned.

12. ___ I feel tired.

Score A: Add up the numbers for questions 1, 4, 6, 7, 9, 11, and 12.
Score B: Add up the numbers for questions 2, 3, 5, 8, and 10.

If Score A is greater than Score B, you are probably a procrastinator. If Score A is less than Score B, you manage your time well. If the scores are equal, you may procrastinate at times, but procrastination is not a habit.
‘You may delay, but time will not’ (Benjamin Franklin)

Time management is an essential skill for any student to master. Try to do too much in a short space of time and you can become stressed and not produce your best work, on the other hand those who procrastinate are rarely prepared adequately and will find it hard to fulfill their potential. The advice that follows is intended to help you organise the time you have effectively to allow you to balance your studies and other interests successfully so take note and you will find the transition into Sixth Form much easier to manage.

- A study timetable is vital. You must divide your time up through the week so all of your subjects get equal attention and you should allocate your study periods effectively so you can complete your independent studies punctually. Remember to allocate time at home for study along with time for socialising and part-time work if you have it. It is expected that you allocate one hour of independent study for every hour in class although this may increase when you are preparing for examinations. Use the advice and template later in this guide to help you construct your study timetable.

- Ensure you know when your coursework or assessment deadlines are in each subject and note them down in your diary. Start these key pieces of work as early as you can so you have enough time to seek support if it is required. This will also help you avoid stressful situations where you have to complete work for different subjects all at once. Effective week-by-week planning and a purposeful approach will make life much easier for you.

- Being a student is a full-time occupation. Your studies will be a passport to a successful career in future so do not work for too many hours in a part-time job as that will take valuable time away from your studies. It is recommended that you do not work more than 8 hours per week. If you do exceed this limit, there will be a negative impact on your grades as your independent learning and revision possibilities are diminished.

- ‘A’ level studies will very rarely have nothing to do. You will always have opportunities in tutor time or in study periods to reflect on your class notes, create revision materials, apply your knowledge to practice questions or undertake additional reading around the subject to improve your understanding. If you are spending too much time in the common room or with spare time, this is a clear sign that you are not allocating enough time to your independent studies. Remember if you have 12-16 hours of lessons per week, there is an expectation that you have at least that amount in independent study.

- Try and work when you feel most fresh. Whether you feel more awake in the morning or evening, it is essential that you allocate independent study time for when your concentration is at its highest. If you try to complete your studies on the bus to school or last thing at night, you will not be producing your best work and this will have a negative influence on your final grades.

- Get into a routine and plan your study weekly so you make the best use of any time available to you. The more reading, revising, note-making and homework you complete in tutor time and study periods, the less work you will need to complete at home. Use your time wisely, it is precious!
CREATING A STUDY TIMETABLE

The advice included on this page will help you create your own study timetable to support the organisation of your independent study. You will need to follow your study timetable each week to ensure you are allocating enough time for your additional reading, revision and homework activities in each subject.

Assess your current schedule. Creating a healthy balance between your studies, social life and sleep is important. You can tailor your study schedule to fit your needs and learning style. Do you need to allocate time on weekend afternoons because you work nights the same days? Could you create some summary lists reflecting on your work in today’s lessons on the bus home?

List all the subjects you need to study. If you have a study guide or a textbook with review sections, use it to narrow down what you need to learn that particular week. Put your lessons in to your timetable and your allotted study periods. By doing this, you can see where you have time available in school study and divide this into time for your different subjects.

Pull out your calendar/planner. Write down important dates or events that you cannot change (e.g. work commitments, sports training). Now, you can check if there are times or days of the week when you can always study. For example, you may always be free Thursday evening. If possible, try to schedule your studying then, because a regular, set routine can help you get into a studying mindset more quickly.

Schedule study sessions in short blocks. Shorter time blocks are easier to find and to schedule. 1 hour should be the maximum you work before you take a break because otherwise your concentration will drift and you will not retain information. In your breaks you can rest your tired eyes, stretch your legs and maybe get a healthy snack.

Write down which subject you are studying in each session. This will help keep you on track, create checkpoints for the material, and allow you to organise your textbooks and study materials ahead of time. If you have questions or concerns about a specific subject, you have a record of what you studied and when. If you request help from your teacher, you can give them the context of what you were studying and it will be easier to get support.

Stick to the schedule. There is no point in making a study schedule if you don’t stick to it. Try to get into the habit of looking at your calendar/planner on a regular, preferably daily, basis. Avoid all distractions during your allocated study periods as the quality of your work will be compromised if you are constantly looking at the television, talking to your friends or surfing social media websites. Your study times are for your independent work only. Allow plenty of time for breaks to keep yourself fresh.
## A Study Timetable Example

<table>
<thead>
<tr>
<th>Time</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period 1</strong></td>
<td>HISTORY</td>
<td>STUDY PERIOD - MATHS</td>
<td>FRENCH</td>
<td>BIOLOGY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 2</strong></td>
<td>BIOLOGY</td>
<td>MATHS</td>
<td>STUDY PERIOD - HISTORY</td>
<td>HISTORY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tutor Time</strong></td>
<td>REVISE FRENCH VOCAB</td>
<td>PRACTICE MATHS QUESTIONS</td>
<td>MAKE HISTORY NOTES</td>
<td>BIOLOGY REVISION</td>
<td></td>
<td>WORK</td>
<td>HOMEWORK - ALL SUBJECTS</td>
</tr>
<tr>
<td><strong>Period 3</strong></td>
<td>FRENCH</td>
<td></td>
<td>BIOLOGY</td>
<td>STUDY PERIOD - BIOLOGY</td>
<td>FRENCH</td>
<td></td>
<td></td>
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<tr>
<td><strong>Period 4</strong></td>
<td>STUDY PERIOD - FRENCH</td>
<td>BIOLOGY</td>
<td>MATHS</td>
<td>MATHS</td>
<td>HISTORY</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Period 5</strong></td>
<td>MATHS</td>
<td>STUDY PERIOD - REVISION</td>
<td>HISTORY</td>
<td>FRENCH</td>
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<tr>
<td><strong>5pm - 6pm</strong></td>
<td>GYM</td>
<td></td>
<td>GYM</td>
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<td>GYM</td>
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<tr>
<td><strong>6pm - 7pm</strong></td>
<td>DINNER</td>
<td>DINNER</td>
<td>DINNER</td>
<td>DINNER</td>
<td>DINNER</td>
<td>DINNER</td>
<td>DINNER</td>
</tr>
<tr>
<td><strong>7pm - 8pm</strong></td>
<td>HOMEWORK</td>
<td>HOMEWORK</td>
<td>HOMEWORK</td>
<td>FOOTBALL</td>
<td>HOMEWORK</td>
<td>GO OUT</td>
<td>GO OUT</td>
</tr>
<tr>
<td><strong>8pm - 9pm</strong></td>
<td>HISTORY READING</td>
<td>MATHS REVISION</td>
<td>FOOTBALL</td>
<td></td>
<td></td>
<td>GO OUT</td>
<td>GO OUT</td>
</tr>
</tbody>
</table>
## A Study Timetable Template

<table>
<thead>
<tr>
<th>Time</th>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
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<tr>
<td>Period 2</td>
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<tr>
<td>Tutor Time</td>
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<tr>
<td>Period 3</td>
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<td>Period 4</td>
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<tr>
<td>5pm – 6pm</td>
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<tr>
<td>6pm – 7pm</td>
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<tr>
<td>7pm – 8pm</td>
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<tr>
<td>8pm – 9pm</td>
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</tr>
</tbody>
</table>
Complete the self-assessment below to see which areas you are effective as an independent learner and where you could improve further. Once you have completed this set yourself a couple of targets to help you develop your independent learning in the areas where you feel it is most important.

<table>
<thead>
<tr>
<th>I can and do..</th>
<th>Tick if you do this regularly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organise my work/notes/folders carefully and store them in a sensible location</td>
<td></td>
</tr>
<tr>
<td>Have at least one folder for each subject with sub-dividers for different topics</td>
<td></td>
</tr>
<tr>
<td>Plan my week ahead so I can balance my time between independent study and other interest</td>
<td></td>
</tr>
<tr>
<td>Spend one hour of independent study per one hour of lesson time (4-5 hours per week)</td>
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</tr>
<tr>
<td>Create a clear timetable of when and where I am going to do my independent learning and homework activities</td>
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<tr>
<td>Think through an activity and do my own research to find answers</td>
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<tr>
<td>Ask for help when it is needed</td>
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<tr>
<td>Present materials in a way that allows reader understanding of a response</td>
<td></td>
</tr>
<tr>
<td>Transfer learning to other areas of the curriculum (Think about how what I learn may link to other parts of the subject or different subjects)</td>
<td></td>
</tr>
<tr>
<td>Display effective note taking skills to aid recall (Use of bullet points, highlighters, diagrams where relevant)</td>
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<tr>
<td>Demonstrate organisational skills to meet deadlines</td>
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<tr>
<td>Demonstrate persistence when a task appears challenging</td>
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<tr>
<td>Work in co-operation in a group or individually to complete assignments</td>
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</tr>
<tr>
<td>Organise, plan and re-draft written responses to make sure they meet the success criteria</td>
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</tr>
<tr>
<td>Use a number of different sources to locate information for the completion of tasks</td>
<td></td>
</tr>
<tr>
<td>See mistakes as part of the learning process and act on feedback provided by your teachers on how to improve</td>
<td></td>
</tr>
<tr>
<td>Set high goals and aim to achieve the best you can</td>
<td></td>
</tr>
</tbody>
</table>

TARGET 1

TARGET 2
REVISION IDEAS FOR DIFFERENT STYLE OF LEARNER

**Visual Learners**
- Turn notes into bullet points. Highlight key words. Keep shortening them until you have one word which will trigger your memory for each point.
- Make flash cards with the key ideas. (see [www.flashcardexchange.com](http://www.flashcardexchange.com) for ideas).
- Use websites e.g. BBC bitesize.
- Learning posters – put key information on small posters. Use patterns, colour and drawings. Pin them up where you’ll see them often (like in the living room).
- Use pattern notes/mind maps/posters/leaflets
- Draw Mind Maps for topics to show how the main ideas link together
- Write out key words and definitions on flash cards. Colour code them. Get someone to test you.
- Turn your notes into pictures or diagrams such as flow charts
- Use websites e.g. BBC bitesize.
- Use of videos on YouTube to help you revise topics
- Transform information into cartoons
- Attach pictures or images to keywords/information to improve memory
- Create a story using pictures
- 'Look, Cover, Write, Check' with lists and key words.
- Use Movie Maker to create revision quizzes and videos
- Practise past exam papers

**Auditory Learners**
- Use Mnemonics to remember key facts (Richard Gave Battle In Vain)
- Make up questions and get somebody to test you verbally. Put aside the ones you don’t know and keep working on them until you learn them all.
- Record notes and put them on an MP3 player or I-Pod. Listen to them as often as possible.
- Make a podcast
- Make a rhyme, rap or song out of your revision notes (yes it really works!)
- Teach your notes to someone else in your family and create quiz questions you can use to test them. Teaching other people helps you to learn yourself.
- Any activities involving reading AND listening or speaking
- Group discussion/debate
- Describe out loud what you are doing as you do it
- Put key words to a familiar or popular tune – e.g. Happy Birthday, favourite song
- Create your own questions and use these for quizzes, bingo, nought and crosses etc.
- Sharing and testing ideas with your friends as part of a game (e.g. Taboo, Pictionary, Speed Dating)

**Kinaesthetic learners**
- Associate information with actions. Act out your notes as you read them.
- Walk around the room whilst revising.
- Write information on post-its and stick it around the room. Read the information as you pass it
- Role play key events or arguments from subjects with friends.
- Instead of reading notes summarise them using a computer.
- Turn your notes into a PowerPoint and share it with friends.
- Practise past exam papers
- Use models – create a model of the human heart, plan a battle etc.
- Use paper based activities which involve moving information around (e.g. timelines, diamond 9, mind mapping, concept maps)
- Games: bingo, noughts and crosses, pairs
**Setting yourself up**

Get files or folders for each subject and start putting important information in at the end of each day. You will waste time looking under a mountain of paper for the one you want when you could have spent that time revising.

Start early – the sooner you start the less you will have to do each day and the less stressed you will be. During holidays try and allow at least 6 hours per day for revision.

Make a realistic revision timetable that will work for you. Allow time just to get this completed – it a good investment of your time – get parents/tutors to help if you find this difficult.

Get one good revision aid for each subject (e.g. revision guide or key revision websites) – use the advice of your teachers and know what works best for you.

Keep all the equipment you need handy (pens etc, calculator, paper, notebooks, postcards, post-its) – wasting 20mins looking for a pen is not good use of revision time!

**Quick Tips**

Make yourself start however much you don’t want to – the hardest bit is now out of the way.

Take short breaks

Do frequent short exercises – stand up and walk around, do stretches, especially your neck and shoulders

Drink water and get fresh air – have your room cool enough or you will fall asleep!

Eat well – not too many sugary snacks – little and often is best.

Take time out and do something completely different

Avoid distractions such as Facebook or your phone whilst you are working

Don’t leave the difficult bits until last

Do something more relaxing between revision and bed.

STOP when you feel frustrated, angry, overwhelmed and take a break. Make a note of the problem and deal with it next lesson – move on to something else.

Focus on what you have already done and not what is still to do – remember every little helps.

Give yourself a reward after a revision session – favourite TV programme, magazine, going out with friends, favourite food.

At the end of a session – clear away and put notes in the right file so you can start the next session straight away.

Get people such as friends or family to test you regularly on the revision you have done
**Effective Revision Strategies**

**Flashcards** – This is one of the most important revision strategies to master. Flashcards help turn information into a visual source which is easily to follow and learn from. They should include colour, pictures, maps and facts and be a short summary of key points from the content you have learned. They are ideal for learning information where dates, characters, places or facts are prevalent. You should get somebody to test you on the flash cards once you have learned the content on them. Some people prefer to set questions on one side of the card and do possible answers on the back. By transferring information from your notes to the FLASH CARD you are actively recalling what you have covered in class. This is because you have to put information in your own words, and to do that you have to understand it!

Example flash card for the Kobe earthquake in Japan

![Flashcard Image]

**Mind maps** – Very useful for visual learners especially. You need to have plenty of colours available! You need to summarise key topics into a mind map showing essential words or ideas with further information radiating out from the key words. Pictures or maps should also be included to help you learn key aspects of the topic. Mind mapping is really useful for listing lots of ideas and connecting them together. You can use it to record information as you are revising or you can use it to see how much you know or have remembered about a topic, area or subject.

**How to Mind Map**
- Use just key words, or wherever possible images.
- Start from the centre of the page and work out.
- Make the centre a clear and strong visual image that depicts the general theme of the map.
- Create sub-centres for sub-themes.
- Put key words on lines. This reinforces the structure of notes.
- Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case.
- Use colour to depict themes, associations and to make things stand out.
- Anything that stands out on the page will stand out in your mind.
- Think three-dimensionally.
- Use arrows, icons or other visual aids to show links between different elements.
- Don't get stuck in one area. If you dry up in one area go to another branch.
• Put ideas down as they occur, wherever they fit. Don't judge or hold back.
• Break boundaries. If you run out of space, don't start a new sheet; paste more paper onto the map.
• Be creative. Creativity aids memory.

**Example mind map related to climate change**

![Mind Map](image_url)

**Black pen / red pen** – An adaptation on the mind map idea. Create a mind map on a topic. Look over it and try and remember as much as possible, hide it away and use a black pen to recreate the mind map. When you can't remember anymore check the original and add any missing points in a red pen. Repeat the process and more should be in black each time. Apparently red signifies danger and we remember it more!

**Mnemonics** - Mnemonics are really simple but very useful for revision. You can use them to remember a sequence of events, a list of facts or parts of a process. To create an Mnemonic all you have to do is write down a list of facts or information. Here’s an example designed to help remember the order of the planets that circle our sun.

**The first thing to do is write them down in order:**

Mercury Venus Earth Mars Jupiter Saturn Uranus Neptune Pluto

Then take the first letter from each of the planet names:

M V E M J S U N P

Then you create a memorable sentence or phrase that uses each of the letters above in turn as the first letter of each word in my new sentence

My Very Early Morning Jam Sandwich Usually Nauseates People

Doing this helps you to create something memorable that you can decode when you need to.
**Back-to-back** – You can work in pairs to describe maps, ideas depicted as diagrams (e.g. flow chart or concept maps) or important images to a partner. One person describes the picture or diagram and the other person who is back to back with you has to draw their version of the diagram based solely on your verbal description. When they have completed the diagram you compare with the original and add any key details missed out. Then you swap roles and use a different image or diagram related to the content you are revising. The process of actively describing or visualising the image or diagram will help the content stay in your mind.

**Example of back – to – back image for the digestive system**

![Diagram of the Human Digestive System](image)

**Cover and check** – Traditional revision! Read a small passage of text about a topic or theory and cover it up. See how much you can remember, or you could make brief notes on what you can remember from what you have read. You could get parents or friends to help check your memory by asking you questions on the information. This could also work with revision flash cards (see number 1). This is a useful strategy to use when revising from a revision guide. It is important that you get somebody to test you or use questions in the guide to check the quality of your recall.

**Tests and past papers** – Nothing will test your knowledge better than spot tests and completing past questions. Work with a friend to set each other questions on various topics, time periods or theories or ask your teacher how to access past paper questions and their mark schemes so you can mark your own work and check your progress. You will have a range of past paper materials for each subject on the VLE that you can use. Attempt the questions and try and do them in the correct amount of time so you can improve your time management skills. Try to work in silence and replicate exam conditions and this will help you prepare for the big day! You will also find mark schemes available so you can assess your own work. Alternatively, take your answer to your teacher so they can have a look at them and give you some areas for development.

**Create revision tools** – Use moviemaker or other multimedia software to create PowerPoints or videos about different topics you have covered. Let your teacher have them and they can be put on the VLE to help others! Alternatively, you could create a study group with people doing the same subject in your form and you could create revision tests and movies for each other to use. You are therefore saving yourself time and energy!
**Articulate / Taboo** – It is essential that you know the key terminology related to your subject. A fun way of doing this is to create articulate cards with 6 key words on that somebody has to describe to others to guess but without using the word itself. If all 6 words are guessed by the person in 60 seconds, they win. Taboo is another example of games that can be played to help you learn key words. Create a list of cards with key words on and include words that you are not allowed to say when trying to describe the term to others. The more forbidden words you include, the more you will have to think about how you will get the term or concept across. Again this is an effective active learning technique.

**Use of I-Pod and I-Pad** – Why not try recording yourself reading your revision notes and listen to yourself when you are on the bus or walking home. If you are an auditory learner then this is a good way to help you learn key information. Alternatively, take pictures of your notes on your phone and have a look at them whenever you have some spare time!

**Revision posters / concept maps / flow charts / timelines** – Visual and kinaesthetic learners often find it useful to turn notes into diagrams to help understand ideas more clearly. There are a range of strategies that are effective including revision posters which depict the key ideas related to a topic, flow charts showing how ideas or processes link into each other, timelines to show how events unfolded over time and concept maps to show how people, events or theories link to each other. Try a range of these diagrams and see which work best for you.

**Example concept map**

**Using post-it notes** – Kinaesthetic learners often find the use of post-its an effective revision technique. Write key information on a certain area of content on to post-its and stick them in different places around your house. As you move around your house stop and look at the key notes and test yourself on what they contain. The more you see the information and test yourself
Use the example included in this booklet to create a mind map in the space below which summarises the learning that has taken place in one of your subjects in the first week of term. Use this technique to help you revise large bodies of text.
PRACTICE CREATING A FLASH CARD

Use the example included in this booklet to create a flash card in the space below which summarises the learning that has taken place in one of your subjects in the two weeks of term (a different subject for what you did the mind map for). Use this technique to help you revise content full of facts and figures. Remember to include diagrams, bullet points and colours.
SUCCESSFUL EXAM PREPARATION – TEN TIPS

- Find a good environment in which to revise (comfortable, no distractions).

- Make a realistic revision timetable; mark subjects and topics on it (use your subjects’ revision lists to do this; see your teachers about missing work).

- Know your areas of strength and weakness; mix them up on your timetable (you don’t gain by revising all the easy topics – but you’ll have nightmares if you only revise your worst bits!)

- Always make your own revision notes (you will learn as you write and once you’ve made the notes, you’re half way there).

- Stay focussed (don’t try to make notes about everything… stick to the important points).

- Use other active revision techniques for extra success and to break up the boredom.

- Tick off topics when you’ve revised them; feel good about it!

- Split your revisions into 40 minute long sessions, including time to test what you have remembered.

- Have a short relaxation/exercise break between revision sessions to unwind.
REVISION TIPS AND HOW TO USE YOUR PLANNER

- Fill in any regular commitments you have first and the dates of your examinations.
- Make the revision planner work for you….you might prefer to start revision earlier than 10am or do more revision in the morning than the afternoon. Change the times to suit you but remember you need to revise for five hours a day over the holidays.
- Use revision checklists or syllabuses for each subject as a starting point. Look at what you need to know and try to identify any gaps in your knowledge. (A good way of doing this is to look at the results of past papers or tests you have worked through).
- Divide your time for each subject into topics based on the units in the revision checklist or syllabus, and make sure you allow enough time for each one.
- Plan your time carefully, assigning more time to subjects and topics you find difficult.
- Plan in things to do during your time off – plan things to look forward to.
- Make your revision varied. Don’t do the same subject every day at the same time of day.
- Write up your plan and display it somewhere visible.

Don’t panic; think about what you can achieve, not what you can’t. Positive thinking is important!

Useful websites and information

AQA - http://web.aqa.org.uk – (past papers, mark schemes and examiners reports). To access click on ‘students and parents’ on the purple bar at the top of the website, click on ‘download past papers and mark schemes’. You will then get a drop down menu to locate your subject.

OCR - http://www.ocr.org.uk (past papers, mark schemes, examiners reports and support materials). To access this click on the pink bar which says ‘I want to….’ From here select ‘download past papers’. A drop down menu will appear to the right to allow you to choose the subject.

Edexcel - http://www.edexcel.com (past papers, mark schemes and examiners reports / materials) To access this click on the blue tab at the top of the screen which says ‘I am a….’ then click on ‘student’, click on ‘support during your course’ (middle box with parachutes on it)

Kerboodle – subject specific materials and revision tools (subject staff will have provided you with log in details if appropriate) http://www.kerboodle.com
http://www.bbc.co.uk/bitesize/ - click on the tab for GCSE

Mymaths.co.uk – test your Maths knowledge and revise key areas
The creation of a revision timetable up to three months before your final exams is essential to help you allocate enough time to review your notes and produce your revision resources. Look at the advice below to help you prepare your revision timetable. Your tutors are also happy to support you with the creation of your revision timetable. Once you have produced it, you must stick to it so ensure you include time for a social life in there too!

1. Get some paper and some different coloured pens. A ruler might help, too, if you want to make a table rather than a list.

2. List all the subjects you do and break them down into sub-categories. English Literature, for example, may be broken down into the different books you are studying and then further into chapters/themes/quotes etc. Highlight or circle the different subjects using different colours.

3. Number the different tasks. Mix your subjects up. Don't put all your nightmare subjects on one day, and the ones you like on another day.

4. Decide which tasks you should only spend short bursts of time on and which you should maybe spend a whole day on to get out of the way. The second should be reserved for big projects that you won't get tired with.

5. Allocate days for the big projects. Do this first, keeping in mind you may need to go back and change things at a later date, so allow time for this.

6. Out of the remaining days, make sure you write down any other commitments you have e.g. a job, lessons, meeting, or social events.

7. Decide what times you work best and put the tasks that require more energy or concentration during your optimum times.

8. When putting the rest of your revision into your diary/table, put times down and make sure you start each day reasonably early.

9. Start your day off with something you know you can accomplish. This will give you more motivation for the rest of the day. Make sure the next slot is something heavier so that you don't put off your worst subjects until the end.

10. It has been said that the optimum concentration time is 32 minutes so keep this in mind when deciding how long each session should last.

11. Give yourself regular breaks. If when doing your revision you are on a roll, you can always decide to keep going.

12. Cross things off as you do them because it will give you a sense of accomplishment.
There are different ways of producing a revision timetable. The example below is of a weekly AS revision timetable. Note that the student has included a good balance of revision and relaxation and they have a range of different revision activities included such as past paper practice, vocabulary testing and recap on notes from various subjects. Try and ensure you vary the revision activities you are doing so you maintain concentration and do not get bored with what you are doing.

<table>
<thead>
<tr>
<th>TIME</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>French – past papers</td>
<td>French - coursework</td>
<td>History – Weimar and Nazi</td>
<td>French vocab</td>
<td>Relaxation</td>
<td>Relaxation</td>
<td>History - recap</td>
</tr>
<tr>
<td>12-2</td>
<td>Relaxation</td>
<td>As level ICT – Units 5-7</td>
<td>Geography - book</td>
<td>French - coursework</td>
<td>Statistics – whole course</td>
<td>Relaxation</td>
<td>Geography - recap</td>
</tr>
<tr>
<td>4-5</td>
<td>As level ICT – Units 1-4</td>
<td>French – Past papers</td>
<td>History – Cold war</td>
<td>RE</td>
<td>As Level ICT - Recap</td>
<td>Relaxation</td>
<td>French – past papers</td>
</tr>
<tr>
<td>6+</td>
<td>Geography – Case studies</td>
<td>Relaxation</td>
<td>History – CMC and Vietnam</td>
<td>French - coursework</td>
<td>History – what is needed</td>
<td>Geography - techniques</td>
<td>Relaxation</td>
</tr>
<tr>
<td></td>
<td>Rest of the night</td>
<td>Relaxation</td>
<td>Relaxation</td>
<td>Relaxation</td>
<td>Relaxation</td>
<td>Relaxation</td>
<td>Relaxation</td>
</tr>
</tbody>
</table>

The next example is of a longer term revision plan (for a GCSE student) which divides up revision into different subjects over a larger time period. This method is also useful because you can put in any events that you cannot miss (e.g. work, birthdays) into your timetable and work your subjects in around those. It also gives you a longer term view of whether you are allocating enough time to each subject. You may find it useful to produce both a weekly and long-term timetable.
Having looked at two examples of how to produce a revision timetable, use the template below to help you create a long term revision timetable, which will allocate time to your different subjects and varied revision activities also (e.g. past papers, flash cards). Remember to put your work times in if relevant and consider when you work best as this will affect how much you should allocate to different times of day.

<table>
<thead>
<tr>
<th>My Revision Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>Mon</td>
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<tr>
<td>Tue</td>
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<td>Wed</td>
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<td>Fri</td>
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<tr>
<td>Sat</td>
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<tr>
<td>Sun</td>
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</tbody>
</table>
STUDY LEAVE

As you move closer to the exam period you will be allowed a period of study leave. This is when you are not required to be in school unless you have an exam. It can be a very productive time but, on the other hand, it may be completely wasted if you are unprepared.

Here are a few hints for study leave:

**It is a break in normal routine. Most of us rely on a routine in order to keep ourselves organised and if we vary in that routine we can cause complications for ourselves.**

If you can manage to get up at the normal time and do a normal day's work it can be most productive. If you rely on someone else to get you up and they have left the house there is a great temptation to lie in or a danger of oversleeping. This is not too drastic when you do not have an exam but can be disastrous if you do.

- **It is generally more difficult to keep motivated when we are not being checked upon by anyone but ourselves.**

If you have a friend who you are happy to work with, it can ease the burden and be more productive to work together. You can then keep an eye on each other.

**CAUTION – choose your friends wisely.**

- **It is very easy to think of an excuse not to work.**

It is important to avoid noise and distractions, as has already been said. The same point applies here but it is even more important with study leave as there is more time to waste.

- **A work schedule is essential to make productive use of the time available.**

Include study leave in your diary or planner. As there is a lot of time available it can be a valuable resource.

- **Teachers are not on hand to give instant advice.**

If you do come across a problem during your planning that you think your teacher can help you with, make a note of it and ask the next time you are in school. It is all too easy to hope a problem will just sort itself out or go away; this is not the case - it needs solving.
PREPARING FOR EXAMS

Use the advice provided in the mind map below and the bullet points at the bottom of the page to help you remain calm both when preparing for exams and in the exam hall.

In the exam

- Do get out all the equipment that you will need for this exam and arrange it on your desk.
- Do read the exam paper twice over. Five minutes now can save errors later on.
- Do take your watch off and check the time against the exam room clock; put it on your desk so that you can easily see it.
- Do underline important words, in the questions.
- Do fill in the relevant sections on the front of your exam script, including your centre number and candidate number in the boxes provided for them.
- Do work out how much time you have for each question.
- Do read your exam paper. Make sure that you read the instructions – underline important points.
- Do decide which question you can do best and do it first – this helps to boost your confidence.
Do make sure that you have at least five minutes at the end of the exam to go over what you have done.

Don’t panic if your mind appears to go blank. Once you start answering questions your memory will start to work again – look at key words in the question, this will help.

Don’t waste time thinking and worrying about losing an odd mark in part of a question you don’t know the answer to. Leave it. Come back to it later, if you have time.

Don’t forget to include all your workings – you could get plenty of marks for them.

Don’t let your handwriting let you down – if they can’t read it, examiners can’t give you marks.

Get a good night's sleep - do not stay up till "all hours" revising. A final review of topics and a review of your "strong" and "weaker" areas would be best.
**English Language**

**Year 7**
Writing to Inform; Nuclear Unit; Reading War novels; Creative Writing- Cavern of Lost Souls; Poetry of the Environment and Writing to Report in the Murder Mystery Unit. All students will participate in the Accelerated Reading scheme and have weekly spellings.

**Year 8**
Persuasive Writing; Reading Novels about Equality; Shakespeare-Romeo and Juliet; Spy Fiction story writing and 19th Century Writers- Charles Dickens.
All students will participate in the Accelerated Reading scheme and have weekly spellings.

**Year 9**
Dystopian story writing; Macbeth by Shakespeare; 20th Century Reading Unit; Poetry of Conflict and the Dr Jekyll and Mr Hyde by Robert Louis Stevenson.
All students will have weekly spellings and some will be involved in the Accelerated Reading Scheme.

**Top Tips to be Successful**
- Reading fiction or non-fiction daily.
- Use the Look, cover, write, check method for spelling.
- Use the literacy activities on the VLE/English page.
- Proof-read all work ensuring that everything you have written has been checked.
- Make flashcards for quotations as the unit progresses rather than waiting until the end.

**Revision Guide or Resources**
- **Title:** Key Stage three English Workbook
- **ISBN:** 978-1847622587
- **Key texts:** Macbeth by Shakespeare

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**Mathematics**

**Year 7**
Fractions, decimals and percentages; decimal calculations; ratio and proportion; perimeter and area; angles, construct shapes, name and recognise 2D and 3D shapes; transformations; expressions and formulae; graphs; sequences; simple equations; collecting and organising data; calculating probability. Key word and definitions test for each topic.

**Year 8**
Four operations with fractions, decimals and percentages; percentage change; problems involving ratio; properties of quadrilaterals; enlargements; construct scale drawings; volume and surface area; brackets; rearranging formulae; drawing graphs; problems involving equations; interpreting statistical diagrams; probability of two events.

**Year 9**
Calculations with fractions, decimals and percentages; percentage increase, decrease and repeated change; order of operations; correct use of a calculator; powers and roots; compound measures; Pythagoras’ rule; similarity; trigonometry; expanding brackets and factorising; quadratic graphs; distance-time graphs; simultaneous equations; general term of a sequence; correlation; venn diagrams

**Top Tips to be Successful**
- Make sure your exercise book contains all your working out and calculations
- Learn your keywords including spelling and definitions
- Use www.mymaths.co.uk: choose a topic, complete the lesson and then do the homework. Remember to check out when you have done the homework.
- Check with your teacher for log in and password details.

**Revision Guide or Resources**
- **Title:** Key Stage three Maths Workbook
### Subject: Science

<table>
<thead>
<tr>
<th>Year</th>
<th>Curriculum Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td>All students follow a general science curriculum studying these topics. Introduction to Science, Cells, Forces, Chemical Reactions, Electricity, Reproduction. Assessments are cumulative so an increasing amount of scientific content and skills are assessed throughout the year.</td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td>All students follow a general science curriculum studying these topics. Experimental skills, Digestion, Chemical Reactions 2, Light and Sound, The environment, Pressure and Inheritance. Assessments are cumulative so an increasing amount of year 7 and year 8 scientific content and skills are assessed throughout the year.</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td>Most students begin their GCSE Science courses. Students will begin to be set in groups studying either GCSE Trilogy in Science (2 GCSEs) or GCSE Biology, GCSE Chemistry and GCSE Physics (separate sciences 3 GCSEs). A small number complete a bridging course namely Entry Level Certificate in Science.</td>
</tr>
</tbody>
</table>

**Top Tips to be Successful**
- Be inquisitive and take an interest in Science as you encounter it in the “real” world.
- Enjoy the challenge of homework projects.
- Bring your Maths Brain to every lesson.
- Respond to the written comments from your teachers.
- Find a revision strategy that works for you and produce revision resources as you cover a topic.

**Revision Guide or Resources**
- This is an example of a revision guide with practice exam questions.
- Title – CGP KS3 Science Complete Study & Practice
- ISBN - 978 1 84146 385 8

### Subject: Religious Education

<table>
<thead>
<tr>
<th>Year</th>
<th>Curriculum Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 7</strong></td>
<td>Communities, Baptism and Confirmation, The Bible, The Mass, Advent, Christmas and Epiphany, Covenant and Judaism, Lent and Easter, Gospel Values 1, All that I am, Prayer, Gospel Values 2.</td>
</tr>
<tr>
<td><strong>Year 8</strong></td>
<td>Pilgrimage, Islam, Jesus and his Jewish Traditions, Advent, Sacrament of Reconciliation, Creation, Resurrection and Ascension, All that I am, Love Thy Neighbour, Pentecost and Christian Mission, Vocation, Prophecy.</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td>Introduction to Judaism, The Holocaust, Origins and Meaning, Beliefs about Creation, Bible, Forms of Expression, Catholic Practices, Good Evil and Suffering, Beliefs on The Trinity.</td>
</tr>
</tbody>
</table>

**Top Tips to be Successful**
- Ensure that you are making flash cards at the end of each unit for revision.
- Keep learning and practicing key terms to ensure that you know their meaning.
- Ensure that you are attending mass whenever you can even at school.

**Revision Guide or Resources**
- KS3 BBC Bitesize
- CAFOD Website
- Links can be found on the VLE
**Subject: Art & Design**

### Year 7

**Term one: Formal elements project.**
A back to basics project that looks at a number of drawing and painting skills and techniques.

**Term two: Mask making project.**
This is a 3D project where pupils are asked to design and sculpt a tribal mask, taking inspiration from how different cultures use body art and adornment.

**Term three: Portraiture project.**
Pupils learn how to draw a face in the correct proportion and scale, then move onto to producing a series of inspired self-portraits in the style of Pablo Picasso and Vincent Van Gogh.

### Year 8

**Term one: Formal elements project.**
A back to basics project that looks at a number of drawing and painting skills and techniques building on those developed in year seven.

**Term Two: Pop Art Project.**
Pupils look into one of the most famous and influential Art movements of the 20th century. Giving the work of Roy Lichenstien, Clause Oldenburg and Andy Warhol a modern twist. Pupils develop their three dimensional sculpture making skills during this project.

**Term three: Mixed media – Me Myself and I.**
Pupils use their own interests and hobbies as a starting point for this project creating a mixed media final piece including various printing techniques.

### Year 9

**GCSE Art Three Year Course Starting In year Nine**

**Natural forms project. 60% of final mark.**
Pupils produce a body of work around the theme natural forms which covers the four assessment objectives set by the exam board.

Assessment objective one looks at how pupils develop ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding.

Assessment objective two looks at how pupils refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.

Assessment objective three looks at how pupils record ideas, observations and insights relevant to their intentions in visual and/or other forms.

Assessment objective four looks at how pupils take all of their investigative work and make a final realised piece – Pupils produce three final outcomes for this project one per year: a painted canvas in year nine, a 3D mod roc sculptured and painted mask in year ten and finally in year eleven pupils are encouraged to produce a piece which show cases all of their skills developed over the course of the course.

**Exam project. 40% of final mark.** In February of year eleven pupils are asked to produce a project as preparation for their exam final piece, looking at assessment objectives one, two and three. Pupils are given 20 hours to produce this body of work in during lesson times, where teachers are able to help, guide and support. Finally pupils have 10 hours to work under exam conditions (May) independently (no help from teachers) to produce a final outcome.

### Top Tips to be Successful

**Research your theme:** COLLECT images from magazines & the internet. TAKE YOUR OWN photographs. Make mood board pages.

**Observing & Recording:** You should produce a series of observational drawings around your chosen area, in a variety of materials, demonstrating your drawing skills and ability to show tone, texture, shape, proportion, colour and pattern.

**Research into the Artist’s suggested by your teacher:** first start by looking at their work in general, narrow the works of Art down to a couple of pieces that really like and will inspire you for the project. You need to use the internet to print of examples of the artist’s work. You need to produce an in depth written analysis of their work IN YOUR OWN WORDS.

**Experiment** with different medias and techniques don’t just stick to pen and pencil! Practice working in different mediums.

Don’t just go with the first idea for an Art piece that comes into your head…… EVALUATE AND REFINE YOUR IDEAS. The more exciting ideas you have to start off with the more exciting your final piece will be. **YOU MUST MAKE CONNECTIONS TO YOUR OBSERVATIONAL DRAWINGS AND ARTIST RESEARCH WORK – Show how it has inspired your own ideas.**
### Subject: Computing

<table>
<thead>
<tr>
<th>Year</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>The Internet; Programming (Scratch); Algorithms; Graphics; Spreadsheets; Desktop Publishing and 3D Graphics. All students will complete a portfolio to explain the work they have done.</td>
</tr>
<tr>
<td>Year 8</td>
<td>In Year 8 students build upon the skills learnt in year 7 and cover Web Design (E-Safety); Programming (Game Design); Algorithms; Graphics (Photoshop); Spreadsheets; Control; 3D Graphics (Sketchup)</td>
</tr>
<tr>
<td>Year 9</td>
<td>Practical – Students learn to program in Python programming language and do many mini assessments to lead them into their Controlled Assessment tasks. Theory – Students are covering the new spec OCR GCSE Computer Science course. Good resources include: <a href="http://cambridgegcsecomputing.org/">http://cambridgegcsecomputing.org/</a>, the VLE or past papers.</td>
</tr>
</tbody>
</table>

**Top Tips to be Successful**

- Learn key word definitions
- Use assessment grading in booklets
- Run spelling and grammar check
- Ensure you save and name work appropriately
- Use Literacy tips in booklet
- Use online resources on the VLE or other recommended websites at home
- Respond to EBI and improve work regularly

**Revision Guide (Year 9)**

*GCSE Computer Science OCR Revision Guide for the Grade 9-1 Course* by CGP Books

ISBN: 9781782946021

*Good Resources for Computing*

- BBC Bitesize Computer Science KS3
  - [https://code.org/](https://code.org/)
  - [https://www.codecademy.com/](https://www.codecademy.com/) (Python)
<table>
<thead>
<tr>
<th>Subject: Design and Technology</th>
<th></th>
</tr>
</thead>
</table>
| **Year 7** | **Y7: Students will study:** Research / Specifications / Design Ideas / Development / Evaluation of.....  
Computer Aided Design and Manufacture, Electrics, Exploring and understanding both traditional and Smart Materials in compliant and resistant context, Materials Technology and Metal Processing and manipulation.  
Textiles Technology in the manufacture of a modern textiles product, using both hands-on and Computer Aided Design and Manufacturing.  
Food Technology, where pupils experience the design and making of a range of healthy eating food products utilising both traditional and modern catering methods |
| **Year 8** | **Y8: Students will study:** Research / Specifications / Design Ideas / Development / Evaluation of.....  
Electronics, Plastics manipulation and forming, and electronics. Working with a range of materials, such as woods and manufactured boards within a computer aided design and manufacture situation, using components, systems and processes to determine an output.  
Textiles Technology in the design and manufacture of a bespoke textiles item to solve a need within society. The utilisation of CAD-CAM is seen as an essential part of design and manufacture.  
Food Technology that examines the impact of food on our health and wellbeing through nutritional appreciation, as well as a range of practical activities to enhance this understanding |
| **Year 9** | **GCSE Design and Technology: Resistant Materials / Textiles / Food and Nutrition**  
Students will.....  
· use research and exploration, such as the study of different cultures, to identify and understand user needs  
· identify and solve their own design problems and understand how to reformulate and improve problems given to them  
· develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations  
· use a variety of approaches to generate creative ideas and avoid unoriginal responses  
· develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations and computer-based tools |
| **Top Tips to be Successful** |  |
| · Come to lesson ready to be an enthusiastic young technologist  
· Begin to appreciate and understand a range of current technological issues  
· Be enthusiastic about the creative and stimulating nature of technology  
· Develop your skills in project organisation and team work  
· Support the value of learning to do and learning through doing  
· Relate your work to social and environmental issues as well as the economic, functional and aesthetic matters in society |  |
| **Revision Guide or Resources** |  |
| www.technologystudent.com and........ |  |
| **KS3 Design and Technology:**  
ISBN: 978 1 84146 720 7 |
### Subject: Geography

| Year 7 | What is Geography? Where's Wally? Terrific Tropical Rain Forests, Location, Location, Location - where do people want to live?, |
| Year 9 | Global cities - Sheffield and Mumbai. River and floods around the world. |

#### Top Tips to be Successful
- Be interested in what's around you.
- Watch the news on TV - there's Geography in it every day.
- Think about why and how things happen - being able to write detailed explanations is really important.
- Learn diagrams by using look, cover, draw, check.
- Make cheat sheets on topics, learn with look, cover, write, check and then get someone at home to ask you quiz questions.

#### Revision Guides or Resources
- There are Geography resources on the school VLE. Humanities>Geography>KS3>Y7 or Y8, then click on topics.

### Subject: History

| Year 7 | Key enquiry question: How do you become a good historian and how did England change between 1066-1603? Secondary enquiry questions: What is history?, How and why did William Duke of Normandy conquer England?, What was life like in Medieval England?, What legacy have the Tudors left? |
| Year 8 | Key enquiry question: What was the most significant event for Britain between 1500-1945? Secondary enquiry questions: Why was the King executed?, How did the Industrial Revolution affect the people of Britain 1750-1900?, Is slavery ever right?, Why did the tensions between the Great powers from 1890 contribute to the outbreak of war in 1914?, What happened on the Western Front?, What happened during WWII? & Why did the Allies win? |
| Year 9 | Medicine 1250-present day. The start of GCSE Edexcel course An introduction to ancient medicine, looking at the work of Galen and Hippocrates. 1250-1500. Medieval medicine, the Black Death and continuity of ideas. 1500-1750. The Renaissance period and the challenge to the old ideas by Vesalius and Harvey. 1750-1900. Increasing change and challenge to the old ideas. The roles of Jenner, Pasteur, Nightingale, Simpson, Lister and Snow. 1900-Present Day. The development of new technologies and advanced ideas about medicine such as penicillin, magic bullets, DNA, MRI scans and the introduction of the NHS. |

#### Top Tips to be Successful
- Study keywords and historical terminology on takeaway homework sheets.
- Read Horrible Histories books eg Stormin’ Normans, Measly Middle Ages, Terrible Tudors, Slimy Stuarts, Frightful First World War.
- Remember the A.C.E structure to help extended writing when asked ‘How far you agree’.
- Use the historical literacy mats on the tables in your history rooms.
- Make mind maps for key topic areas to aid memory.

#### Revision Guides or Resources
- Title: KS3 History Complete Study and Practice ISBN: 9781-841463919
- Title: Revise Edexcel GCSE (9-1) History Medicine in Britain Revision Guide and Workbook ISBN: 9781 292169729
<table>
<thead>
<tr>
<th>Year</th>
<th>Language</th>
<th>Activities and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>French</td>
<td>Authentic language and an increased awareness of the culture in French speaking countries. Experience in studying the four key language skills of speaking, listening, reading and writing. Pupils study the topic areas of self and family, where you live, school, free time and food and drink. Dictionary skills.</td>
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<tr>
<td>Year 8</td>
<td>French</td>
<td>French: More creative speaking and writing opportunities across the topic areas of my weekend, Paris and describing your house and home. German: Creative and speaking opportunities across the topic areas of self and family, where you live, school and sports. A genuine understanding of how a language works. Further development of dictionary skills.</td>
</tr>
<tr>
<td>Year 9</td>
<td>French</td>
<td>Foundation year for GCSE. A greater awareness of grammar. Pupils are trained in speaking more spontaneously, role play and translation both ways. Topic areas include self and relationships, technology in everyday life, free time, food and eating out. More awareness of exam technique.</td>
</tr>
</tbody>
</table>

**Top Tips to be Successful**

- Having a go at speaking the language
- Learning a wide range of vocabulary
- Keeping very organised
- Reading for pleasure
- Making revision tools

**Revision Guide or Resources**

- Online resource of linguascope
- Online Kerboodle resources used in Year 9
- Use of VLE resources
<table>
<thead>
<tr>
<th>Subject: Performing Arts</th>
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<tbody>
<tr>
<td><strong>Year 7</strong></td>
</tr>
<tr>
<td>War and Peace - An integrated Scheme of Learning that looks at conflict through time and develops the work of the war poets into an interactive performance. Ukelele Wider Opportunities - Students will learn to play the basic chord patterns and shapes on the Ukelele. Student will build from this to put together a medley of pieces including <em>Stand by Me</em> and <em>The Twelve Bar Blues</em></td>
</tr>
</tbody>
</table>

| **Year 8**              |
| Holocaust - Student will explore the issues surrounding the Holocaust and the impact that this had on the Second World War. This scheme of learning will build into a class performance of *Arbeit Macht Frei*. Wider Opportunities - Student will continue with their studies on musical instruments these will include Trumpet, Trombone, Ukelele and Harmonica. |

| **Year 9**              |
| In year 9 students start to study for their KS4 examination syllabus these are as follows. Music - Pearson B Tec in Music - Edexcel Drama - AQA GCSE Drama Dance - Pearson B Tec in Performing Arts (Dance) - Edexcel |

**Top Tips to be Successful**
- Take up a musical instrument and have lessons on it - See Mr Stanton about this
- Work on learning the lines and music discussed in class at home
- Joint the 4th Wall and take part in one of the many co-curricular activities available at All Saints' - Go to the 4th Wall Office
- Audition for Senior Choir - See Mr Stanton or Mrs Millward
- Join the Band on Wednesday night - 3:35 - 4:35

**Revision Guide or Resources**
Follow the link to the Multi Academy Trust Music Page where more information and Support is Available

<table>
<thead>
<tr>
<th><strong>Subject:</strong> GCSE PE</th>
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<tbody>
<tr>
<td><strong>Year 7 and Year 8</strong></td>
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<tr>
<td>Develop core &amp; advanced skills, physical attributes and decision making in a range of activities taken from: basketball, netball, football, handball, hockey, badminton, fitness, gymnastics, trampolining, outdoor education &amp; team building, athletics, cricket, rounders' &amp; tennis. Students are assessed on the ability to self &amp; peer-assess, show their knowledge of health &amp; fitness, knowledge of tactics &amp; compositional ideas, performance of core &amp; advanced skills and develop leadership skills.</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>Core PE is continued and developed from Year 7 and 8. GCSE PE: Students cover a course that is 40% practical and 60% theory. <strong>Theory:</strong> Students develop and apply knowledge covering a range of topics to include: Skeletal &amp; Muscular system, Movement Analysis, The cardiovascular &amp; respiratory systems, Effects of exercise on body systems, Physical Training, Components of fitness, Applying principles of training, preventing injury in physical activity and training, Socio-cultural influences, Commercialisation, Ethical issues, Sport psychology, Health fitness and well-being. <strong>Practical:</strong> Develop core &amp; advanced skills, physical attributes and decision making in a range of individual and team activities (at least 1 individual and 1 team activity must be used in the final assessment)</td>
</tr>
</tbody>
</table>

**Top Tips to be Successful**
- Involvement in extra-curricular activities both within and outside of school, to be competent in 3 activities.
- Make flashcards for all topics, highlighting key terms.
- Be able to link all topic areas to physical activity examples.
- Know all key terms and definitions in order to complete regular key term tests successfully.

**Revision Guide or Resources**
*Title:* OCR GCSE (9-1) PE, Second Edition
*ISBN:* 9781471851728
Through Catholic values and principles, everyone will achieve their full potential spiritually, academically, socially, morally and physically.