Year 10

Mid-Year Assessment Countdown Booklet 2026/27



Head of Year
Mrs Harrop

Resilience | Respect | Enthusiasm | Ambition | Determination

Irlam and Cadishead Academy
The best in everyone™
Part of United Learning

A Message from Mr Smith

Dear Student,

This booklet has been designed to help you prepare effectively for your Year 10 Mid-Year Assessments, which will take place from **30th November - 4th December.** By this stage, you are already a quarter of the way through your GCSE courses, and these assessments are a great opportunity to demonstrate just how much progress you've made so far.
Your teachers will use the results to evaluate how well you are working towards your full potential and to identify any areas where you may need extra support. It is therefore essential that you prepare thoroughly and give your very best effort in every assessment.

Use the following pages to create a revision timetable that ensures you have reviewed all the relevant topics before your exams. If there are any areas or concepts you are unsure about, please speak to your teacher — they will be more than happy to provide additional guidance.

When revising, try to use a variety of techniques to help you retain information. This could include:

- Creating mind maps
- Writing and testing yourself on key term definitions
- Completing practice questions on Seneca or Sparx
- Making flashcards with key facts
- Watching educational YouTube videos

Combining different methods will help you feel confident and well-prepared. Don't forget to use your Knowledge Organisers too. For more revision advice, you can visit: Top revision techniques for exams - BBC Bitesize.
Remember, the effort you put in now will be reflected in your results. Working hard at this stage will put you in a strong position for your End of Year Assessments, Year 11 mocks, and ultimately, your GCSEs.
We are all here to support you in reaching your full potential. If you have any questions or concerns, please speak to your subject teacher, form tutor, or Head of Year.

Good luck — you've got this!

All the best,

G Smith

Mr Smith
Assistant Principal

Top Revision Tips

- **HABIT** - Get into the habit of working in a regular routine.
- **PLAN** - Plan your weekly revision, homework and leisure time on the timetables provided. Make sure you can realistically keep to the schedule that you have planned.
- **PLACE** - Make sure that you work in the best possible environment:
  - The room should be well lit to reduce eye strain
  - Quiet with few distractions – no TV or Phones. Sit on a chair at a table or desk rather than lounging on your bed or so close to a window that you might get distracted.
  - Identify a set time and place for studying – most people study best in the mornings and evenings, but you need to work out the best time for yourself.
- **ORGANISATION**
  - Be fully prepared. Books, paper, pens, drinks etc. should all be organised before you start.
  - Break each subject down into manageable chunks so that you can read over a topic once or twice in about 20 to 30 minutes. If you come across topics that you really don't understand, make a note of them and ask the subject teacher for help.
- **VARIETY** - Get some variety into your revision. Vary your use of revision materials: notes, revision cards, books, websites, podcasts and videos. Keep a record of what you have done in this booklet to make sure you cover all topics and don't avoid the more difficult ones.
  - Begin your revision by re-reading your notes from the previous session. This will improve your recall. At the end of the week revise the whole week's work. Revision should involve checking your notes and writing down the main points may help you learn them more than you would by just reading them.
  - As the exam draws nearer have 'key words' which trigger your memory.
  - Saying things out loud can help you to learn and can improve your use of appropriate vocabulary. It is important to test yourself after each piece of work. Identify some questions you might think will be on the paper and write an outline answer for each one.
- **RELAX** - Try to stop revising at least an hour before you go to bed. Relax to help you sleep. Working late will make you feel tired the next day. Only watch TV programmes that you enjoy rather than to fill in time. Get up early to make good use of your time.
- **HONESTY** - Always be honest with yourself. Teachers can help you but they cannot do the work for you. Ask for help when you need it.
- **PERSEVERE** - Don't give up: it really is not a long time and it will be worth it! Good luck!

English Language

English Language Paper 1 - 1 hour 45 minutes

Section A – 1 hour

Reading a fictional extract and answering four questions to show your understanding.
Question 1 – Multiple choice questions - 4 marks
Question 2 – How does the writer use language to...? - 8 marks
Question 3 – How does the writer structure the text to create a sense of _____(8 marks)
Question 4 – "Statement about the text" To what extent do you agree? - 20 marks

Section B – 45 minutes

Students will be asked to create a narrative or a descriptive piece, they will be given
an image, a title or a sentence as a stimulus. They must practise their writing regularly at home.

Here is a QR code you should refer to when revising for this paper:

English Language Paper 1

Maths

Maths Paper – 1 x 50 minutes Non Calculator

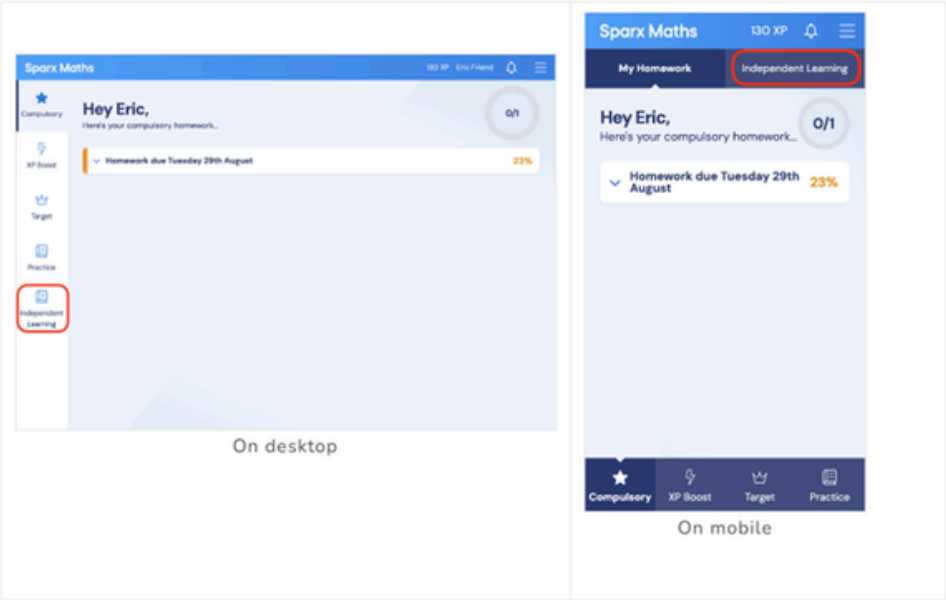
Topic	Sparx topics – highlight as you complete these clips using the independent learning function
Simplifying algebraic expressions	U105
Angles in Polygons	U427
Percentages	M476, M528, M264
Venn diagrams	M829
Transformations	U196, U799, U696
Simultaneous Equations	X645, X742
Ratio	M525, M478
Calculations with fractions	M835, M931, M157, M110, M645, M695, M684
Relative frequency	M206, M332
Timetables	M963

Maths

Revising Independently with SPARX

STEP ONE: Finding independent learning

When you log in you will see the independent learning feature in the top right hand corner (circled in red below).



You can choose to work on any topic by:

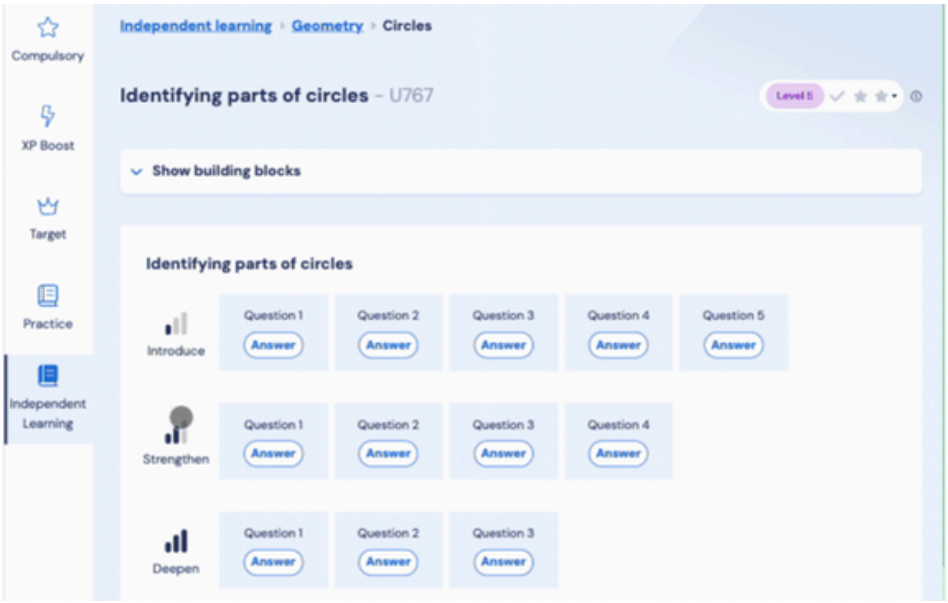
- Typing one of the following in the Search for topics field:
  - The name of a topic
  - A keyword
  - A code given to you in the list on page 5.
- Browse the content by clicking on one of the main Strands.

STEP TWO: Choosing the right work

The difficultly level will be in line with that of your normal homework.
You can choose to complete questions that introduce the topic if you don't remember much about it, strengthen the topic if you need a recap or deepen the topic if you are looking to increase your knowledge.

Revising Independently with SPARX

An example of this is shown on the right with the topic of circles.



You will see the difficulty level is set to 5 (in the top right corner) but you can change this if you are finding questions too hard or too difficult.

Combined Science

Science Paper – 3 x 40 min exams covering all topics below.

Paper 1 – Biology : B1 Cells

- eukaryotic and prokaryotic cells,
- microscopes required practical
- cell cycle and stem cells,
- diffusion/osmosis/active transport

Paper 1 – Biology : B2 Organisation

- heart, blood and blood vessels,
- lungs and gas exchange
- food tests required practical
- enzymes and required practical

Paper 1 - Chemistry: C1 Atomic Structure

- structure of the atom,
- development of the atomic model and Periodic Table,
- elements/mixtures/compounds,
- electronic configuration,
- group 0/1/7

Paper 1 - Chemistry: C2 Bonding

- ionic bonding and compounds,
- covalent bonding and compounds,
- metallic bonding and compounds,
- states of matter,
- polymers,
- carbon compounds

Paper 3 – Physics: P1 Energy

- Energy stores and transfers,
- energy calculations,
- specific heat capacity
- power,
- efficiency,
- renewable and non-renewable energy resources

Paper 3 – Physics: P3 Particle Model of Matter

- particle models,
- density calculations
- density required practicals,
- changes of state,
- internal energy,
- specific latent heat

Paper 3 – Physics: P3 Electricity

- the National Grid
- wiring a plug

Combined Science

Scan the QR Code to access the Y10 Padlet. Here you will find:

- **Practice Past Papers and mark schemes**
- **Periodic Table and Physics Equation Sheet**
- **Links to Revision Videos**
- **Flashcards**
- **Knowledge Organisers**

Example Practice Questions

Stem cells are cells that are **not** specialised.

Stem cells can be collected from human bone marrow.

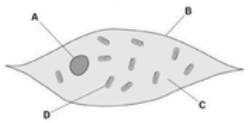
(f) What type of stem cells are found in bone marrow?

Tick (✓) **one** box.

- Adult stem cells ☐
- Embryonic stem cells ☐
- Meristem cells ☐

Figure 1 shows a muscle cell.

Figure 1



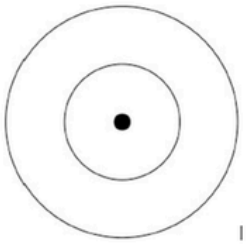
Draw **one** line from each part of the muscle cell to the correct label from **Figure 1**.

Part of the muscle cell	Label from Figure 1
	A
Cytoplasm	B
Nucleus	C
	D

An oxygen atom has eight electrons.

Complete **Figure 2** to show the electronic structure of an oxygen atom.

Figure 2



[2 marks]

There are different isotopes of the element lead.

(a) What is the difference between the atoms of different isotopes of lead?

Tick (✓) **one** box.

- The number of electrons ☐
- The number of neutrons ☐
- The number of protons ☐

[1 marks]

Figure 2 shows a bacterial cell.

Figure 2



(d) What type of cell is the bacterial cell in **Figure 2**?

Tick (✓) **one** box.

- A fungal cell ☐
- A prokaryotic cell ☐
- A sperm cell ☐

[1 marks]

Separate Science

Exam Format: 3 x 50 minute exams covering all topics below.

Topics to be covered in the exam:

Paper 1 – Biology : B1 Cells

- eukaryotic and prokaryotic cells,
- microscopes required practical
- cell cycle and stem cells,
- diffusion/osmosis/active transport

Paper 1 – Biology : B2 Organisation

- heart, blood and blood vessels,
- lungs and gas exchange
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- enzymes and required practical

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Paper 1 - Chemistry: C2 Bonding

- ionic bonding and compounds,
- covalent bonding and compounds,
- metallic bonding and compounds,
- states of matter,
- polymers,
- carbon compounds

Paper 3 – Physics: P1 Energy

- Energy stores and transfers,
- energy calculations,
- Specific heat capacity
- power,
- efficiency,
- renewable and non-renewable energy resources

Paper 3 – Physics: P3 Particle Model of Matter

- particle models,
- density calculations
- density required practicals,
- changes of state,
- internal energy,
- specific latent heat

Paper 3 – Physics: P3 Electricity

- the National Grid
- wiring a plug

Separate Science

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- **Periodic Table and Physics Equation Sheet**
- **Links to Revision Videos**
- **Flashcards**
- **Knowledge Organisers**

Example Practice Questions - Biology

How does an unspecialised cell become a new root hair cell? Tick **one** box.

Differentiation ☐

Transpiration ☐

Metabolism ☐

Transport ☐

Why is mitosis important in living organisms? Give 2 reasons.

[2 marks]

A cell
- is magnified 800 times
- has a width of 50 mm.

Calculate the real width of the cell.
Give your answer in micrometres (μm).

Real width of cell _____ μm

[3 marks]

Name the type of cell division that produces genetically identical body cells for growth and repair. [1 mark]

Give the name of the tissue in a plant that contains stem cells [1 mark]

Name 2 places in humans in which stem cells are found

1. _____

2. _____

[2 marks]

What is a stem cell? (2 marks)

[2 marks]

Separate Science

Example Practice Questions - Chemistry

(v) Sodium fluoride is an ionic substance.

What are **two** properties of ionic substances?

Tick (✓) **two** boxes.

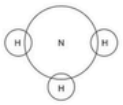
- Dissolve in water ☐
- Gas at room temperature ☐
- High melting point ☐
- Low boiling point ☐

(2)

(a) Complete the dot and cross diagram for the ammonia molecule shown in **Figure 1**.

Show only the electrons in the outer shell of each atom.

Figure 1



(2)

(b) Give **one** limitation of using a dot and cross diagram to represent an ammonia molecule.

_____

_____

(1)

Explain why chlorine is more reactive than iodine.

_____

_____

_____

_____

_____

_____

The table below shows the mass numbers and percentage abundances of the isotopes of gallium.

Mass number	Percentage abundance (%)
69	60
71	40

Calculate the relative atomic mass (A_r) of gallium.

Give your answer to 1 decimal place.

_____

_____

_____

_____

Relative atomic mass (1 decimal place) = _____

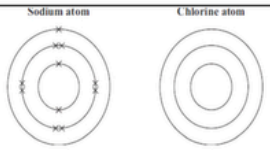
(e) The formula of potassium chromate is K_2CrO_4

The charge on the potassium ion is +1

What is the formula of the chromate ion?

Tick (✓) **one** box.

- CrO_4^+ ☐
- CrO_4^{2+} ☐
- CrO_4^- ☐
- CrO_4^{2-} ☐



(1)

(b) When sodium and chlorine react to form sodium chloride they form sodium ions (Na^+) and chloride ions (Cl^-).

How does a sodium atom change into a sodium ion?

_____

_____

_____

_____

(2)

Example Practice Questions - Physics

Light bulbs are labelled with a power input.

(a) What does power input mean?

Tick (✓) **one** box.

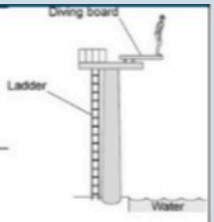
- The charge transferred each second by the bulb. ☐
- The current through the bulb. ☐
- The energy transferred each second to the bulb. ☐
- The potential difference across the bulb. ☐

As the drone accelerates upwards its _____ energy increases and its _____ energy increases.

The _____ energy store of the battery decreases.



As the diver falls towards the water there is a decrease in her _____ energy.



As the diver falls towards the water there is an increase in her _____ energy.

A light bulb has a power input of 40 W
The mains potential difference is 230 V
Calculate the current in the light bulb.

Power = Current x Potential Difference

_____

_____

Current = _____ A **(3)**

The drone can fly for 25 minutes before the battery needs recharging. The power output of the battery is 65.0 W.
Calculate the maximum energy stored by the battery

Power = energy transferred/time

_____

_____

Maximum energy = _____ joules **(3)**

At the instant the diver hits the water, the kinetic energy of the diver is 5040 J.
The speed of the diver is 12 m/s.
Calculate the mass of the diver.

Kinetic energy = 0.5 x mass x velocity^2

_____

_____

_____

(4)

Geography

Geography Paper – 1 x 55 minute exam covering Paper 1 - Living with the physical environment AQA: Section A- Natural Hazards

Topics Covered:

Natural Hazards

- Definition of a natural hazard.
- Types of natural hazard.
- Factors affecting hazard risk.

Tectonic hazards

- Physical processes taking place at different types of plate margin (constructive, destructive and conservative) that lead to earthquakes and volcanic activity.
- Primary and secondary effects of a tectonic hazard.
- Immediate and long-term responses to a tectonic hazard.
- Use named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. - Chile 2010 and Nepal 2015
- Reasons why people continue to live in areas at risk from a tectonic hazard.
- How monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.

Weather hazards

- General atmospheric circulation model: pressure belts and surface winds.
- Global distribution of tropical storms.
- Causes of tropical storms and the sequence of their formation and development.
- The structure and features of a tropical storm.
- How climate change might affect the distribution, frequency and intensity of tropical storms.
- Primary and secondary effects of tropical storms.
- Immediate and long-term responses to tropical storms.
- Use a named example of a tropical storm to show its effects and responses. - Typhoon Haiyan
- How monitoring, prediction, protection and planning can reduce the effects of tropical storms.
- An overview of types of weather hazard experienced in the UK.
- An example of a recent extreme weather event in the UK to illustrate- Beast from the East
  - causes
  - social, economic and environmental impacts
  - how management strategies can reduce risk.
- Evidence that weather is becoming more extreme in the UK

Geography

Geography Paper – 1 x 55 minute exam covering Paper 1 - Living with the physical environment AQA: Section A- Natural Hazards

Climate change

- Evidence for climate change from the beginning of the Quaternary period to the present day.

- Possible causes of climate change:
  - natural factors – orbital changes, volcanic activity and solar output
  - human factors – use of fossil fuels, agriculture and deforestation.

- Overview of the effects of climate change on people and the environment.

- Managing climate change:
  - mitigation – alternative energy production, carbon capture, planting trees, international agreements.
  - adaptation – change in agricultural systems, managing water supply, reducing risk from rising sea levels

REVISION

- Use BBC Bitesize – Geography – AQA
- Make revision mind maps and notes to supplement your learning.
- Choose the 'Living with Natural Hazards'
- https://www.bbc.co.uk/bitesize/topics/zcdrbk7
- Padelt link

History

History Paper 1: Medicine in Britain, 1250-present day

Exam Questions Asked:

Q3) Explain one way in which X was similar/different to Y
(Identify one similarity or difference between two time periods, and support this with specific details from each period)
Q4) Explain why...
(Make clear why something happened [try to identify any reason/cause/factor] supporting your answer with relevant information
Q5/6) [Statement] How far do you agree? Explain your answer
(Reach a judgement about a statement by saying how much you agree and disagree with something. You should consider both sides of the argument and give detailed reasons for your judgement to make sure it is supported by an explanation.

Topics Covered:

Medieval medicine 1250-1500:
·Causes of disease in Medieval England
·Prevention and treatment in Medieval England
·The Black Death
Renaissance medicine 1500-1700:
·Causes of disease in the Renaissance
·Prevention and treatment in the Renaissance
·Vesalius and Harvey
·The Great Plague
Medicine in the 18th and 19th centuries 1700-1900:
·Smallpox
·Pasteur and Koch
·19th Century hospitals and Florence Nightingale
·Anaesthetics
·Antiseptics
·New approaches to prevention of disease
·John Snow and Cholera

Medicine in modern Britain 1900 to present day:
·Modern medicine causes of disease
·Creation of the NHS
·Impact of science and technology in modern medicine
·Penicillin
·Treatment of Lung Cancer

History

History Paper 1: Medicine in Britain, 1250-present day

1. What were the four humours?
2. How did the four humours cause disease?
3. Give one treatment based on the four humours?
4. Why was the church important in medieval medicine?
5. What did Vesalius discover about the human body?
6. What did William Harvey discover?
7. Give one way people tried to prevent disease during the Renaissance.
8. What did Edward Jenner develop and what disease did it prevent?
9. How did Pasteur's Germ Theory change understanding of disease?
10. What did Robert Koch contribute to medical knowledge?
11. How did public health improve during the 1800s?
12. Why was the 1875 Public Health Act important?
13. Who discovered penicillin, and who later developed it into an effective treatment?
14. Give one examples of how technology has improved diagnosis or treatment in modern medicine.
15. How has the government helped to prevent illness in the modern period?
16. Give one example of an individual who caused progress in medicine and explain what they did.
17. Give one example of a belief that slowed down medical progress.
18. Give one example of something that changed significantly between medieval and modern medicine.
19. Give one example of something that showed continuity between two periods.

Question 3:
Explain one way in which ideas about the causes of disease in the medieval period (c1250–c1500) were different from ideas about the causes of disease in the nineteenth century (c1800–c1900).
(4 marks)

Question 4:
Explain why there was progress in understanding the causes of disease in Britain during the period c1800–c1900.
(12 marks)
You may use the following in your answer:

- Louis Pasteur
- Robert Koch

You must also use information of your own.

Question 5/6:
'Ideas about the causes of disease changed very little in Britain during the period c1250–c1700.'
How far do you agree? Explain your answer.
(16 marks + 4 SPaG)
You may use the following in your answer:

- the Four Humours
- Thomas Sydenham

You must also use information of your own.

Business

Business Paper - Market Segmentation and Cash Flow Forecasts

Use the example cash flow forecast below to practise and revise this topic. Complete the missing values and answer the questions that follow.

	May (£)	Jun (£)	Jul (£)	Aug (£)
Cash In (Sales)	8,000	?	10,500	12,000
Cash Out (Costs)	9,500	8,000	?	10,000
Net Cash Flow	?	2,000	2,500	?
Opening Balance	1,000	-500	1,500	4,000
Closing Balance	-500	1,500	4,000	6,000

Topic	Key Points
Cash Flow Forecasts	Predicted cash inflows (receipts) Predicted cash outflows (payments) Net cash flow Opening balance Closing balance Cash surplus Cash deficit
Purpose of a Cash Flow Forecast	Identify money coming into the business over time Identify money going out of the business over time Monitor the timing of cash inflows and outflows Identify periods of positive cash flow Identify periods of negative cash flow Help managers make informed business decisions Support planning and budgeting
Forecasted vs Actual Cash Flow	Forecasted cash flow = expected cash movements in the future Actual cash flow = the real cash movements that occurred Comparing the two helps businesses assess accuracy and improve future planning
Cash Flow Problems	Cash surplus Cash deficit
Ways to Improve Cash Flow	Increase revenue Sell unused assets Sell excess inventory/stock Chase debtors for money owed Reduce business costs Delay payments to suppliers Reduce the credit period offered to customers Delay or reduce expansion plans Pay off existing debts Seek investment or additional finance
Essential Formulae	**Net Cash Flow = Cash Inflows – Cash Outflows** **Closing Balance = Opening Balance + Net Cash Flow**
Key Definitions	**Cash Surplus:** More cash coming in than going out. **Cash Deficit:** More cash going out than coming in.

Engineering

Content Area 1; Engineering disciplines
- **Engineering Disciplines**
- **Health and Safety**

Content Area 2; Applied science and maths in engineering
- **SI units of measurement**

Content Area 3; Reading Engineering Drawings
- **BS8888**

Content Area 4; Properties, characteristics and selection of engineering materials
- **Metals – Ferrous & Non-Ferrous. Thermal properties**
- **Woods / timbers**

Content area 5; engineering tools, equipment and machines.
- **Engineering tools & machines**

Content areas 6 & 7; Hand drawn and CAD engineering drawing.
- **Engineering drawings**
- **First and Third Angle projection**

Content Area 8; production planning techniques
- **Hazards**
- **Risks**
- **Control Measures**

Childcare

How growth is measured and recorded:
o Personal Child Health Record (PCHR) 'Red Book' tracks progress/records immunisations
o centile charts track height and weight o parents'/carers' own records
o two-year-old health check
o National Child Measurement Programme (NCMP) for 4–5-year-old children.

Roles and responsibilities of individuals involved in measuring and monitoring growth, to include:
o health professionals – midwives, health visitors, General Practitioner (GP)
o social care – social workers, family support workers
o early years educators – childminder, nursery manager, key person
o parents/carers.

Importance of measuring growth:
o ensures expected patterns are being followed to highlight potential issues at an early stage
o steady weight gain is a sign children are healthy and feeding well; poor weight gain is a sign of illness
o centile charts show average weight and height gain for children at different ages – 6–9 months rapid weight gain, 1–2 years slower weight gain as child is more active, over 2 years height and weight is measured to check if child is overweight or underweight and advice given on diet and physical activity.

Holistic development:
o Physical - fine and gross motor skills
oCognitive/Intellectual - logical thinking and problem solving
oSocial and Emotional - interacting and building relationships
o Langauge and Communication - verbal and non-verbal

Factors that Impact develolpment:
oFinancial - low and high incomes, poverty and pressures
o Environemental - housing and home environments
o Social - discrimintions, relationships and siblings
o Physical - disabilities, health and exercise

Performing Arts Drama

Task 1: Plot and Themes (A2)
Create a summary of the story and identify its key themes.
Include:

- A synopsis of the plot (150-200 words)
- Main themes:
- Leadership
- Power
- Survival
- Fear
- Loss of innocence
- Explain how these themes could be communicated to an audience through performance.

Task 2: Character Investigation (A1)
Choose two characters:

- Ralph
- Jack
- Piggy
- Simon
- Roger

For each character:

- Describe their role in the story.
- Explain their personality.
- Identify the skills an actor would need to perform the role successfully.
- Explain how voice, movement and facial expressions could be used.

Task 3: Performance Skills Analysis (A1)
Watch clips or research a stage adaptation of Lord of the Flies.
Complete a table explaining:

Performance Skill	Example Seen	Why It Was Effective
Voice		
Physical Skills		
Characterisation		
Interaction with Others		

French

📚 School Revision Reminder:

Before diving in, don't forget to look at the physical **CGP Revision Guide and Workbook** provided by your school. These are perfectly aligned with your Edexcel course and offer ideal offline practice to supplement the digital tools below!

💻 Your Digital Revision Toolkit

For Custom Vocab Lists: Build, trace, and test your vocabulary with Quizlet.
For Bitesize Revision: Work through mock tasks and interactive French modules on the **Seneca Learning** Edexcel French Course.
For Exam Practice & Core Curriculum: Access interactive learner guides, worked examples, and quick quizzes directly on **BBC Bitesize Edexcel GCSE French**.
For School-Level Practice & Grammar Consolidation: Complete the interactive homework tasks set by your teacher on **LanguageNut** or play curriculum-focused multimedia vocabulary games on **Quizlet** or on **Linguascope** and self-marking tasks on **languagesonline.org.uk .**

🎧 Listening & Pronunciation Quick Tips

Avoir vs Être: Keep refreshing your "Dr & Mrs Vandertramp" list. Verbs like aller, venir, sortir, and rester take être in the perfect tense.
Train your ear for tenses: Je joue (I play) and J'ai joué (I played) sound nearly identical if you aren't listening closely.
Silent endings: Remember that the -ent ending on plural verbs (e.g., ils jouent) is completely silent.
Speaking exam prep: Practice words ending in -tion (they sound like sy-on) and nail the French "u" sound so your reading-aloud track flows smoothly.

🏆 The Grade 9 Phrase Bank
Memorise these versatile, high-level structures. You can sneak them into almost any topic (Hobbies, School, Holidays, Family) during your Speaking and Writing exams.
Après avoir + past participle: After having done something
Example: Après avoir fini mes devoirs... (After having finished my homework...)
Avant de + infinitive: Before doing something
Example: Avant de dormir, je lis... (Before sleeping, I read...)
Si j'avais le choix, je voudrais...: If I had the choice, I would like...
Il vaut mieux (+ infinitive): It is better to...
Il faut (+ infinitive): It is necessary to... / You must...
Ça vaut le coup: It's worth it.

Revision Links

Scan the links below to access the Padlet page for revision information for each subject

Drama

English

French

Childcare

History

Geography

Maths

Business

Resilience | Respect | Enthusiasm | Ambition | Determination

Timetable

	Monday 30th November	Tuesday 1st December	Wednesday 2nd December	Thursday 3rd December	Friday 4th December
07:45-09:00	Maths Booster	English Booster	Science Booster	Maths Booster	Science Booster
Period 1 09.00 – 10.00	Normal Lessons	English Exam	Normal Lessons	Maths Exam	Geography Exam
Period 2 10.00 – 11.00	Business and French Exam	English Exam	Childcare Exam – ICT Room	Motivational Speaker Assembly	Music Exam
Break					
Period 3 11.15 – 12.15	Normal Lessons	Normal Lessons	Normal Lessons	History Exam	Normal Lessons
Period 4 12.15 – 13.15	Engineering and Drama Exam	Science Exam – Physics	Science Exam – Biology	History Exam	Science Paper 3 – Chemistry
Lunch					
Period 5 14.00– 15.00	Normal Lessons	Catering Exam	Normal Lessons	Early Finish	Normal Lessons
Period 6 15.00 – 16:00	English EPS	Science EPS	Maths EPS	Early Finish	No EPS

My Revision Planner

Week: .....

	9am	10am	11am	12am	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm
Monday													
Tuesday													
Wednesday													
Thursday													
Friday													
Saturday													
Sunday													

Resilience | Respect | Enthusiasm | Ambition | Determination

Good Luck!



YOU CAN DO IT

Resilience | Respect | Enthusiasm | Ambition | Determination

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