



# BRIDGEWATER

## HIGH SCHOOL

### **Year 10 Autumn Assessment Plan**

## Year 10 Autumn Assessments

In each academic subject, students will complete an Assessment from Monday 9<sup>th</sup> November to Thursday 19<sup>th</sup> November. Assessments will take place in normal classrooms except for Maths, English & Science which will take place in the Main Hal (see timetable below). For all other subjects, teachers will post the exact lesson the assessment will take place on Satchel 1. Pupils who miss an assessment will be awarded a grade U on their report. Pupils must be fully equipped to sit each Assessment.

This information pack provides independent revision activities for each academic subject. We strongly encourage your child to make use of this information. Students and parents/carers will receive a full Progress Report in the week commencing 14<sup>th</sup> December.

|                          | Period 1<br>09:10                                      | Period 2<br>10:10              | Period 3<br>11:30                  | Period 4<br>12:30                                  | Period 5<br>14:10                                      |
|--------------------------|--------------------------------------------------------|--------------------------------|------------------------------------|----------------------------------------------------|--------------------------------------------------------|
| Monday 16<br>November    |                                                        |                                | <b>English</b><br>(L Band)         |                                                    | <b>English</b><br>(K Band)                             |
| Tuesday 17<br>November   | <b>Biology/Science</b><br>(K Band)<br><b>(Core RS)</b> |                                | <b>Biology/Science</b><br>(L Band) | <b>Mathematics</b><br>(L Band)<br><b>(Core PE)</b> |                                                        |
| Wednesday 18<br>November |                                                        |                                |                                    | <b>Chemistry/Science</b><br>(L Band)               | <b>Chemistry/Science</b><br>(K Band)                   |
| Thursday 19<br>November  | <b>Physics/Science</b><br>(K Band)                     | <b>Mathematics</b><br>(K Band) |                                    |                                                    | <b>Physics/Science</b><br>(L Band)<br><b>(Core RS)</b> |
| Friday 20<br>November    |                                                        |                                |                                    |                                                    |                                                        |



The office of Qualifications and Examinations Regulation

**Guidance on Equipment**

- Clear pencil case
- Pupils must use a black Pen
- Pencil, Ruler, Rubber, Sharpener
- Scientific Calculator
- Pupils cannot borrow anything from another candidate
- Pupils can bring a water bottle into the examination if the label is removed.

**Preventing Malpractice**

- Enter the exam room in silence, remain silent at all times.
- If you need an invigilator, raise your hand up.
- Remain seated, facing the front of the room at all times.
- Follow ALL instructions from invigilators carefully.
- Do not engage in unfair, distracting or disruptive behaviour including turning round, communicating/attempt to communicate with any other pupil(s).

# REVISION TASKS

| SUBJECT      | TIME                                  | PAPER/TOPIC DETAILS                          |
|--------------|---------------------------------------|----------------------------------------------|
| <b>DANCE</b> | 1 hour practical space (Dance studio) | Preparatory coursework: The Greatest Showman |

| Task | Learning focus                                                                            | Activity/ resource                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.   | Practical: Learning the choreography                                                      | Picking up the movement and accurately memorising it. Use of independent rehearsal to improve your memory.                                                                                                                                                                                                                                                                                                                               |
| 2.   | Practical: Rehearsal - Working as a choreographer                                         | Development of the key movements/ styles in a group.<br>Contributing ideas to your team<br>To use your exercise book to create notes/ revision cards so you know the below confidently                                                                                                                                                                                                                                                   |
| 3.   | Theory: Developing knowledge of the themes and creative intention of The Greatest Showman | To use your exercise book to create notes/ revision cards so you know the below confidently <ul style="list-style-type: none"> <li>The overall story</li> <li>At least 4 themes and where they are seen, evidenced and how they develop through the story</li> <li>The creative intentions of the Greatest Showman and where/ how these are seen. You must be clear on evidence of these and be able to describe and analyse.</li> </ul> |
| 4.   | Preparatory coursework: complete checklist                                                | Students to refer to their criteria checklist at the front of their book to check that all tasks have been completed, this includes all classwork and homework from September.                                                                                                                                                                                                                                                           |

## KEY INDEPENDENT ONLINE RESOURCES

Use of knowledge organiser and exercise book which includes the criteria assessment sheet.  
 Use of the Greatest Showman Movie.  
 Use of music edit- sent via satchel one for independent rehearsal.

## Year 10 Autumn Assessments

| SUBJECT                                                  | TIME                              | PAPER/TOPIC DETAILS                                                                                                      |
|----------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>BTEC Performing Arts (Acting and Musical Theatre)</b> | 1-hour in lesson (practical task) | Component 2: Developing Skills and Techniques in the Performing Arts<br>Acting: Stone Cold<br>MT: Little Shop of Horrors |

| Task | Learning Focus                                 | Activity/Resource                                                                                                                                                                                                                                                                              |
|------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Developing a role for performance              | <b>Use of acting skills to appropriately convey your role(s) to the audience, in the specific scene(s) you have been cast in.</b><br><br><b>Vocal</b> skills – use of projection, tone, pace and articulation.<br><br><b>Physical</b> Skills – use of posture, gesture and facial expressions. |
| 2    | Learning Lines                                 | Memorising your dialogue, as well as cue lines for when your line is delivered. These should be repeated in class and at home to keep them memorised.                                                                                                                                          |
| 3    | Conveying a role as intended by the playwright | Be clear on what the play is about and how your role fits into the plot.                                                                                                                                                                                                                       |

### KEY INDEPENDENT ONLINE RESOURCES

About Little Shop of Horrors: [https://en.wikipedia.org/wiki/Little\\_Shop\\_of\\_Horrors\\_\(musical\)](https://en.wikipedia.org/wiki/Little_Shop_of_Horrors_(musical))

About Stone Cold: [https://en.wikipedia.org/wiki/Stone\\_Cold\\_\(Swindells\\_novel\)](https://en.wikipedia.org/wiki/Stone_Cold_(Swindells_novel))

Learning Lines: [12 Tips for Learning Lines - Drama Resource](#)

Performance skills: [Acting Skills Every Performer Should Have | Backstage](#)

## Year 10 Autumn Assessments

| SUBJECT                 | TIME                                | PAPER/TOPIC DETAILS             |
|-------------------------|-------------------------------------|---------------------------------|
| <b>Art &amp; Design</b> | 3 hours during Art & Design lessons | Tonal drawing of a natural form |

| Task | Learning Focus          | Activity/Resource                                                                                                                                                                                                             |
|------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Observational Drawing   | Practice drawing by selecting still life objects to draw. BBC bitesize observational drawing. <a href="https://www.bbc.co.uk/bitesize/guides/z2g7tcw/revision/1">https://www.bbc.co.uk/bitesize/guides/z2g7tcw/revision/1</a> |
| 2    | What is Tone in Art?    | Applying tone to your drawing: - <a href="https://www.bbc.co.uk/bitesize/topics/zgmmk2p/watch/z93897h">https://www.bbc.co.uk/bitesize/topics/zgmmk2p/watch/z93897h</a>                                                        |
| 3    | What is Texture in Art? | Texture in Artwork: - <a href="https://www.bbc.co.uk/bitesize/topics/zgmmk2p/watch/zyhbx9q">https://www.bbc.co.uk/bitesize/topics/zgmmk2p/watch/zyhbx9q</a>                                                                   |

### KEY INDEPENDENT ONLINE RESOURCES

Watch on line:- <https://www.bbc.co.uk/bitesize/topics/zks7tcw>

## Year 10 Autumn Assessments

| SUBJECT      | TIME       | PAPER/TOPIC DETAILS                                                                                            |
|--------------|------------|----------------------------------------------------------------------------------------------------------------|
| <b>Music</b> | 50 minutes | <b>LP1</b><br><b>AOS 3</b> - Film<br><b>AOS4</b> - Pop and Rock<br><b>ELEMENTS</b> - Melody, Rhythm & Dynamics |

| Task | Learning Focus                                                                                   | Activity/Resource                                                                                                                                                          |
|------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>AOS 3</b> - Film<br><b>AOS4</b> - Pop and Rock<br><b>ELEMENTS</b> - Melody, Rhythm & Dynamics | All the PPTs on One Note<br>BBC Bitesize<br><b>Revision pack</b> on Satchel One<br>Teaching Gadget<br>Musictheory.net<br>Africa <b>Workbook</b> (inc. Knowledge Organiser) |

### KEY INDEPENDENT ONLINE RESOURCES

Teaching Gadget for skills:  
**USERNAME:** bridgewaterhigh  
**PASSWORD:** music  
 Identifying key signatures  
 Melodic intervals  
 Rhythmic notation

**REVISION PACK** – Shared on Satchel One. *Specifically* designed for this **LP**.

| SUBJECT       | TIME                         | PAPER/TOPIC DETAILS                                                                                                                                                                              |
|---------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>French</b> | 20 minutes<br><br>30 minutes | Reading paper in class on Module 1 topics<br>Writing paper in class on Module 1 (5 sentences to describe a photo; multiple choice grammar quiz; 50 word piece of writing on family and marriage) |

| Task | Learning Focus      | Activity/Resource                                                                                                                                                                                                                                              |
|------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Family descriptions | <ul style="list-style-type: none"> <li>Use the knowledge organiser from the first booklet to create sentences about your family</li> <li>Reuse/create flashcards with the vocabulary</li> <li><u>BBC Bitesize Identity and Relationships</u></li> </ul>        |
| 2    | Marriage            | <ul style="list-style-type: none"> <li>Use the knowledge organiser on relationships to create sentences about your family</li> <li>Reuse/create flashcards with the vocabulary</li> <li><u>Languagenut exam practice Identity and Relationships</u></li> </ul> |

## Year 10 Autumn Assessments

|   |                              |                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Photo description focus      | <ul style="list-style-type: none"> <li>• Use photos about family or marriage and use knowledge organisers to create 5 sentences</li> <li>• Focus on things that are constantly in photos: descriptions of people; where they are; how many people there are</li> </ul>                                                                                                                                     |
| 4 | Short essay (50 words) focus | <ul style="list-style-type: none"> <li>• Practice creating sentences that you could use – use the knowledge organisers</li> <li>• Make sure you can give opinions</li> <li>• Make sure you can use negative sentences</li> <li>• Make sure you can describe</li> <li>• Use the full range of tenses we have covered</li> <li>• Review use of tenses</li> <li>• <u>BBC Bitesize use of verbs</u></li> </ul> |

### KEY INDEPENDENT ONLINE RESOURCES

- BBC Bitesize French (from 2026)
- Languagenut exam practice - AQA 2026 onwards

| SUBJECT         |                        | TIME                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | PAPER/TOPIC DETAILS                                                                                                                                                                                                                                                           |
|-----------------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <h1>German</h1> |                        | 30 minutes<br>50 minutes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Reading paper in class on Module 1 topics to include translating 5 sentences from German into English<br>Writing paper in class on Module 1 topics to include a 150 word essay, 5 sentences to be translated from English into German and 10 questions on Present Tense Verbs |
| Task            | Learning Focus         | Activity/Resource                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                               |
| 1               | School Subjects        | <ul style="list-style-type: none"> <li>• Use the Vocabulary booklet to revise key vocabulary about school subjects &amp; opinions</li> <li>• Reuse/create flashcards with the vocabulary</li> <li>• Use Languagenut to revisit &amp; practise the vocab</li> <li>• Reread the AQA Grammar Translation Book sections on Present Tense (Regular/Irregular Verbs)</li> <li>• <u>Present tense - using strong, or irregular verbs in German - BBC Bitesize</u></li> <li>• <u>Subjects and opinions - School - GCSE German Revision - AQA - BBC Bitesize</u></li> </ul> |                                                                                                                                                                                                                                                                               |
| 2               | School Uniform/Clothes | <ul style="list-style-type: none"> <li>• Use the Vocabulary booklet to revise key vocabulary about school uniform &amp; Pros and Cons of uniform</li> <li>• Reuse/create flashcards with the vocabulary</li> <li>• Use Languagenut to revisit &amp; practise the vocab</li> <li>• Read the AQA Grammar Translation Book sections on Adjective Endings</li> </ul>                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                               |

## Year 10 Autumn Assessments

|   |                |                                                                                                                                                                                                                                                                                                                                                                             |
|---|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | The School Day | <ul style="list-style-type: none"> <li>• Use the Vocabulary booklet to revise key vocabulary about school day &amp; telling the time</li> <li>• Reuse/create flashcards with the vocabulary</li> <li>• Use Languagenut to revisit &amp; practise the vocab</li> <li>• <u><a href="#">The school day - School - GCSE German Revision - AQA - BBC Bitesize</a></u></li> </ul> |
| 4 | School Rules   | <ul style="list-style-type: none"> <li>• Use the Vocabulary booklet to revise key vocabulary about school rules</li> <li>• Reuse/create flashcards with the vocabulary</li> <li>• Use Languagenut to revisit &amp; practise the vocab</li> <li>• Re-read the section on Modal Verbs in the AQA Grammar Translation book</li> </ul>                                          |
| 5 | Essay Question | <ul style="list-style-type: none"> <li>• Practice creating sentences that you could use – use the knowledge organisers</li> <li>• Make sure you can give opinions using a range of different structures</li> <li>• Try to include more than one tense</li> </ul>                                                                                                            |

### KEY INDEPENDANT ONLINE RESOURCES

BBCBitesize German  
 Languagenut Exam Practise AQA from 2026 onwards  
 Study Stack Flashcards

## Year 10 Autumn Assessments

| SUBJECT          | TIME           | PAPER/TOPIC DETAILS                             |
|------------------|----------------|-------------------------------------------------|
| <b>Geography</b> | <b>35 mins</b> | Paper 2 Section A - Urban issues and challenges |

| Task | Learning Focus                                                              | Activity/Resource                                                                                                                                                                                                               |
|------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>A growing percentage of the world's population lives in urban areas.</b> | Write the definition of <b>Urbanisation</b> and produce flash card in <b>push and pull factors!</b>                                                                                                                             |
| 2    | <b>Megacities: opportunities and issues.</b>                                | Draw up a table of the issues and opportunities facing named megacities                                                                                                                                                         |
| 3    | <b>Re-watch the 3 key videos</b>                                            | <u>GCSE Pods - Urbanisation.....</u>                                                                                                                                                                                            |
| 4    | <b>LIC Example: Dharavi in Mumbai</b>                                       | Devise a mind map of the case study – Include <u>Location</u> / <u>Growth and migration</u> / <u>Opportunities</u> / <u>Challenges</u> / <u>Solutions</u> ( <u>Mumbai slum resettlement scheme vs Dynamic Streets Project</u> ) |
| 5    | <b>HIC Example: Manchester</b>                                              | Devise a mind map of the case study – Include <u>Location</u> / <u>Growth and migration</u> / <u>Opportunities</u> / <u>Challenges</u> / <u>Solutions</u>                                                                       |
| 6    | <b>Re-watch the 4 key videos</b>                                            | <u>GCSE Pods – Mumbai Case Study.....</u>                                                                                                                                                                                       |
| 7    | <b>Traffic Congestion</b>                                                   | <u>How do we solve Manchester Traffic Congestion?</u> Create a flashcard set for the strength of each solution.                                                                                                                 |
| 8    | <b>Solutions for Urbanisation</b>                                           | Use photos or diagrams with notes to develop your understanding of each.<br>Case study of <u>Curitiba</u><br>Case study of <u>BEDZED</u>                                                                                        |
| 9    | <b>Key Vocabulary</b>                                                       | Create a dictionary of the key words for this unit but reduce each definition to 3-4 words ONLY. <u>Key Words....</u>                                                                                                           |

### KEY INDEPENDENT ONLINE RESOURCES

Year 10 Autumn Assessment page on VLE....

Username: **pupil**

Password: **Appleton**

Tutor2U Revision Video Explainers....

**GCSE Pods Web Login**

## Year 10 Autumn Assessments

| SUBJECT        | TIME       | PAPER/TOPIC DETAILS                                                                                                               |
|----------------|------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>History</b> | 55 minutes | Paper 1 Medicine in Britain<br><i>(The links to the VLE provide students with access to the knowledge to complete all tasks).</i> |

| Task | Learning Focus       | Activity/Resource                                                                                                                                                                                                                                                                                                                                                      |
|------|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Medieval Medicine    | Create a flashcard for each Medieval cause of illness/disease: <ol style="list-style-type: none"> <li>1. Theory of Opposites</li> <li>2. Miasma</li> <li>3. Astrology</li> <li>4. Other causes</li> </ol> <u><a href="#">Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/1. Medieval Medicine</a></u>                                        |
| 2    | Medieval Medicine    | Create a mind map on the Black Death (Causes, Preventions and Treatments- use different colour pens for each section).<br><u><a href="#">Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/1. Medieval Medicine</a></u>                                                                                                                        |
| 3    | Medieval Medicine    | Create a flashcard on Medieval healers and their limitations: <ol style="list-style-type: none"> <li>1. Women</li> <li>2. Physicians</li> <li>3. Barber Surgeons</li> <li>4. Apothecaries</li> </ol> <u><a href="#">Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/1. Medieval Medicine</a></u>                                             |
| 4    | Medieval Medicine    | Create a mind map of the factors which helped/hindered medical progress 1250-1500. Factors to include: <ol style="list-style-type: none"> <li>1. Individuals</li> <li>2. Government</li> <li>3. Church/religion</li> <li>4. Attitudes</li> </ol> <u><a href="#">Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/1. Medieval Medicine</a></u> |
| 5    | Renaissance Medicine | Look back at your flashcards on causes of illness and disease. Create a table, what has stayed the same and what has changed from the Medieval period to the Renaissance period.<br><u><a href="#">Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/2. Renaissance 1500-1700</a></u>                                                          |
| 6    | Renaissance Medicine | Create a mind map on key Individuals in the Renaissance period focus on progress and limitations of their work: <ol style="list-style-type: none"> <li>1. Vesalius</li> <li>2. Harvey</li> <li>3. Sydenham</li> </ol> <u><a href="#">Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/2. Renaissance 1500-1700</a></u>                        |
| 7    | Renaissance Medicine | Create flashcards on the impact of the below on development for medicine: <ol style="list-style-type: none"> <li>1. Royal Society</li> <li>2. Printing Press</li> </ol>                                                                                                                                                                                                |

## Year 10 Autumn Assessments

|    |                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|----|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                      | <u>Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/2. Renaissance 1500-1700</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 8  | Renaissance Medicine | Create a table to compare Medieval hospitals and Renaissance Hospitals. What has stayed the same (continuity) and what has changed.<br><u>Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/2. Renaissance 1500-1700</u>                                                                                                                                                                                                                                                                                                                                                                                         |
| 9  | Renaissance Medicine | Create a mind map of The Great Plague (Causes, Preventions and Treatments). Now look back at your mind map on Black Death. What has changed and what has stayed the same (Change and continuity)- colour code.<br><u>Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/2. Renaissance 1500-1700</u>                                                                                                                                                                                                                                                                                                              |
| 10 | Renaissance Medicine | Create a mind map of the factors which have allowed medicine to progress/hindered progress 1500-1700. Factors to include: <ol style="list-style-type: none"> <li>1. Individuals</li> <li>2. Science and technology</li> <li>3. Government</li> <li>4. Church/religion</li> <li>5. Attitudes</li> </ol> <u>Index of /VLE/History/GCSE/GCSE Paper 1 Thematic Medicine/Catch-up sheets/2. Renaissance 1500-1700</u>                                                                                                                                                                                                                         |
| 11 | Exam focus           | Plan or attempt the below exam questions: <ol style="list-style-type: none"> <li>1. Explain one way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries (4)</li> <li>2. Explain why there were improvements in medical knowledge in the years c1500-c1700. (Thomas Sydenham + Printing Press) (12)</li> <li>3. In the years c1250-c1500, the physician was the most important person providing care and treatment.' HFDYA? Explain your answers (herbal remedies + medical training) (16)</li> </ol> <u>Index of /VLE/History/GCSE/GCSE exam technique crib sheets/Paper 1</u> |

## KEY INDEPENDENT ONLINE RESOURCES

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## Year 10 Autumn Assessments

| SUBJECT                                    | TIME       | PAPER/TOPIC DETAILS                                                                                                                                                                                                                        |
|--------------------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Religious Studies</b><br>(AQA A - 8062) | 40 minutes | Students will answer one GCSE question made up of 1 mark (multiple choice), 1 mark (give/state), 4 mark (influence), 6 mark (explain) and 12 mark (evaluate) from the content we have covered so far in Christianity beliefs and teachings |

| Task | Learning Focus           | Activity/Resource                                                                                                                                                                                                                                                                                     |
|------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Key words / Key quotes   | Using the flashcards, you should already have made use the Leitner technique to go through these daily. This will help check your recall of the meaning of key words and ensuring you know a quote for every part of the specification. Ask family members, friends to test you on these.             |
| 2    | Focusing on key content  | Go through the specification and RAG rate your understanding of each point. Focus on the areas you are least confident with first. If you have missed content, go back and catch up this work.                                                                                                        |
| 3    | Revision notes           | Create a mind map, revision clock, blurt, knowledge organiser for each of the four areas covered. In one colour write down everything you know about that area. Then, using your notes and in a different colour, add details you have missed.                                                        |
| 4    | Deliberate exam practice | Practice questions to test your knowledge and recall. Again, start with the areas you are less confident with. Give yourself the correct amount of time you will have in the exam (a minute a mark!). Then check with the mark schemes available on the AQA website or ask your teacher for feedback. |

### KEY INDEPENDENT ONLINE RESOURCES

#### **Study skills**

[How To Revise \(1 of 5\) Regular Revision Strategies | by MrMcMillanREvis](#)

[The Pomodoro Technique: Boost Your Productivity and Focus in Just 25 Minutes!](#)

[How to study flashcards using the Leitner system](#)

[3 Technique 3 Revision Clocks](#)

[New Revision Technique that ACTUALLY works: "Blurting"](#)

#### **Christianity beliefs and teachings**

[GCSE RELIGIOUS STUDIES: CHRISTIANITY - BELIEFS & TEACHINGS \(AQA PAPER 1\)](#)

[\(6\) AQA CHRISTIANITY: Beliefs and teachings - YouTube](#)

[Christianity - GCSE Religious Studies - BBC Bitesize](#)

#### **Seneca Learning**

[Free Homework & Revision for A Level, GCSE, KS3 & KS2](#)

#### **GCSE Pod**

[Access GCSEPod | Support for teachers, students and parents](#)

#### **Oak National Academy**

## Year 10 Autumn Assessments

Free KS4 Religious education teaching resources | Oak National Academy

| SUBJECT                 | TIME   | PAPER/TOPIC DETAILS                                     |
|-------------------------|--------|---------------------------------------------------------|
| <b>Computer Science</b> | 1 Hour | Paper 2 – 2.1 Algorithms and 2.2 Programming Techniques |

| Task | Learning Focus                                                                               | Activity/Resource                                                                                                                                                                                                                                                                                                                  |
|------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.   | Understanding computational thinking of abstraction, decomposition and algorithmic thinking. | Pick a real-world system, e.g. library, vending machine, lunch queue. Decompose it into modules and abstract by removing none-essential data. Write a short paragraph explaining your decomposition and abstraction decisions. Use the algorithm overview: <a href="#">OCR J277/02 – 2.1 – Algorithms - 101 Computing</a>          |
| 2.   | Inputs, processes and outputs identification.                                                | For each of the three mini problems listed below, lists the inputs, process steps and outputs: calculate BMI, convert hours to minutes, find the average of three numbers. Scroll to “designing, creating and refining algorithms” to help: <a href="#">OCR J277/02 – 2.1 – Algorithms - 101 Computing</a>                         |
| 3.   | Understanding pseudocode syntax                                                              | Using your pseudocode guide, write pseudocode for a program that calculates the average of three numbers.<br><a href="#">Pizza Robot – Flowchart - 101 Computing</a>                                                                                                                                                               |
| 4.   | Understanding flow diagrams                                                                  | Use the guide to draw a flow diagram for checking whether a number is even or odd. Include decision and process symbols correctly. <a href="#">Flowcharts - Designing - OCR - GCSE Design and Technology Revision - OCR - BBC Bitesize</a>                                                                                         |
| 5.   | Demonstrating how sorting algorithms work                                                    | Take the list [3, 1, 4, 2, 15, 11]. Show how <b>bubble sort</b> would sort it, pass by pass (the long method). The show how <b>insertion sort</b> would sort it. Compare the number of swaps and steps taken. <a href="#">Sorting Algorithms - 101 Computing</a>                                                                   |
| 6.   | Key programming constructs (sequence, selection and iteration)                               | On a sheet, write one short example pseudocode line for <b>sequence</b> , one for <b>selection</b> (if... then...) and one for <b>iteration</b> (while or for). Annotate each, explaining which construct it is and why. <a href="#">Sequencing, Selection &amp; Iteration - 101 Computing</a>                                     |
| 7.   | Variables and constants                                                                      | Read the explanation, then write three pseudocode lines showing: assigning a variable, reassigning the variable and declaring a constant. Explain the difference between a variable and a constant. <a href="#">Variables and constants - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a> |
| 8.   | Data types and casting                                                                       | Read the examples and then create a table of the 5 common data types, include example values and one pseudocode line showing how to cast between them. <a href="#">Data types - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a>                                                           |
| 9.   | Operators                                                                                    | Create flashcards for the <b>arithmetic</b> , <b>comparison</b> and <b>Boolean</b> operators. Include examples for each and predict what each would output. <a href="#">Common arithmetic operators - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a>                                     |
| 10.  | String manipulation                                                                          | Read examples, then write pseudocode that: takes a name as input, converts it to uppercase and prints how many characters is has. <a href="#">The use of basic string manipulation - Programming techniques - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</a>                                                        |

## Year 10 Autumn Assessments

### KEY INDEPENDENT ONLINE RESOURCES

[Welcome - 101 Computing](#)  
[GCSE Computer Science Topics](#)  
[GCSE Computer Science - OCR - BBC Bitesize](#)

| SUBJECT                    | TIME | PAPER/TOPIC DETAILS                                                                                                                                       |
|----------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BTEC<br/>Digital IT</b> |      | <b>Students are not completing an assessment in this window as they are currently focusing on coursework that contributes 30% of their overall grade.</b> |

## Year 10 Autumn Assessments

| SUBJECT                              | TIME | PAPER/TOPIC DETAILS                                                                                                                                |
|--------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BTEC<br/>Business<br/>Studies</b> |      | Students are not completing an assessment in this window as they are currently focusing on coursework that contributes 30% of their overall grade. |

## Year 10 Autumn Assessments

| SUBJECT                                                 | TIME    | PAPER/TOPIC DETAILS                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Design &amp; Technology</b><br><b>Product Design</b> | 2 hours | Section A: Core Knowledge (Short mostly multiple-choice questions)<br>Section B: Specialist Technical Principals (Longer questions, 2 to 5 or 6 marks)<br>Section C: Design & making Principals mostly between 3 and 6 marks about a range of topics including drawing tasks, maths calculations and Product Evaluation |

| Task | Learning Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Activity/Resource                                                                                                                                                                                                                                                                           |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <b>Core Knowledge</b> <ul style="list-style-type: none"> <li>Carbon Footprint</li> <li>Renewable/non renewable resources</li> <li>Working &amp; Physical Properties</li> <li>Primary processing of raw materials</li> <li>Categories of Textiles - Categories, Types &amp; their properties</li> <li>Polymers (plastics) - Categories, Types &amp; their properties &amp; SPI coders</li> <li>Manufactured boards – Categories, Types &amp; their properties</li> </ul> | Use flashcards and or Mind Maps for key word definitions / explanations (Section One, Two & Three of Blue Revision Guide)                                                                                                                                                                   |
| 2    | <b>Specialist Technical Principals</b> <ul style="list-style-type: none"> <li>Metals – Categories, Types &amp; their properties</li> <li>Timbers – Primary processing (seasoning)</li> <li>Reforming &amp; deforming materials</li> <li>Wasting Processes</li> <li></li> </ul>                                                                                                                                                                                          | Use flashcards and or Mind Maps for key word definitions / explanations. Practise drawing labelled diagrams to explain processes (Section and Five of Blue Revision Guide) Practise drawing objects in Isometric & Orthographic (Section Eight – Drawing Techniques of Blue Revision Guide) |
| 3    | <b>Design &amp; Making Principals</b> <ul style="list-style-type: none"> <li>Design Specifications</li> <li>Products Analysis (consumer needs , function, environmental issues</li> </ul>                                                                                                                                                                                                                                                                               | Make Mind Maps of: <ul style="list-style-type: none"> <li>Understanding User Needs</li> <li>Market Research</li> <li>Product Analysis</li> </ul>                                                                                                                                            |

### KEY INDEPENDENT ONLINE RESOURCES

- CGP Blue Revision Guides and White Exam Practice Books.
- Theory booklets /notes made in class
- [www.technologystudent.com](http://www.technologystudent.com) and mobile app
- [https://technologystudent.com/despro\\_flsh/mobapp1.html](https://technologystudent.com/despro_flsh/mobapp1.html)
- [www.bbcbite-size.com](http://www.bbcbite-size.com)

## Year 10 Autumn Assessments

| SUBJECT                                           |  | TIME    | PAPER/TOPIC DETAILS                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------|--|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Design &amp; Technology</b><br><b>Graphics</b> |  | 2 hours | <b>Section A:</b> Core Knowledge (Short mostly multiple-choice questions)<br><b>Section B:</b> Specialist Technical Principals (Longer questions, 2 to 5 or 6 marks)<br><b>Section C:</b> Design & making Principals mostly between 3 and 6 marks about a range of topics including drawing tasks, maths calculations and Product Evaluation |

| Task | Learning Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Resource                                                                                                                            | Activity                                                                                                                                                                                                                                                                      |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | <u><b>Core Knowledge</b></u> <ul style="list-style-type: none"> <li>Types of papers of boards</li> <li>Identifying different printing methods</li> <li>standard components used with papers and boards</li> <li>Understand the primary processing of papers and boards (e.g. pulping)</li> <li>Identify types of motion (e.g. reciprocating, rotary)</li> <li>Understand material properties (e.g. toughness, flexibility)</li> <li>Calculating area</li> </ul> | Page 48 Blue Book<br>Page 54-55 blue book<br>Page 50-51 blue book<br>Page 44 blue book<br>Page 28 blue book<br>Page 14-15 blue book | Use flashcards and or Mind Maps for key word definitions / explanations.<br><br>Students will also be issued a revision booklet with tasks and questions to complete to support their retrieval of knowledge.                                                                 |
| 2    | Specialist Technical Principals <ul style="list-style-type: none"> <li>Types of papers &amp; Boards and their properties</li> <li>The paper making process</li> <li>Additive print processes</li> <li>Additives used in paper/board making</li> <li>Wasting Processes</li> <li>H&amp;S when working with classroom based wasting processes</li> </ul>                                                                                                           | Page 48 Blue Book<br>Page 44 Blue Book<br>Page 54-55 blue book<br>Page 56-57 blue book<br>Page 52-53 Blue Book                      | Use flashcards and or Mind Maps for key word definitions / explanations.<br><br>Practise drawing labelled diagrams to explain processes.<br><br>Students will also be issued a revision booklet with tasks and questions to complete to support their retrieval of knowledge. |

### KEY INDEPENDENT ONLINE RESOURCES

- CGP Blue Revision Guides and White Exam Practice Books.
- Theory booklets /notes made in class
- www.bbcbitessize.com
- Seneca - [Free Homework & Revision for A Level, GCSE, KS3 & KS2](#)

## Year 10 Autumn Assessments

| SUBJECT                               | TIME                                                                                            | PAPER/TOPIC DETAILS                                                                                                                                                                     |
|---------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Food Preparation and Nutrition</b> | <b>Written Test</b> – 1 lesson<br><b>Practical</b> – 2 lessons<br><b>Mock NEA 1</b> - 3 lessons | <b>Written Test:</b> Macronutrients, Micronutrients, Food Science. Multiple choice, short and long answer questions<br><b>Practical</b> – Lasagne<br><b>Mock NEA 1</b> – Fats in Pastry |

| Task | Learning Focus                                             | Activity/Resource                                                                                                                                                                                                                                                              |
|------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | GCSE Pod Revision – Nutrients (Macro & Micro)              | Follow the link on satchel or log into GCSE Pod and complete the assignment                                                                                                                                                                                                    |
| 2    | GCSE Pod Revision – Food Science (Proteins)                | Follow the link on satchel or log into GCSE Pod and complete the assignment                                                                                                                                                                                                    |
| 3    | GCSE Pod Revision – Food Science (Carbohydrates)           | Follow the link on satchel or log into GCSE Pod and complete the assignment                                                                                                                                                                                                    |
| 4    | GCSE Pod Revision – Food Science (Fats)                    | Follow the link on satchel or log into GCSE Pod and complete the assignment                                                                                                                                                                                                    |
| 5    | Nutrition and Good Health – Eatwell Guide and Food Choices | Read the information and make flashcards for each section of the Eatwell guide <a href="https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/</a> |

### KEY INDEPENDENT ONLINE RESOURCES

<https://www.bbc.co.uk/bitesize/guides/znnqghv/video>

<https://www.foodafactoflife.org.uk/14-16-years/healthy-eating-14-16-years/>

<https://www.youtube.com/playlist?list=PLCO3scYKbyVatGrsh3MrgKnZdoa539Acz>

## Year 10 Autumn Assessments

| SUBJECT                   | TIME              | PAPER/TOPIC DETAILS |
|---------------------------|-------------------|---------------------|
| <b>English Literature</b> | <b>45 minutes</b> | An Inspector Calls  |

| Task | Learning Focus            | Activity/Resource                                                                                                                                                                                                                                                                                                                                                                       |
|------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Mr Birling's Character    | Practise exam stamina by writing about one aspect of Birling's character for 10 minutes – include quotations and analysis. Keep writing for the full time. Do not use your notes. Check your answer against your notes when you have finished.<br><a href="https://members.gcsepod.com/shared/podcasts/title/10265">https://members.gcsepod.com/shared/podcasts/title/10265</a>         |
| 2    | Mrs Birling's Character   | Practise exam stamina by writing about one aspect of Mrs Birling's character for 10 minutes – include quotations and analysis. Keep writing for the full time. Do not use your notes. Check your answer against your notes when you have finished.<br><a href="https://members.gcsepod.com/shared/podcasts/title/10265">https://members.gcsepod.com/shared/podcasts/title/10265</a>     |
| 3    | Sheila's Character        | Practise exam stamina by writing about one aspect of Sheila's character for 10 minutes – include quotations and analysis. Keep writing for the full time. Do not use your notes. Check your answer against your notes when you have finished.<br><a href="https://members.gcsepod.com/shared/podcasts/title/10265">https://members.gcsepod.com/shared/podcasts/title/10265</a>          |
| 4    | Eric's Character          | Practise exam stamina by writing about one aspect of Eric's character for 10 minutes – include quotations and analysis. Keep writing for the full time. Do not use your notes. Check your answer against your notes when you have finished.<br><a href="https://members.gcsepod.com/shared/podcasts/title/10265">https://members.gcsepod.com/shared/podcasts/title/10265</a>            |
| 5    | Gerald's Character        | Practise exam stamina by writing about one aspect of Gerald's character for 10 minutes – include quotations and analysis. Keep writing for the full time. Do not use your notes. Check your answer against your notes when you have finished.<br><a href="https://members.gcsepod.com/shared/podcasts/title/10265">https://members.gcsepod.com/shared/podcasts/title/10265</a>          |
| 6    | The Inspector's Character | Practise exam stamina by writing about one aspect of Inspector Goole's character for 10 minutes – include quotations and analysis. Keep writing for the full time. Do not use your notes. Check your answer against your notes when you have finished.<br><a href="https://members.gcsepod.com/shared/podcasts/title/10265">https://members.gcsepod.com/shared/podcasts/title/10265</a> |

### KEY INDEPENDENT ONLINE RESOURCES

An Inspector Calls - Blended Learning - this links to the exam board materials. Skip the introductory activities and work thorough materials about the characters.  
GCSE Learning and Revision | GCSEPod  
GCSE English Literature | Edugas (links to past papers)

## Year 10 Autumn Assessments

| SUBJECT            | TIME         | PAPER/TOPIC DETAILS                                  |
|--------------------|--------------|------------------------------------------------------|
| <b>Mathematics</b> | 45 mins each | Paper 1 – Non-calculator<br><br>Paper 2 - Calculator |

| Task | Learning Focus                    | Activity/Resource                                                            |
|------|-----------------------------------|------------------------------------------------------------------------------|
| 1    | Paper 1 – Non-Calculator practice | Weekly homework on Sparx – Paper 1 practice, based upon topics in assessment |
| 2    | Paper 2 – Calculator practice     | Weekly homework on Sparx – Paper 2 practice, based upon topics in assessment |

### KEY INDEPENDENT ONLINE RESOURCES

#### **White formula booklets – (given to students in lesson)**

Learn the key formulae from your Maths formula booklet – use strategies such as flashcards, look/cover/write/check, asking a family member/friend to quiz you.

#### **Create flashcards for command words/key formulae**

Create 10+ flashcards with command words/key formulae on.

These may include command words such as expand, factorise, estimate. Or formulae for area, volume, circles, speed, trigonometry.

#### **Sparx independent practice**

Use your Sparx completion to identify gaps in knowledge and complete independent learning on Sparx, use the videos if needed for support.

## Year 10 Autumn Assessments

| SUBJECT                | TIME       | PAPER/TOPIC DETAILS                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Science Trilogy</b> | 3 x 40 min | <p>Biology Units B1 – 3: Cell Structure, Microscopy<br/>Stem Cells, Transport in Cells (diffusion, osmosis and active transport)</p> <p>Chemistry: Atoms, Elements and Compounds, Reactivity of metals up to and including L4 Metals and water.</p> <p>Physics: Particles topic<br/>Electricity Topic, first 3 lessons (circuit components; <math>Q = I \times t</math>: Current in series and parallel)</p> |

| Task | Learning Focus              | Activity/Resource                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Bio / Chem / Phys - general | <p>Task 1: Use FreeScience lessons or Cognito clips on YouTube</p> <p>Task 2: Use your RP booklet for microscopes, and osmosis.</p> <p>Task 3: Use your knowledge organiser to help revise the above topics.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 2    | <b>Chemistry</b>            | <p><b><u>Atomic Structure and History of the atom</u></b><br/>           Task 1: Revise the models of the atom and complete mini test at end<br/> <u>Early ideas about atoms - Atomic structure - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</u><br/>           Task 2: Complete Quiz : <u>GCSE chemistry questions - atomic structure</u><br/> <u>GCSE chemistry revision - BBC Bitesize</u><br/>           Task 3: Learn the equation to calculate Relative Atomic Mass = <math>(\text{Mass} \times \% \text{ abundance of isotope 1}) + (\text{Mass} \times \% \text{ abundance of isotope 2}) / 100</math></p> <p><b><u>The Periodic Table &amp; Electronic structure</u></b><br/>           Task 1: Revise how Mendeleev developed the periodic table and how it is organised today, completing the mini test at the end <u>Mendeleev's periodic table - The periodic table - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</u><br/>           Task 2: Complete Quiz: <u>GCSE chemistry questions - the periodic table</u><br/> <u>GCSE chemistry revision - BBC Bitesize</u></p> <p><b><u>Reactions of metals with acid and water</u></b> (Reactivity)<br/>           Task 1: Watch FIRST part of this video to review reactions of metals and water <u>The periodic table - The periodic table: Video playlist - BBC Bitesize</u><br/>           Task 2: Revise reactions of metals with acid and water<br/> <u>The reactivity series of metals - Reactions of metals - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</u></p> |

## Year 10 Autumn Assessments

|   |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <b>Physics</b>                             | <ol style="list-style-type: none"> <li>1. Get familiar with the <b><i>physics formula sheet</i></b></li> <li>2. Learn the <b><i>prefixes and their meanings</i></b> – you have a copy of them on the front of every mastery booklet.</li> <li>3. You could use the app, "23 Equations" to get further practice. <a href="https://23equations.com/">https://23equations.com/</a></li> <li>4. Use "<b><i>free science lessons</i></b>" for the two topics -<br/> <a href="https://www.freesciencelessons.co.uk/gcse-physics-paper-1/particle-model-of-matter/">https://www.freesciencelessons.co.uk/gcse-physics-paper-1/particle-model-of-matter/</a><br/> <a href="https://www.freesciencelessons.co.uk/gcse-physics-paper-1/electricity/">https://www.freesciencelessons.co.uk/gcse-physics-paper-1/electricity/</a></li> <li>5. Use your <b><i>knowledge organiser and mastery booklets</i></b> to revise</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4 | <b>Biology</b>                             | <p><b><u>Cell Biology &amp; Microscopes</u></b></p> <p><b>Task 1:</b> - Watch and make flash cards on the content <a href="#">GCSE Biology Revision "Required Practical 1: Microscopes"</a></p> <p><b><u>Cell structure:</u></b></p> <p><b>Task 2:</b> - <a href="#">GCSE Biology - Cell Types and Cell Structure</a> - make a revision map on the topic</p> <p><b><u>Specialised cells:</u></b></p> <p><b>Task 3:</b> - <a href="#">GCSE Biology - Differentiation and Specialised Cells</a> - make a revision map on the topic.</p> <p><b><u>Osmosis</u></b></p> <p><b>Task 4:</b> Read through <a href="#">Osmosis - Transport in cells - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</a> and watch the video on <a href="#">How to investigate osmosis - Transport in cells - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</a>. You also have your required practical book for support.</p> <p><b>Task 5:</b> Write out the definitions of Diffusion, Osmosis and Active transport.</p> <p><b>Task 6:</b> Write out the method used to investigate the effect of concentration of sugar solution on potato chips, including a sketch of the graph you would expect to draw.</p> <p><b>Task 7:</b> watch the prim rose kitten video on the first topic cell biology and make flash cards or a mind map. <a href="#">Bing Videos</a></p> |
| 5 | Bio / Chem / Phys –<br>Videos and Podcasts | <p>Identify weaker areas of knowledge and watch the associated videos found at <a href="#">GCSE Combined Science - AQA Trilogy - BBC Bitesize</a>. If you scroll down the page there are also podcasts that you might find useful</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

## **Year 10 Autumn Assessments**

### **KEY INDEPENDENT ONLINE RESOURCES**

Freesciencelessons.com, Cognito (search on YouTube) and BBC Bitesize

## Year 10 Autumn Assessments

| SUBJECT                   | TIME              | PAPER/TOPIC DETAILS            |
|---------------------------|-------------------|--------------------------------|
| <b>Physical Education</b> | 1 hour<br>15 mins | Paper 1 Anatomy and Physiology |

| Task | Learning Focus                                                                                                                                                          | Activity/Resource                                                                                                                                                                 |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Exam Practice questions. Sit the exam in in the exact time of 1 hour and 15 mins. Do Not mark it straight away                                                          | <a href="#">Question paper: Paper 1 The human body and movement - November 2021</a>                                                                                               |
| 2    | <b>Using your revision guide and PLC go through the paper and record areas that you think you have answered correctly and a record of the areas you need support on</b> |                                                                                                                                                                                   |
| 3    | Mark the exam paper using the mark scheme provided                                                                                                                      | <a href="#">Mark scheme: Paper 1 The human body and movement - November 2021</a>                                                                                                  |
| 4    | With the paper marked use the mark scheme to highlight areas of support and from these make flash cards. How to make flash cards small video is attached.               | <a href="#">How to Study Effectively with Flash Cards - College Info Geek - YouTube</a>                                                                                           |
| 5    | Repeat this for the following papers and mark schemes                                                                                                                   | <a href="#">Question paper: Paper 1 The human body and movement - November 2020</a><br><br><a href="#">Question paper: Paper 1 Factors affecting participation - Sample set 1</a> |

### KEY INDEPENDENT ONLINE RESOURCES

AQA Purple revision guide pages

[AQA | Resources | Past Papers & AQA Mark Schemes](#)

## Year 10 Autumn Assessments

| SUBJECT                           | TIME   | PAPER/TOPIC DETAILS                                                                                                                        |
|-----------------------------------|--------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physics</b><br><b>Separate</b> | 40 min | Physics: Particles topic<br>Electricity Topic, first 8 lessons From the front of your mastery booklet – up to lesson 8: $V = I \times R$ ) |

| Task | Learning Focus                       | Activity/Resource                                                                                                                                                                                                                                                                   |
|------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Calculation type questions - "DAFNE" | <ul style="list-style-type: none"> <li>• Get familiar with the formula sheet</li> <li>• Learn the prefixes and their meanings – you have a copy of them on the front of every mastery booklet.</li> <li>• You could use the app, "23 Equations" to get further practice.</li> </ul> |
| 2    | General factual knowledge            | Task : use your knowledge organiser and a revision guide.<br>Task : Use FreeScience lessons.<br>Task : Use BBC Bitesize to help revise.                                                                                                                                             |
| 3    | Past Paper practice                  | Use the link to the AQA website and try a past paper. The markschemes are on there too. Try doing a paper for the allotted time, to see how your time management is.                                                                                                                |

### KEY INDEPENDENT ONLINE RESOURCES

1. [AQA | Resources | Past Papers & AQA Mark Schemes](#)
2. [Tassomai | The learning program](#)
3. [GCSE Physics \(Single Science\) - AQA – BBC Bitesize](#)
4. Use "**free science lessons**" for the two topics -
5. <https://www.freesciencelessons.co.uk/gcse-physics-paper-1/particle-model-of-matter/>
6. <https://www.freesciencelessons.co.uk/gcse-physics-paper-1/electricity/>
7. [Malmesbury High School RP videos](#)
8. [23 Equations App](#)

## Year 10 Autumn Assessments

| SUBJECT                    | TIME  | PAPER/TOPIC DETAILS                                                                                   |
|----------------------------|-------|-------------------------------------------------------------------------------------------------------|
| <b>Biology</b><br>Separate | 1H 45 | Paper 1 Biology- content based around the topics: Cell Biology; Organisation (Tissues/Organs/Systems) |

| Task | Learning Focus          | Activity/Resource                                                                                                                                                                                                                                                                                                                                                 |
|------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Microscopes             | <b>Task 1:</b> - Watch and make flash cards on the content <u>GCSE Biology Revision "Required Practical 1: Microscopes"</u>                                                                                                                                                                                                                                       |
| 2    | Cell structure          | <b>Cell structure:</b><br><b>Task 2:</b> - <u>GCSE Biology - Cell Types and Cell Structure</u> - make a revision map on the topic                                                                                                                                                                                                                                 |
| 3    | Specialised Cells       | <b>Specialised cells:</b><br><b>Task 3:</b> - <u>GCSE Biology - Differentiation and Specialised Cells</u> - make a revision map on the topic.                                                                                                                                                                                                                     |
| 4    | Osmosis                 | <b>Osmosis</b><br><b>Task 4:</b> Read through <u>Osmosis - Transport in cells - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</u> and watch the video on <u>How to investigate osmosis - Transport in cells - AQA - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</u> . You also have your required practical book for support. |
| 5    | Transport in cells      | <b>Task 5:</b> Write out the definitions of Diffusion, Osmosis and Active transport.                                                                                                                                                                                                                                                                              |
| 6    | Osmosis                 | <b>Task 6:</b> Write out the method used to investigate the effect of concentration of sugar solution on potato chips, including a sketch of the graph you would expect to draw.                                                                                                                                                                                  |
| 7    | Full cell Biology Topic | <b>Task 7:</b> watch the prim rose kitten video on the first topic cell biology and make flash cards or a mind map. <u>Bing Videos</u>                                                                                                                                                                                                                            |

## Year 10 Autumn Assessments

| SUBJECT                       | TIME   | PAPER/TOPIC DETAILS                                                                                                    |
|-------------------------------|--------|------------------------------------------------------------------------------------------------------------------------|
| <b>Chemistry</b><br>Separates | 40mins | Atoms, Elements and Compounds, Reactivity of metals up to and including L6 Using metals to extract metals from oxides. |

| Task | Learning Focus                                       | Activity/Resource                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1    | Atomic Structure and history of the atom             | Task 1: Revise the models of the atom and complete mini test at end <a href="#">Early ideas about atoms - Atomic structure - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a><br>Task 2: Complete Quiz : <a href="#">GCSE chemistry questions - atomic structure GCSE chemistry revision - BBC Bitesize</a><br>Task 3: Learn the equation to calculate Relative Atomic Mass = $(\text{Mass} \times \% \text{ abundance of isotope 1}) + (\text{Mass} \times \% \text{ abundance of isotope 2}) / 100$ |
| 2    | The Periodic Table & electronic structure            | Task 1: Revise how Mendeleev developed the periodic table and how it is organised today, completing the mini test at the end <a href="#">Mendeleev's periodic table - The periodic table - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a><br>Task 2: Complete Quiz: <a href="#">GCSE chemistry questions - the periodic table GCSE chemistry revision - BBC Bitesize</a>                                                                                                                            |
| 3    | Reactions of metals with acid and water (Reactivity) | Task 1: Watch FIRST part of this video to review reactions of metals and water <a href="#">The periodic table - The periodic table: Video playlist - BBC Bitesize</a><br>Task 2: Revise reactions of metals with acid and water <a href="#">The reactivity series of metals - Reactions of metals - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a>                                                                                                                                                  |
| 4    | Oxidation and Reduction (Reactivity)                 | Task 1: State definition of Oxidation and Reduction.<br>Task 2: Revise reactions of metal oxides<br><a href="#">Oxidation, reduction and displacement reactions - Reactions of metals - AQA - GCSE Chemistry (Single Science) Revision - AQA - BBC Bitesize</a>                                                                                                                                                                                                                                                              |

### KEY INDEPENDENT ONLINE RESOURCES

- [GCSE Chemistry \(Single Science\) - AQA - BBC Bitesize](#)
- Cognito: Videos and quizzes at [Cognito Home](#) (limited free access). All videos on you tube [Cognito - YouTube](#)

| SUBJECT         | TIME                       | PAPER/TOPIC DETAILS                                |
|-----------------|----------------------------|----------------------------------------------------|
| <b>Textiles</b> | 2 hours in Textile lessons | Textile sample based on the Artist Lesley Richmond |

## Year 10 Autumn Assessments

| Task | Learning Focus                      | Activity/Resource                                                                                                          |
|------|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1    | Research the Artist Lesley Richmond | Research the Textile Artist Lesley Richmond and how she creates her textile work: - <a href="#"><u>lesley Richmond</u></a> |
| 2    | Practice hand stitching             | Look at your sketchbook and practice your hand stitches.                                                                   |