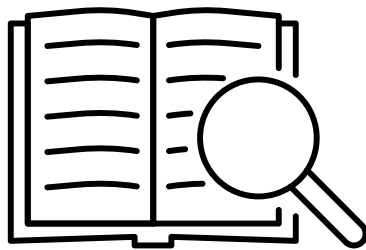


# **YEAR 10**

## **END OF YEAR ASSESSMENT REVISION BOOKLET 2025**



**HEAD OF LEARNING: MRS TOUGH**  
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# A MESSAGE FROM MISS WELLS

Dear Student,

## **Year 10 End of Year Assessment**

You are now over half way through your GCSE courses! The purpose of the End of Year Assessments is to ensure you are working at a level that will allow you to reach your full potential.

This countdown is intended to help motivate you to work/revise for up to two hours each night with a real sense of urgency and determination in an attempt to hit your 'Lowry 10' target each week. Remember, Lowry 10 is a way for you to remember to complete 10 hours of revision per week. This will include homework tasks as part of a structured revision programme and any additional tutoring that you have been invited to. This six-week revision booklet is useful for you as students, but also for parents, form tutors and subject teachers to gain an overview of how your revision is progressing. It is never too late to make improvements.

There is a free to use text to speech webpage here [www.ttsreader.com](http://www.ttsreader.com) which will help if you struggle to read large amounts of text.

The pages of this booklet provide guidance as to what you should be doing as part of your revision plan.

Make use of general revision sites such as Sparx, BBC Bitesize, Seneca Learning, YouTube and subject specific Twitter feeds for information and ideas, if you have access to the internet. In addition, use your Knowledge Organiser for revision tasks.

I hope that together we can help you to achieve results which reflect your full potential, but remember, how well you do is down to how hard you work now, so make sure you give this your best shot. So, in the words of Malcom X remember, "Education is the passport to the future, for tomorrow belongs to those who prepare for it today!"

All the best

Miss Wells

**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!

# EXAM TIMETABLE

PERIOD	Monday 02.06.25	Tuesday 03.06.25	Wednesday 04.06.25	Thursday 05.06.25	Friday 06.06.25
<b>BOOSTER</b> 08:00 - 08:50	Y10 Spanish (Listening) BOOSTER	Y10 Spanish (Writing) BOOSTER	Y10 Spanish (Reading) BOOSTER		
<b>Period 1</b> 09:00 - 10:05		Y10 SPANISH Writing 09:00 - 10:15/10:20 (1hr 15/20mins)			
<b>Period 2</b> 10:05 - 11:05			Y10 Religious Studies BOOSTER	Y10 Computer Science BOOSTER	Y10 Health & Fitness BOOSTER
<b>BREAK</b>					
<b>Period 3</b> 11:20 - 12:20	Y10 Engineering BOOSTER	Y10 Hospitality & Catering BOOSTER	Y10 RELIGIOUS STUDIES 11:30 - 13:15 (1hr 45mins)	Y10 COMPUTER SCIENCE 11:30 - 13:00 (1hr 30mins)	Y10 HEALTH & FITNESS 11:30 - 12:45 (1hr 15mins)
<b>Period 4</b> 12:20 - 13:20	Y10 ENGINEERING 12:20 - 13:20 (1hr)	Y10 HOSPITALITY & CATERING 12:20 - 13:20 (1hr)			
<b>LUNCH</b>					
<b>Period 5</b> (13:30 for GCSE)	Y10 SPANISH Listening 14:00 - 14:45/15:00 (45mins / 1hr)		Y10 SPANISH Reading 14:00 - 14:45/15:00 (45mins / 1hr)		
<b>Period 6</b> 15:00 - 15:30/45					

# EXAM TIMETABLE

PERIOD	Monday	Tuesday	Wednesday	Thursday	Friday
	09.06.25	10.06.25	11.06.25	12.06.25	13.06.25
<b>BOOSTER</b> 08:00 - 08:50			Y10 Music BOOSTER		
Period 1 09:00 - 10:05					
Period 2 10:05 - 11:05	Y10 Science(Biol) BOOSTER	Y10 Maths BOOSTER	Y10 English (Lang) BOOSTER	Y10 History BOOSTER	Y10 English (Lit) BOOSTER
<b>BREAK</b>					
Period 3 11:20 - 12:20	Y10 SCIENCE Biology (Paper 1) Combined: 11:30 - 12:45 (1hr 15mins) Triple: 11:30 - 13:15 (1hr 45mins)	Y10 MATHS Non Calc (Paper 1) 11:30 - 13:00 (1hr 30mins)	Y10 ENGLISH Language 11:30 - 13:15 (1hr 45mins)	Y10 HISTORY Medicine in Britain (Paper 1) 11:25 - 12:45 (1hr 20mins)	Y10 ENGLISH Literature 11:30 - 13:15 (1hr 45mins)
Period 4 12:20 - 13:20					
<b>LUNCH</b>					
Period 5 (13:30 for GCSE) 14:00 - 15:00			Y10 MUSIC Component 3 (Appraising) 14:00 - 15:15 (1hr 15mins)		
Period 6 15:00 - 15:30/45					

# EXAM TIMETABLE

PERIOD	Monday 16.06.25	Tuesday 17.06.25	Wednesday 18.06.25	Thursday 19.06.25	Friday 20.06.25
BOOSTER 08:00 - 08:50			Y10 Maths BOOSTER	Y10 Science (Phys) BOOSTER	Y10 History BOOSTER
Period 1 09:00 - 10:05			Y10 Maths Calc (Paper 2) 09:00 - 10:30 (1hr 30mins)	Y10 SCIENCE Physics (Paper 1) Combined: 09:00 - 10:15 (1hr 15mins) Triple: 09:00 - 10:45 (1hr 45mins)	Y10 History Weimar & Nazi Germany (Paper 3) 09:00 - 10:30 (1hr 30mins)
Period 2 10:05 - 11:05	Y10 Geography BOOSTER	Y10 Science (Chem) BOOSTER			
BREAK					
Period 3 11:20 - 12:20	Y10 GEOGRAPHY 11:30 - 13:00 (1hr 30mins)	Y10 SCIENCE Chemistry (Paper 1) Combined: 11:30 - 12:45 (1hr 15mins) Triple: 11:30 - 13:15 (1hr 45mins)	Y10 Health & Social BOOSTER	Y10 PSYCHOLOGY 11:30 - 13:15 (1hr 45mins)	Y10 iMedia BOOSTER
Period 4 12:20 - 13:20			Y10 HEALTH & SOCIAL 12:20 - 13:20 (1hr)		Y10 iMEDIA 12:20 - 13:20 (1hr)
LUNCH					
Period 5 (13:30 for GCSE) 14:00 - 15:00		Y10 CHILD DEVELOPMENT 14:00 - 15:00 (1hr)		Y10 CONSTRUCTION 14:00 - 15:00 (1hr)	
Period 6 15:00 - 15:30/45		Y10 Maths BOOSTER	Y10 Science BOOSTER		

# EXAM TIMETABLE

PERIOD	Monday 23.06.25	Tuesday 24.06.25	Wednesday 25.06.25	Thursday 26.06.25	Friday 27.06.25
<b>BOOSTER</b> 08:00 - 08:50					
<b>Period 1</b> 09:00 - 10:05	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments
<b>Period 2</b> 10:05 - 11:05	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments
<b>BREAK</b>					
<b>Period 3</b> 11:20 - 12:20	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments
<b>Period 4</b> 12:20 - 13:20	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments
<b>LUNCH</b>					
<b>Period 5</b> (13:30 for GCSE)	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments	Y10 SPANISH Speaking Individual Appointments
<b>Period 6</b> 15:00 - 15:30/45					

# EXAM TIMETABLE

PERIOD	Monday 30.06.25	Tuesday 01.07.25	Wednesday 02.07.25	Thursday 03.07.25	Friday 04.07.25
<b>BOOSTER</b> 08:00 - 08:50					
<b>Period 1</b> 09:00 - 10:05	Y10 10A/Py PHOTOGRAPHY Practical Exam ALL DAY 5 Hours	Y10 10B/Py PHOTOGRAPHY Practical Exam ALL DAY 5 Hours	Y10 10D/Ar1 ART Practical Exam ALL DAY 5 Hours	Y10 10A/Ar ART Practical Exam ALL DAY 5 Hours	INSET DAY
<b>Period 2</b> 10:05 - 11:05					
<b>BREAK</b>					
<b>Period 3</b> 11:20 - 12:20	YY10 10A/Py PHOTOGRAPHY Practical Exam ALL DAY 5 Hours	Y10 10B/Py PHOTOGRAPHY Practical Exam ALL DAY 5 Hours	Y10 10D/Ar1 ART Practical Exam Cont'd ALL DAY 5 Hours	Y10 10A/Ar ART Practical Exam Cont'd ALL DAY 5 Hours	INSET DAY
<b>Period 4</b> 12:20 - 13:20					
<b>LUNCH</b>					
<b>Period 5</b> (13:30 for GCSE) 14:00 - 15:00	Y10 10A/Py PHOTOGRAPHY Practical Exam Cont'd ALL DAY 5 Hours	Y10 10B/Py PHOTOGRAPHY Practical Exam ALL DAY 5 Hours	Y10 10D/Ar1 ART Practical Exam Cont'd ALL DAY 5 Hours	Y10 10A/Ar ART Practical Exam Cont'd ALL DAY 5 Hours	INSET DAY
<b>Period 6</b> 15:00 - 15:30/45					



# EXAM TIMETABLE

PERIOD	Monday 07.07.25	Tuesday 08.07.25	Wednesday 09.07.25	Thursday 10.07.25	Friday 11.07.25
<b>BOOSTER</b> 08:00 - 08:50					
<b>Period 1</b> 09:00 - 10:05	Y10 10A/At TEXTILES Practical Exam ALL DAY 5 Hours	Y10 10D/Ar2 ART Practical Exam ALL DAY 5 Hours	Y10 10D/At TEXTILES Practical Exam ALL DAY 5 Hours	Y10 10C/Py PHOTOGRAPHY Practical Exam ALL DAY 5 Hours	
<b>Period 2</b> 10:05 - 11:05					
<b>BREAK</b>					
<b>Period 3</b> 11:20 - 12:20	Y10 10A/At TEXTILES Practical Exam ALL DAY 5 Hours	Y10 10D/Ar2 ART Practical Exam Cont'd ALL DAY 5 Hours	Y10 10D/At TEXTILES Practical Exam ALL DAY 5 Hours	Y10 10C/Py PHOTOGRAPHY Practical Exam ALL DAY 5 Hours	
<b>Period 4</b> 12:20 - 13:20					
<b>LUNCH</b>					
<b>Period 5</b> (13:30 for GCSE) 14:00 - 15:00	Y10 10A/At TEXTILES Practical Exam ALL DAY 5 Hours	Y10 10D/Ar2 ART Practical Exam Cont'd ALL DAY 5 Hours	Y10 10D/At TEXTILES Practical Exam ALL DAY 5 Hours	Y10 10C/Py PHOTOGRAPHY Practical Exam Cont'd ALL DAY 5 Hours	
<b>Period 6</b> 15:00 - 15:30/45					

# MATHS (HIGHER)

Contact: [david.rooney@lowryacademy.org.uk](mailto:david.rooney@lowryacademy.org.uk)

Topics to Revise:		Links to revision sources or page numbers etc.
Week 6 W/B 5th May	<ul style="list-style-type: none"> <li>Rearranging formulae: Changing the subjects of formulae including complex formulae involving fractions, roots and powers and where the subject appears on both sides of the formula</li> <li>Linear Simultaneous Equations: Solve two simultaneous equations algebraically and graphically. Derive two simultaneous equations from a situation in context.</li> </ul>	<ul style="list-style-type: none"> <li>U556, U221, U373</li> <li>U760, U757, U836, U137</li> </ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"> <li>Linear Graphs: Recognise, plot, and interpret straight line graphs. Find approximate solutions from graphs including real life graphs. Identify and interpret gradients and y intercepts including from the form <math>y=mx+c</math>.</li> <li>Quadratics – graphical: Recognise, sketch and interpret graphs of quadratic functions, including where rearranging is needed. Find approximate solutions from graphs.</li> </ul>	<ul style="list-style-type: none"> <li>U789, U741, U933, U889, U638, U238, U669, U315, U377, U477, U848, U862, U898</li> <li>U760, U757, U836, U137</li> </ul>
Week 4 W/B 19th May	<ul style="list-style-type: none"> <li>Quadratics – algebraic: Factorise quadratic expressions and solve quadratic equations by factorising where the coefficient of <math>x^2</math> is <math>\geq 1</math>. Factorise by completing the square or using the quadratic formula. Deduce turning points. Use factorisation to simplify algebraic fractions. Multiply, divide, add and subtract algebraic fractions.</li> <li>Further graphs: Recognise and be able to sketch cubic, reciprocal, inverse, and direct proportion graphs. Expand triple brackets.</li> </ul>	<ul style="list-style-type: none"> <li>U228</li> <li>U980, U593, U238</li> </ul>
Week 3 W/B 26th May  HALF TERM WEEK	<ul style="list-style-type: none"> <li>Statistics 2: Understand and draw types of charts, including bar charts, pictograms, stem and leaf diagrams and pie charts. Calculate and problem solve with averages and range. Plot, read and use scatter graphs.</li> <li>Cumulative Frequency and Box Plots: Calculate cumulative frequency. Draw and interpret cumulative frequency graphs. Draw, interpret and compare box plots. Find the range, quartiles and inter-quartile range.</li> </ul>	<ul style="list-style-type: none"> <li>U981, U363, U557, U508, U172, U653, U506, U200, U909, U291, U260, U456, U526, U569, U854, U877, U717, U322, U162, U590, U193, U199, U277, U128</li> <li>U642, U182, U837, U879, U507</li> </ul>
Week 2 W/B 2nd June	<ul style="list-style-type: none"> <li>Volume 2: Find and problem solve with volume of cubes, cuboids, prisms, cylinders, spheres, pyramids, cone and composite solids.</li> <li>Right angled Trigonometry: Know the exact trig values. Find unknown lengths and angles using the sin, cos and tan.</li> </ul>	<ul style="list-style-type: none"> <li>U786, U174, U915, U484, U116, U617, U426, U350, U543.</li> <li>U605, U283, U545, U627</li> </ul>
Week 1 W/B 9th June	<ul style="list-style-type: none"> <li>Compound Measures: Interpret distance-time graphs. Change between standard units of measure and compound units of measure.</li> <li>Probability 2: Work with experimental and theoretical probability, knowing that probability sums to 1. Use probability tree diagrams for independent and dependent events, including conditional probability and tree diagrams with algebraic expressions. Find probabilities from Venn diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>U914, U462, U896, U902, U388, U248, U468, U151, U256, U403, U910, U527.</li> <li>U803, U408, U510, U280, U166, U683, U580, U476, U748, U104, U558, U729, U296, U369</li> </ul>

# MATHS (FOUNDATION)

Contact: david.rooney@lowryacademy.org.uk

Topics to Revise:		Links to revision sources or page numbers etc.
Week 6 W/B 5th May	<ul style="list-style-type: none"> <li>Solving equations and rearranging formulae</li> <li>Linear Simultaneous Equations: Solve two simultaneous equations algebraically and graphically. Derive two simultaneous equations from a situation in context.</li> </ul>	<ul style="list-style-type: none"> <li>U755, U325, U870, U505, U556, U221, U373</li> <li>U760, U757, U836, U137</li> </ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"> <li>Linear Graphs: Solve two simultaneous equations algebraically and graphically. Derive two simultaneous equations from a situation in context.</li> <li>Quadratics – graphical: Recognise, sketch and interpret graphs of quadratic functions. Find approximate solutions from graphs.</li> </ul>	<ul style="list-style-type: none"> <li>U760, U757, U836, U137</li> <li>U989, U667, U601, U178, U963</li> </ul>
Week 4 W/B 19th May	<ul style="list-style-type: none"> <li>Quadratics – algebraic: Factorise quadratic expressions and solve quadratic equations by factorising where the coefficient of <math>x^2</math> is 1.</li> <li>Further graphs: Recognise and be able to sketch cubic, reciprocal, inverse, and direct proportion graphs.</li> </ul>	<ul style="list-style-type: none"> <li>U228</li> <li>U980, U593, U238</li> </ul>
Week 3 W/B 26th May  HALF TERM WEEK	<ul style="list-style-type: none"> <li>Volume 2: Find and problem solve with volume of cubes, cuboids, prisms, cylinders, spheres, pyramids, cone and composite solids.</li> <li>Standard Form: Convert between normal numbers and standard form. Calculate with standard form.</li> </ul>	<ul style="list-style-type: none"> <li>U786, U174, U915, U484, U116, U617, U426, U350, U543</li> <li>U330, U534, U290, U264, U161</li> </ul>
Week 2 W/B 2nd June	<ul style="list-style-type: none"> <li>Pythagoras Review: Calculate a missing side length from a right angled triangle. Use three side lengths of a triangle to determine if it's right angled.</li> <li>Ratio 2: Convert between ratio, fractions, and percentages. Write, simplify, and combine ratios. Share amounts given a ratio. Problem solve with ratio.</li> </ul>	<ul style="list-style-type: none"> <li>U851, U385</li> <li>U687, U577, U753, U176</li> </ul>
Week 1 W/B 9th June	<ul style="list-style-type: none"> <li>Probability 2: Work with experimental and theoretical probability, knowing that probability sums to 1. Use probability tree diagrams for independent and dependent events. Find probabilities from Venn diagrams.</li> <li>Statistics 2: Understand and draw types of charts, including bar charts, pictograms, stem and leaf diagrams and pie charts. Calculate and problem solve with averages and range. Plot, read and use scatter graphs.</li> </ul>	<ul style="list-style-type: none"> <li>U803, U408, U510, U280, U166, U683, U580, U476, U748, U104, U558, U729, U296, U369</li> <li>U981, U363, U557, U508, U172, U653, U506, U200, U909, U291, U260, U456, U526, U569, U854, U877, U717, U322, U162, U590, U193, U199, U277, U128</li> </ul>

# ENGLISH

Contact: [jennifer.farrell@lowryacademy.org.uk](mailto:jennifer.farrell@lowryacademy.org.uk)

Topics to Revise:		Links to revision sources or page numbers etc.
Week 6 W/B 5th May	<ul style="list-style-type: none"> <li>Language paper 1 Q2 revise the steps to answering: 'How does the writer use language to...?'</li> <li>Revise the structure of Q5 descriptive/narrative and specifically how to use pathetic fallacy effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Use the past paper question/s provided to you by your teacher</li> </ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"> <li>'A Christmas Carol' – Revise key themes and quotations: Redemption, poverty, charity</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Comics and Lit - YouTube</a></li> <li><a href="#">GCSE English Literature - AQA - BBC Bitesize</a></li> <li>Seneca online homework</li> </ul>
Week 4 W/B 19th May	<ul style="list-style-type: none"> <li>Language paper 1 Q3 revise the structure of Q3 'How does the writer structure the text to interest you as a reader?'</li> <li>Revise how to use 'show not tell' effectively when describing a character for Q5 descriptive/narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Use the past paper question/s provided to you by your teacher</li> </ul>
Week 3 W/B 26th May  HALF TERM WEEK	Revise the 'war' poems: <ul style="list-style-type: none"> <li>Remains</li> <li>War Photographer</li> <li>Exposure</li> <li>Bayonet Charge</li> <li>Poppies</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Comics and Lit - YouTube</a></li> <li><a href="#">GCSE English Literature - AQA - BBC Bitesize</a></li> </ul>
Week 2 W/B 2nd June	<ul style="list-style-type: none"> <li>Language paper 1 – Q4 revise the evaluation question 'How far do you agree with this statement?'</li> <li>Revise the 'something happens' approach to Q5 descriptive/narrative (how to increase tension and introduce a significant item)</li> </ul>	<ul style="list-style-type: none"> <li>Use the past paper question/s provided to you by your teacher</li> </ul>
Week 1 W/B 9th June	Revise Scrooge's transformation: <ul style="list-style-type: none"> <li>His characterisation in Stave 1</li> <li>His reaction to what Marley and the other spirits show him</li> <li>His redemption in Stave 5</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Comics and Lit – YouTube</a></li> <li><a href="#">GCSE English Literature – AQA – BBC Bitesize</a></li> <li>Seneca online homework</li> </ul>

\*Other useful revision platforms: YouTube - Mr Bruff, Sparknotes, Oak Academy.

\*I will add all of these links to the Y10 year group on Teams.

# SCIENCE

Contact: [molly.hindle@lowryacademy.org.uk](mailto:molly.hindle@lowryacademy.org.uk)

## EOY Exam Info

- Triple Science - 3 x 1 hour 45 minute exams (Biology 1, Chemistry 1, Physics 1)
- Combined Science - 3 x 1 hour 15 minute exams (Biology 1, Chemistry 1, Physics 1)

## Topics to Revise:

### Week 1

#### Biology: B1 Cell Biology

- Cells
- Microscopy
- Stem cells
- Diffusion, osmosis and active transport
- Exchanging Substances

#### Chemistry: C1 Atomic Structure and The Periodic Table

- Atoms, elements, compounds and mixtures
- Isotopes
- Chemical equations
- Separation techniques
- The history of the atom
- Electronic structure
- The development of The Periodic Table
- Group 1 elements
- Group 7 elements
- Group 0 elements

### Week 2

#### Physics: P1 Energy

- Energy stores
- Energy transfer
- Specific heat capacity
- Power
- Efficiency
- Energy resources and their uses
- Renewable and non-renewable energy

#### Biology: B2 Organisation

- Cell organisation
- Enzymes/Investigating enzyme reactions
- Food tests
- The lungs
- The heart
- Blood and blood vessels
- Cardiovascular disease
- Cancer
- Plant cell organisation
- Transpiration

### Week 3

#### Chemistry: C2 Bonding, Structure and Properties of Matter

- Ions/Ionic bonding
- Properties of ionic compounds
- Covalent bonding
- Giant covalent structures
- Polymers
- Metallic bonding

#### Physics: P2 Electricity

- Circuit symbols
- Current
- Change and resistance
- Investigating resistance
- I-V characteristics/Investigating I-V characteristics
- Series/Parallel circuits
- Electricity in the home
- Power of electrical appliances
- The national grid

# SCIENCE

Contact: [molly.hindle@lowryacademy.org.uk](mailto:molly.hindle@lowryacademy.org.uk)

## Topics to Revise:

### Week 4

#### Biology: B3 Infection and Response

- Communicable, and non-communicable disease
- Bacterial, viral, fungal and protist diseases
- Fighting diseases
- Vaccinations
- Drug development

#### Chemistry: C3 Quantitative Chemistry

- Relative formula mass
- Conservation of mass
- Concentrations of solutions
- Reacting masses (HT only)
- Mole calculations (HT only)

#### Chemistry: C4 Chemical Changes

- Acids, bases and their reactions
- Metals and their reactions
- Making salts
- Extracting metals
- Electrolysis
- Electrolysis of aqueous solutions
- Electrolysis of aluminium oxide

### Week 5

#### Physics: P3 Particle Model of Matter

- Particle model
- Particle motion in gases
- Density
- Measuring Density
- Internal energy and changes of state
- Specific latent heat

#### Biology: B4 Bioenergetics

- Photosynthesis
- The rate of photosynthesis
- Aerobic respiration
- Anaerobic respiration
- Metabolism

### Week 6

#### Chemistry: C5 Energy Changes

- Exothermic and Endothermic reactions
- Measuring energy changes
- Reaction profiles
- Bond energy calculations (HT only)

#### Physics: P4 Atomic Structure

- Developing the Model of the Atom
- Isotopes
- Types of nuclear radiation
- Nuclear equations
- Half-life
- Irradiation and contamination

- Resources:**
- AQA past paper questions: <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/assessment-resources>
  - Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zp266yc>
  - Youtube: - <https://www.youtube.com/@MalmesburyEducation>  
- <https://www.youtube.com/@Freesciencelessons>  
- [https://www.youtube.com/@Primrose\\_Kitten/videos](https://www.youtube.com/@Primrose_Kitten/videos)
  - Booklets and books
  - Revision guides
  - Knowledge Organisers - on teams and given in lesson
  - Seneca Quizzes
  - Knowledge self-quizzing booklets

# HISTORY

Contact: [nicholas.fox@lowryacademy.org.uk](mailto:nicholas.fox@lowryacademy.org.uk)

## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 6 W/B 5th May	<ul style="list-style-type: none"> <li>Medicine- Medieval/Renaissance Medicine – Causes, treatments, prevention, Individuals, organisations, attitudes in society, Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li>Revision guide to be provided by Teacher</li> <li><a href="#">Religious beliefs and superstitions - Medicine in medieval England, c.1250-c.1500 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> <li><a href="#">The Church versus scientific learning - The medical Renaissance in England, c.1500-c.1700 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> </ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"> <li>Medicine- Industrial/Modern Medicine – Causes, treatments, prevention, Individuals, organisations, attitudes in society, Science and Technology</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Factors influencing medicine in the 19th century - Medicine in 18th- and 19th-century Britain, c.1700-c.1900 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> <li><a href="#">Factors that have influenced medicine in the 20th century and beyond - Medicine in modern Britain, c.1900-present - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> </ul>
Week 4 W/B 19th May	<ul style="list-style-type: none"> <li>Medicine- Western Front Medicine – Injuries, ill health, new treatments, chain of evacuation</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">The British on the Western Front - Medicine on the British sector of the Western Front, 1914-1918 - GCSE History Revision - Edexcel - BBC Bitesize</a></li> </ul>
Week 3 W/B 26th May  HALF TERM WEEK	<ul style="list-style-type: none"> <li>Germany- German Constitution, Treaty of Versailles, Challenges to Weimar - Hyperinflation and revolts. Recovery under Stresemann.</li> </ul>	<ul style="list-style-type: none"> <li>Revision guide to be provided by Teacher</li> <li><a href="#">The origins of the Republic, 1918–19 - The Weimar Republic 1918-1929 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> <li><a href="#">GCSE History questions - A History of the Weimar Republic GCSE History revision - BBC Bitesize</a></li> </ul>
Week 2 W/B 2nd June	<ul style="list-style-type: none"> <li>Germany- Rise of the Nazis, Munich Putsch, growth in support 1929-32. Creation of a Dictatorship- police state,</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Early development of the Nazi Party, 1920-1922 - Hitler's rise to power, 1919-1933 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> <li><a href="#">GCSE History questions - Rise of the Nazi Party GCSE History revision - BBC Bitesize</a></li> <li><a href="#">The creation of a dictatorship, 1933-34 - Nazi control and dictatorship 1933-1939 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> <li><a href="#">GCSE History questions - Creation of a dictatorship GCSE History revision - BBC Bitesize</a></li> </ul>
Week 1 W/B 9th June	<ul style="list-style-type: none"> <li>Germany- Life in Nazi Germany, Nazi policies towards, youth, women, workers, churches and minorities.</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Nazi policy towards women - Life in Nazi Germany, 1933-1939 - Edexcel - GCSE History Revision - Edexcel - BBC Bitesize</a></li> <li><a href="#">GCSE History questions - Women, minorities and living standards in Nazi Germany GCSE History revision - BBC Bitesize</a></li> </ul>

# GEOGRAPHY

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## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 6 W/B 5th May	Paper 1 Section A: <ul style="list-style-type: none"><li>Natural Hazards, Tectonic Hazards, Weather Hazards and Climate Change</li></ul>	<ul style="list-style-type: none"><li>CPG guide pages 2 -18</li><li>Revision summary page 19</li></ul>
Week 5 W/B 12th May	Paper 2 Section B: <ul style="list-style-type: none"><li>The Changing Economic World</li><li>Measuring Development, Development and the DTM, Uneven development, Reducing the Development Gap</li></ul>	<ul style="list-style-type: none"><li>CPG guide pages 81 – 86</li><li>Revision summary questions page 95 (questions 1-13)</li></ul>
Week 4 W/B 19th May	Paper 2 Section B continued: <ul style="list-style-type: none"><li>Economic development in India</li><li>Economic development in the UK</li></ul>	<ul style="list-style-type: none"><li>CPG guide pages 88-91</li><li>Revision summary questions page 95 (questions 14 -30)</li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	Paper 1 Section C: <ul style="list-style-type: none"><li>River Landscapes in the UK</li></ul>	<ul style="list-style-type: none"><li>CPG guide pages 49 – 58</li><li>Revision summary questions page 59</li><li><a href="#">Time for Geography   Home</a> (good website for landform videos)</li></ul>
Week 2 W/B 2nd June	Paper 1 Section C: <ul style="list-style-type: none"><li>Coastal Landscapes in the UK</li></ul>	<ul style="list-style-type: none"><li>CPG guide pages 40 – 47</li><li>Revision summary questions page 48</li><li><a href="#">Time for Geography   Home</a> (good website for landform videos)</li></ul>
Week 1 W/B 9th June	<ul style="list-style-type: none"><li>Revisit Section A paper 1 and Section B paper 2</li></ul>	



# RELIGIOUS STUDIES

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## Links to revision sources or page numbers etc.

## Topics to Revise:

Week 6 W/B 5th May	<ul style="list-style-type: none"><li>• <b>The Trinity</b> – the nature and significance of the Trinity as expressed in the Nicene Creed and of each of the Persons individually; the nature and significance of the oneness of God; how this is reflected in Christian worship and belief today.</li><li>• <b>Creation</b> - the biblical account of creation and divergent ways in which it may be understood by Christians (literal and metaphorical); the importance of creation.</li><li>• <b>The Incarnation</b> – the nature and importance of the person of Jesus as the incarnate Son of God; the biblical basis of this teaching and its significance for Christians today.</li><li>• <b>Last Days of Jesus' Life</b> - the Last Supper, betrayal, arrest, trial, crucifixion, resurrection and ascension of Jesus; the significance of these events to understanding the person of Jesus Christ.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Edexcel Religious Studies revision - Christian Beliefs - YouTube</a> – videos 1 The Trinity, 2 Creation, 3 The Incarnation, 4 Last Days of Jesus' life.</li><li>• <a href="#">RS Teacher - YouTube</a> – videos 1.1 Trinity, 1.2 Creation and 1.3-1.4 The Incarnation and Christian beliefs about Jesus</li><li>• <a href="#">The Bible - God and authority in Christianity - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a> – pages on The Trinity, Creation, Different interpretations of the Creation story, Jesus' crucifixion, resurrection and ascension, The Incarnation.</li><li>• <a href="#">The Last Supper, Jesus' betrayal, arrest and trial - Christian beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a> – page on The Last Supper, Jesus' betrayal, arrest and trial.</li><li>• The Trinity – Revision guide page 1 <a href="#">Seneca - Learn 2x Faster</a></li><li>• Creation – Revision guide page 2 <a href="#">Seneca - Learn 2x Faster</a></li><li>• The Incarnation – Revision guide page 3 <a href="#">Seneca - Learn 2x Faster</a></li><li>• Last Days of Jesus' Life – Revision guide page 4 <a href="#">Seneca - Learn 2x Faster</a></li></ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"><li>• <b>Salvation</b> - the role of Christ in salvation including John 3:10–21 and Acts 4:8–12; the nature and significance of atonement within Christianity and its link to salvation.</li><li>• <b>Christian eschatology (Life after death)</b> - the nature and significance of resurrection, judgement, heaven, and hell and purgatory; why beliefs in life after death are important for Christians today.</li><li>• <b>The problem of evil and suffering</b> - the nature and examples of natural and moral suffering; problems it raises for Christians about the nature/existence of God, including reference to omnipotence and benevolence.</li><li>• <b>Solutions to evil and suffering</b> - biblical, theoretical and practical solutions offered to the problem of evil/suffering and a loving, righteous God: including reference to Psalm 119, Job, free will, vale of soul-making, prayer, and charity; success of these solutions.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Edexcel Religious Studies revision - Christian Beliefs - YouTube</a> – videos 5 Salvation, 6 Christian Eschatology, 7 Problem of evil and suffering, 8 Divergent solutions to the problem of evil.</li><li>• <a href="#">RS Teacher - YouTube</a> – videos 1.5 Salvation, 1.6 Christian Eschatology, 1.7-1.8 The Problem of Evil and Suffering, including possible solutions GCSE Religious Studies</li><li>• <a href="#">Salvation - Christian beliefs - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize</a> = pages on Salvation, Eschatology, The problem of evil and suffering, Responses to the problem of evil.</li><li>• Salvation – Revision guide page 5 <a href="#">Seneca - Learn 2x Faster</a></li><li>• Christian eschatology/Life after death – Revision guide page 6 <a href="#">Seneca - Learn 2x Faster</a></li><li>• Problem of evil and suffering – Revision guide page 7</li><li>• Solutions to the problem of evil and suffering – Revision guide page 8</li></ul>

# RELIGIOUS STUDIES

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## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 4  
W/B  
19th  
May

- **Christian worship** - liturgical and non-liturgical forms of worship, including reference to the Book of Common Prayer; when each form might be used and why; meaning and significance of liturgical and non-liturgical forms of worship in Christian life today.
- **Sacraments** - the role of the sacraments as a whole; the nature and importance of the meaning and celebration of baptism and the Eucharist.
- **Prayer** - the nature of, examples of, and importance of the different types of prayer; set prayers; informal prayer and the Lord's Prayer; when they might be used and why.
- **Pilgrimage** - nature, history and purpose of pilgrimage; the significance of the places people go on pilgrimage; why pilgrimage is/is not important for Christians today (Catholic and Protestant); activities and significance of Jerusalem, Iona, Taize and Walsingham.
- **Christian religious celebrations** - nature, history and significance of celebrating Advent, Christmas, Holy Week and Easter.
- **Future of the Christian Church** - Church growth, history and purpose of missionary and evangelical work and how it is put into practice by the Church locally, nationally and globally; why evangelical work is important for the Church and for individual Christians.
- **The Church in the Local Community** - how and why the Church helps the individual believer and the local area; local parish activities, ecumenism, outreach work, the centre of Christian identity and worship through living practices.
- **The worldwide Church** - how and why it works for reconciliation and the problems faced by the persecuted Church; divergent Christian responses to teachings about charity (Parable of Sheep and Goats); the work of Christian Aid, what it does and why.

- [Edexcel Religious Studies revision - Living the Christian Life - YouTube](#) – videos 1 Christian worship, 2 Sacraments, 3 Prayer, 4 Pilgrimage.
- [RS Teacher - YouTube](#) – videos 3.1 and 3.3 Christian Worship and Prayer, 3.2 The role of sacraments in Christian life, 3.4 Pilgrimage.
- [Worship - Ways of Christian living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize](#) pages on Worship, Sacraments, The nature and purpose of prayer, Pilgrimage.
- Christian Worship – Revision guide page 19
- [Seneca - Learn 2x Faster](#)
- Sacraments – Revision guide page 20
- [Seneca - Learn 2x Faster](#) (sacraments)
- [Seneca - Learn 2x Faster](#) (Eucharist)
- Prayer – Revision guide page 21
- [Seneca - Learn 2x Faster](#)
- Pilgrimage – Revision guide page 22
- [Seneca - Learn 2x Faster](#)
- [Edexcel Religious Studies revision - Living the Christian Life - YouTube](#) – videos 5 Celebrations, 6 Future of the Church, 7 the local church, 8 the worldwide Church.
- [RS Teacher - YouTube](#) – videos 3.5 Christian religious celebration, 3.6-3.8 Future of the Christian Church (inc. local/global community).
- [Christian religious celebrations - Ways of Christian living - Edexcel - GCSE Religious Studies Revision - Edexcel - BBC Bitesize](#) pages on Christian religious celebrations, the future of the Church, Local churches. The worldwide Church.
- Christian religious celebrations – Revision guide page 23
- Future of the Christian Church – Revision guide page 24
- [Seneca - Learn 2x Faster](#)
- The Church in the Local Community – Revision guide page 25
- [Seneca - Learn 2x Faster](#)
- The worldwide Church – Revision guide page 26
- [Seneca - Learn 2x Faster](#) (Worldwide Church)
- [Seneca - Learn 2x Faster](#) (Persecuted Church)

# RELIGIOUS STUDIES

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## Links to revision sources or page numbers etc.

### Topics to Revise:

Week 3  
W/B  
26th  
May  
HALF  
TERM  
WEEK

- **Marriage** - Christian teachings about the significance and purpose of marriage; Christian and non-religious attitudes to importance of marriage in society; including sanctity of marriage, lack of importance, cohabitation and Christian responses.
- **Sexual relationships** - Christian teachings and attitudes towards sex outside of marriage/homosexuality; non-religious attitudes to sexual relationships and Christian responses to them.
- **Families** - Christian teachings about the purpose and importance of the family including: procreation, security and education of children; Christian responses to different types of family (nuclear, single parent, same-sex parents, extended and blended families).
- **Support for the family in the local parish** - how and why the local church community tries to support families and its importance (family worship, including, rites of passage, counselling, classes for parents, groups for children e.g. Sunday schools).
- **Family Planning** - Christian attitudes to contraception and family planning, Protestant and Catholic teachings (Humanae Vitae) on artificial methods of contraception; non-religious attitudes and ethical theories (situation ethics) and Christian responses to them.
- **Divorce and Remarriage** - Christian teachings about divorce and remarriage, including Matthew 19:1-12; divergent Christian, non-religious (including atheist and Humanist) attitudes to divorce and remarriage, including the application of ethical theories, such as situation ethics, and Christian responses to them.
- **Equality of men and women in the family** - Christian teachings and attitudes about the role and equality of men and women in the family (referring to Genesis 1-3).
- **Gender prejudice and discrimination** - examples of Christian opposition to gender prejudice and discrimination; the role of women in the Church.

- [RS Teacher - YouTube](#) – videos 2.1 The importance and purpose of marriage for Christians, 2.3-2.5 Christian teachings about family (inc. local parish and family planning).
- Marriage – Revision guide page 9
- Sexual relationships – Revision guide page 10
- Families – Revision guide pages 11-12
- Support for the family in the local parish – Revision guide pages 13-14
- [Seneca - Learn 2x Faster](#) (families and marriage)
- [Seneca - Learn 2x Faster](#) (sexual relationships)
- [Seneca - Learn 2x Faster](#) (Same-sex marriage and cohabitation)
  
- [RS Teacher - YouTube](#) – videos 2.3-2.5 section on family planning,
- 2.6 Christian teachings and attitudes towards divorce and remarriage, 2.7-2.8 Christian teachings about the role of men and women.
- Family planning (contraception) – Revision guide page 15
- [Seneca - Learn 2x Faster](#)
- Divorce and remarriage – Revision guide page 16
- [Seneca - Learn 2x Faster](#)
- Equality of men and women in the family – Revision guide page 17
- Gender prejudice and discrimination – Revision guide page 18
- [Seneca - Learn 2x Faster](#)

# SPANISH

Contact: [sarah.gallagher@lowryacademy.org.uk](mailto:sarah.gallagher@lowryacademy.org.uk)

Topics to Revise:		Links to revision sources or page numbers etc.
Week 6 W/B 5th May	Family & friends, food & drink, Present tense  Social media & gaming, TV, music, Past tenses	<ul style="list-style-type: none"><li>• <a href="#">Family and friends - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">Lifestyle and wellbeing - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">Present tense verbs - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">Social media and gaming - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">Lifestyle and wellbeing - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">Past tense verbs - GCSE Spanish - BBC Bitesize</a></li></ul>
Week 5 W/B 12th May	Free time, sport, healthy lifestyle, illness and injury Future tenses  School & education Future education Adjectives	<ul style="list-style-type: none"><li>• <a href="#">Lifestyle and wellbeing - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">Future and conditional verbs - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">School and education - GCSE Spanish - BBC Bitesize</a></li><li>• <a href="#">Discussing your future plans in Spanish - BBC Bitesize</a></li><li>• <a href="#">Adjectives and adverbs - GCSE Spanish - BBC Bitesize</a></li></ul>
Week 4 W/B 19th May	Speaking & writingQUACNOTS	<ul style="list-style-type: none"><li>• <a href="#">QUACNOTs.docx</a></li><li>• <a href="#">Languagenut.com</a></li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	Reading & listeningQUACNOTS	<ul style="list-style-type: none"><li>• <a href="#">QUACNOTs.docx</a></li><li>• <a href="#">Languagenut.com</a></li></ul>

# COMPUTING

Contact: [victoria.moloney@lowryacademy.org.uk](mailto:victoria.moloney@lowryacademy.org.uk)

Topics to Revise:		Links to revision sources or page numbers etc.
Week 6 W/B 5th May	1.1 Systems Architecture CPU Architecture CPU Performance Von Neumann architecture Embedded Systems 2.1 Algorithms Computational Thinking Flowcharts Pseudocode Errors Trace Tables	<ul style="list-style-type: none"><li>Resources on Teams – Class Notebook</li><li>Smart Revise</li><li>Knowledge Organisers</li></ul>
Week 5 W/B 12th May	2.1 Algorithms Searches and Sorts 2.2 Programming fundamentals Programming constructs Operators Data Types	<ul style="list-style-type: none"><li>Resources on Teams – Class Notebook</li><li>Smart Revise</li><li>Knowledge Organisers</li></ul>
Week 4 W/B 19th May	2.2 Programming fundamentals String manipulation File handling SQL Arrays Sub Programs Random number generation	<ul style="list-style-type: none"><li>Resources on Teams – Class Notebook</li><li>Smart Revise</li><li>Knowledge Organisers</li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	1.2 Memory and Storage Primary storage Secondary storage Units of data Binary conversions and shifts Hexadecimal conversions Character Sets	<ul style="list-style-type: none"><li>Resources on Teams – Class Notebook</li><li>Smart Revise</li><li>Knowledge Organisers</li></ul>

# MUSIC

Contact: [charlotte.clifton@lowryacademy.org.uk](mailto:charlotte.clifton@lowryacademy.org.uk)

## Topics:

Week 6:  
W/B 5th  
May

### Basic Theory

#### Notation in the treble clef:

- Notes on the lines (E,G,B,D,F)
- Notes in the spaces (FACE)

#### Notation in the Bass clef:

- Notes on the line (G,B,D,F,A)
- Notes in the spaces (A,C,E,G)

Key signatures with scale building – **Farther, Charlies, Goes, Down, And, Ends, Battle**

-Depending on how many sharps there are, depends on how many lines are in a capital letter unless it is F.

#### Relative Modulation:

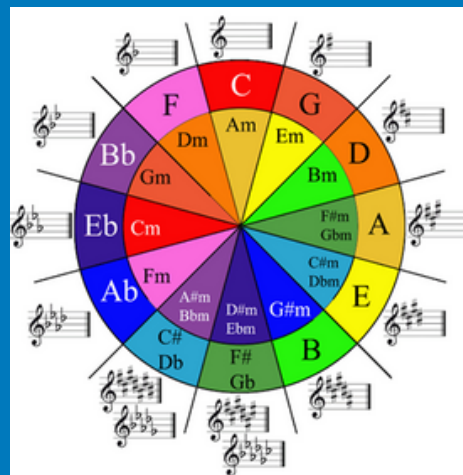
-Explore scales first in the major key, then moving to the relative minor (count to 6) and make sure that you place all sharps and flats in the key.

#### Cadences =

- Perfect Cadence = V - I
- Plagal Cadence = IV - I
- Interrupted Cadence = Ends in a minor chord
- Imperfect Cadence = Ends on V (wants to finish on I)

## Revision Links:

- [Learn Notation Song! - YouTube - Treble clef](#)
- [How to read the Bass Clef Song - YouTube - Bass clef](#)
- Overall theory practice and knowledge checking: [WWW.musictheory.net](http://WWW.musictheory.net)



Week 5:  
W/B  
12th  
May

### Area of Study 4

Popular music includes:

- POP
- ROCK
- RAP
- HIP HOP
- REGGAE

Plus many other genres, e.g. soul, ska, heavy metal, R&B, country, rock'n'roll. FUSION: when two different styles are mixed together.

**The structure** of a pop/rock song may include:

INTRO: short opening section, usually instrumental.

VERSE: same music but different lyrics each time.

CHORUS: repeated with the same lyrics each time (refrain).

MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.

BRIDGE: a link/transition between two sections.

OUTRO: an ending to finish the song (coda).

\*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

[ko4-popular-music\\_area-of-study-4.pdf \(wjec.co.uk\)](#)

# MUSIC

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## Topics:

## Revision Links:

<p>Week 4: W/B 19th May</p>	<p><b>Africa by Toto (set work for AOS4)</b>  <b>Key Points through structure:</b>  Intro- Based on 2 riffs (repeated patterns) Riff A and B  Written in B major</p> <ul style="list-style-type: none"> <li>Riff A harmony using chords A, G#m and C#m</li> <li>Blocked chords and syncopated are also heard in riff A</li> <li>Riff B uses the E major pentatonic scale (notes 1,2,3,5 and 6)</li> </ul> <p>Verse – Still in B major</p> <ul style="list-style-type: none"> <li>Overall both verse 1 and 2 are syllabic, use melisma, are conjunct and each phrase ends in riff A</li> </ul> <p>Verse 1 = 4 phrases of 9998 all ending with riff A</p> <ul style="list-style-type: none"> <li>Drum fill leads into the chorus</li> </ul> <p>Verse 2 = 3 phrases 998</p> <ul style="list-style-type: none"> <li>Counter melody in the flute (decending movment)</li> <li>Hamrony in backing vocals starting with a 4th higher and then a 3rd higher</li> <li>Lyrics 'deep inside' moves up to D# then C#</li> <li>Drum fill into the chorus</li> </ul> <p>Chorus 1 and 2 in A major</p> <ul style="list-style-type: none"> <li>Syllabic, syncopated uses chords F#m, D, A and E</li> <li>Phrase 1 = solo</li> <li>Phrase 2 = duet</li> <li>Phrase 3 and 4 = Trio</li> <li>Movment into the the link before verses</li> </ul> <p>Chorus 3 = 3 main changes</p> <ul style="list-style-type: none"> <li>New distorted electric guitar riff</li> <li>'I bless the rains down in Africa' heard 5 times so chorus 3 is longer</li> <li>Imporvised vocal section</li> </ul>	<p>Toto's Africa's Knowledge organiser: <a href="#">edugas-ko-africa.pdf (wjec.co.uk)</a>.</p> <p>Toto audio walk through <a href="#">EDUQAS GCSE Music Toto Africa revision (youtube.com)</a>.</p>
<p>Week 3: W/B 26th May</p> <p>HALF TERM BREAK</p>	<p>Bach's Badinerie (set work AOS1)  Key points through structure – main ideas are motif X and Y  Written in Binary form AABB (it repeats)  SEQUENCES ARE USED THROUGHOUT and remember a cello and harpsichord makes a basso continuo.</p> <p>Section A written in B minor:  Motif X is based of a broken chord arpeggiated movement.  Keys explored are = Bm,A,F#m</p> <p>Section B starts in F# minor:  Keys explored are F#m, Em, D, G and bach to B minor.</p>	<p>Bach's Knowledge Organiser <a href="#">edugas-ko-badinerie.pdf (wjec.co.uk)</a>.</p> <p>Bach revision video <a href="#">EDUQAS GCSE Music Bach Badinerie revision (youtube.com)</a>.</p>



# MUSIC

Contact: [charlotte.clifton@lowryacademy.org.uk](mailto:charlotte.clifton@lowryacademy.org.uk)

## Topics:

Week 2: W/B 2nd June	<p>Area of Study 2:</p> <p>Jazz and Blues:</p> <p>Scat: vocal improvisation using wordless/ nonsense syllables.</p> <p>Improvised: music made up on the spot.</p> <p>Blue notes: flattened 3rd, 5ths, 7ths.</p> <p>Syncopation: off-beat accents.</p> <p>Call and response: a phrase played/sung by a leader and repeated by others.</p> <p>Walking bass: bass line that 'walks' up and down the notes of a scale/arpeggio.</p> <p>Swing style: 'jazzy' rhythm with a triplet/ dotted feeling.</p> <p>Chamber Music:</p> <p>Baroque: The trio sonata featured one or two soloists, plus basso continuo (which consisted of a low-pitched instrument such as a cello playing a bassline, with an instrument playing chords e.g. harpsichord).</p> <p>Classical: String quartets (two violins, a viola and a cello) were popular. They had four movements, with the 1st movement usually in sonata form.</p> <p>Romantic: Chamber music groups were more varied in the Romantic era, using a wider range of instruments (e.g. piano quintet, horn trio).</p> <p>Performances happened in larger concert halls as well as in small 'chambers'.</p> <p>Musical Theatre:</p> <p>Ensemble: a song sung by a small group.</p> <p>Chorus: a large group (usually the full company/cast).</p> <p>Recitative: a vocal style that imitates the rhythms and accents of speech.</p> <p>Overture: an orchestral introduction to the show, which usually uses tunes from the show. The orchestra/band is used to accompany the voices and to underscore.</p> <p>Area of Study 3:</p> <p>FILM MUSIC</p> <p>Film composers use the MUSICAL ELEMENTS (tempo, texture, dynamics, timbre, tonality, rhythm, melody, harmony) to create mood and atmosphere to help to tell the story and enhance the action.</p> <p>For example: In a sad, reflective scene, a composer might use slow tempo, minor tonality, soft dynamics, legato, homophonic texture, long sustained notes, and a conjunct melody. An exciting car chase scene in a thriller might have a fast tempo, busy, polyphonic texture, dissonant chords, loud dynamics, syncopated rhythms, a disjunct melody and short riffs.</p> <p>A scene where the superhero 'saves the day' might use a major tonality, brass fanfares, loud dynamics, accents, 4ths and 5ths (intervals).</p> <p>Composers will often use CONTRASTS to create effect (e.g. using a wide range of pitch from very high to very low).</p>
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## Revision Links:

Area of study 2  
knowledge organiser  
[ko2-music-for-ensemble\\_area-of-study-2.pdf](#)  
([wjec.co.uk](http://wjec.co.uk)).

Area of study 3  
knowledge organiser  
[ko3-film-music\\_area-of-study-3.pdf](#)  
([wjec.co.uk](http://wjec.co.uk)).



# DRAMA

Contact: [sophia.siddiqui@lowryacademy.org.uk](mailto:sophia.siddiqui@lowryacademy.org.uk)

## EOY Exam Info

### Component 3 Written Paper – Section A

During this 6 weeks, you will be gaining the knowledge and skills necessary to answer questions within Section A of your written paper based on the play DNA by Dennis Kelly.

Over the weeks, you will read the play and explore it practically whilst gaining an understanding of how to articulate your performance ideas in writing in preparation for the exam questions.

This will include:

- Theatre roles and responsibilities
- Characteristics of a Dramatic work and context.
- Performance skills and knowledge
- Set Design and stage configurations
- Lighting design
- Costume design

### Success criteria:

A01 – Create and develop ideas to communicate meaning for theatrical performance.

A02 – Apply theatrical skills to realise artistic intentions in live performance.

A03 – Demonstrate knowledge and understanding of how drama and theatre is developed and performed.

A04 – Analyse and evaluate their own work and the work of others.

### Topics to Revise:

### Links to revision sources or page numbers etc.

Week 6 W/B 5th May	Acting and Performance skills I Drama. How can a performer use their vocal, physical and spatial skills to realise a character on stage?	<ul style="list-style-type: none"><li>• <a href="#">English Literature / Drama GCSE: Plot Overview: DNA by Dennis Kelly - BBC Bitesize</a></li><li>• <a href="#">Director and performers - Theatre roles - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize</a></li></ul>
Week 5 W/B 12th May	Context of a performance, realising intentions and characteristics of a dramatic work. How does the context of a performance influence how the play is performed?	<ul style="list-style-type: none"><li>• <a href="#">Social, cultural and historical context - Characteristics of a dramatic work - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize</a></li></ul>
Week 4 W/B 19th May	Performance skills and knowledge – Performing as a character. How do we use contextual knowledge, vocal, physical and spatial skills to perform in role?	<ul style="list-style-type: none"><li>• <a href="#">How performers use their body - Physical skills for interpreting a character - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize</a></li><li>• <a href="#">How performers use their voice - Vocal interpretation of a character - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize</a></li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	Theatre, stage configurations and set design. How can a stage and its design impact how a piece is performed? How can we use set terminology to communicate ideas?	<ul style="list-style-type: none"><li>• <a href="#">The purpose of set design - Set design - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize</a></li></ul>

# DRAMA

Contact: [sophia.siddiqui@lowryacademy.org.uk](mailto:sophia.siddiqui@lowryacademy.org.uk)

## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 2 W/B 2nd June	Costume design. How is costume design essential in theatre and what impact can this have on the audience? How can we use costume terminology to communicate ideas?	<ul style="list-style-type: none"><li>• <a href="#">The purpose of costume design - Costume design - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize</a></li></ul>
Week 1 W/B 9th June	Lighting design. How can lighting be used to enhance a theatrical performance? Considering colour, focus, intensity and position. Lighting equipment and its terminology.	<ul style="list-style-type: none"><li>• <a href="#">The purpose of lighting design - Lighting design - Edexcel - GCSE Drama Revision - Edexcel - BBC Bitesize</a></li></ul>

# HEALTH & SOCIAL CARE

Contact: sarah.miller-allen@lowryacademy.org.uk

	Topics to Revise:	Links to revision sources or page numbers etc.
Week 6 W/B 5th May	<p>Comp 1 - A1</p> <p>Understand human growth and development across life stages and the factors that affect it</p> <p>A1 - Human growth and development across life stages</p> <p>Life stages and their expected key characteristics in each of the PIES classifications: Hand out available in Pen 1</p> <p>Infancy (birth to 2 years)</p> <p>Adolescence (9–18 years)</p>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>
Week 5 W/B 12th May	<p>Comp 1 - A1</p> <p>A1 - Human growth and development across life stages</p> <p>Life stages and their expected key characteristics in each of the PIES classifications: Hand out available in Pen 1</p> <p>Early adulthood (19–45 years)</p> <p>Middle adulthood (46-65years)</p> <p>Later adulthood (65+ years)</p>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>
Week 4 W/B 19th May	<p>A2 Factors affecting growth and development</p> <p>Different factors will impact on different aspects of growth and development.</p> <p><u>Physical factors:</u></p> <ul style="list-style-type: none"> <li>o inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington’s disease</li> <li>o experience of illness and disease</li> <li>o mental ill health – anxiety, stress</li> <li>o physical ill health – cardiovascular disease, obesity, type 2 diabetes</li> <li>o disabilities</li> <li>o sensory impairments.</li> </ul> <p><u>Lifestyle factors:</u></p> <ul style="list-style-type: none"> <li>o nutrition</li> <li>o physical activity</li> <li>o smoking</li> <li>o alcohol</li> <li>o substance misuse.</li> </ul> <p><u>Emotional factors:</u></p> <ul style="list-style-type: none"> <li>o fear</li> <li>o anxiety/worry</li> <li>o upset/sadness</li> <li>o grief/bereavement</li> <li>o happiness/contentment</li> <li>o security</li> <li>o attachment.</li> </ul>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>

# HEALTH & SOCIAL CARE

Contact: [sarah.miller-allen@lowryacademy.org.uk](mailto:sarah.miller-allen@lowryacademy.org.uk)

Topics to Revise:		Links to revision sources or page numbers etc.
Week 3: W/B 26th May  HALF TERM WEEK	<p>A2 Factors affecting growth and development</p> <p><u>Social factors:</u></p> <ul style="list-style-type: none"><li>o supportive and unsupportive relationships with others – friends, family, peers and colleagues</li><li>o social inclusion and exclusion</li><li>o bullying</li><li>o discrimination.</li></ul> <p><u>Cultural factors:</u></p> <ul style="list-style-type: none"><li>o religion</li><li>o gender roles and expectations</li><li>o gender identity</li><li>o sexual orientation</li><li>o community participation</li><li>o race.</li></ul> <p><u>Environmental factors:</u></p> <ul style="list-style-type: none"><li>o housing needs, conditions, location</li><li>o home environment</li><li>o exposure to pollution – air, noise and light.</li></ul> <p><u>Economic factors:</u></p> <ul style="list-style-type: none"><li>o employment situation</li><li>o financial resources – income, inheritance, savings.</li></ul>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>
Week 2: W/B 2nd June	<p><b>Learning outcome B: Understand how individuals deal with life events</b></p> <p><b>B1 Different types of life event</b></p> <p>Learners will explore life events that occur in an individual's life. Learners will explore the different events that can impact on people's PIES development.</p> <p><u>1. Health and wellbeing:</u></p> <ul style="list-style-type: none"><li>o accident/injury</li><li>o physical illness</li><li>o mental and emotional health and wellbeing.</li></ul> <p><u>2. Relationship changes:</u></p> <ul style="list-style-type: none"><li>o entering into relationships</li><li>o marriage, civil partnership, long-term relationship</li><li>o divorce, separation for non-married couples</li><li>o parenthood</li><li>o bereavement.</li></ul> <p><u>3. Life circumstances:</u></p> <ul style="list-style-type: none"><li>o moving house, school or job</li><li>o exclusion from education</li><li>o redundancy</li><li>o imprisonment</li><li>o changes to standards of living</li><li>o retirement</li></ul>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>

# HEALTH & SOCIAL CARE

Contact: [sarah.miller-allen@lowryacademy.org.uk](mailto:sarah.miller-allen@lowryacademy.org.uk)

## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 1:  
W/B 9th  
June

B2 Coping with change caused by life events  
Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event.

1. The character traits that influence how individuals cope:

- o resilience
- o self-esteem
- o emotional intelligence
- o disposition – a person's character traits, e.g. positive, negative.

2. The sources of support that can help individuals adapt:

- o family, friends, neighbours, partners
- o professional carers and services
- o community groups, voluntary and faith-based organisations
- o multi-agency working, e.g. social services working with mental health trust, children's services working with the justice system
- o multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.

3. The types of support that can help individuals adapt:

- o emotional support
- o information, advice, endorsed apps
- o practical help – financial assistance, support with childcare, domestic chores, transport.

Use Class notes.

Revision Cards.

Use lessons in team - Saved by Content area and lesson.

See any links shared in Teams group.

Access resources from Mrs Miller-Allen on Gizmo: <https://gizmo.ai/>

Copies of the revision guides and handouts that will be given out in class.

# PSYCHOLOGY

Contact: sarah.miller-allen@lowryacademy.org.uk

Topics to Revise:		Links to revision sources or page numbers etc.
Week 6 W/B 5th May	<p>Topic 1 – Development</p> <p>All Key Words and Terms</p> <p>Stages of development and early brain development :</p> <p>Areas of the brain – names and functions</p> <p>Piaget's theory of cognitive development</p> <ul style="list-style-type: none"><li>• Stages &amp; ages</li></ul> <p>Dweck's mindset theory</p> <ul style="list-style-type: none"><li>• Fixed and Growth Mindset</li><li>• Studies</li></ul> <p>Willingham's learning theory</p> <ul style="list-style-type: none"><li>• Factual knowledge precedes skill.</li><li>• Practice and effort.</li></ul> <p>Development of morality</p> <p><u>Key Studies:</u></p> <p>Piaget &amp; Inhelder (1956) three mountains task.</p> <p>Gunderson et al. (2013) parent praise to one to three years old predicts children's motivational frameworks five years later</p>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>
Week 5 W/B 12th May	<p>Topic 2 – Memory</p> <p>All Key Words and Terms</p> <p>The structure and processes of memory and information processing.</p> <p>The features of short-term and long-term memory.</p> <p>Two types of amnesia retrograde and anterograde.</p> <p>The active process of memory through Bartlett's (1932) Theory of Reconstructive Memory.</p> <p>The structure of memory through Atkinson and Shiffrin's (1968) Multi-store Model of Memory.</p> <p>Issues and debates around reductionism and holism</p> <p><u>Key Studies:</u></p> <p>Memory studies by Bartlett (1932)</p> <p>Peterson &amp; Peterson (1959)</p>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>

# PSYCHOLOGY

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Topics to Revise:		Links to revision sources or page numbers etc.
Week 4: W/B 19th May	<p>Topic 3 – Psychological problems. All Key Words and Terms Symptoms &amp; features of Unipolar depression &amp; addiction. How the number of people diagnosed with depression &amp; addiction have changed over time. How depression &amp; addiction affect the individual and society. The influence of genes on MH &amp; addiction.</p> <ul style="list-style-type: none"><li>• Twin studies</li></ul> <p>Cognitive theory as an explanation of depression.</p> <ul style="list-style-type: none"><li>• Becks Cognitive Triad &amp; Ellis's ABC Model</li></ul> <p>Learning theory as an explanation of addiction.</p> <ul style="list-style-type: none"><li>• Classical conditioning – Pavlov (Dogs)</li><li>• Operant conditioning – Skinner (Boxes)</li><li>• Social Learning Theory – Bandura (Bobo Doll)</li></ul> <p>CBT as a treatment for depression &amp; addiction. Drugs as a treatment for depression &amp; addiction.</p> <ul style="list-style-type: none"><li>• SSRI's, SNRI's, MAOI's &amp; TCAs</li></ul> <p>Issues and debates around nature &amp; nurture debate <u>Key Studies:</u> Caspi et al. (2003) Young (2007)</p>	<p>Use Class notes. Revision Cards. Use lessons in team - Saved by Content area and lesson. See any links shared in Teams group. Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a> Copies of the revision guides and handouts that will be given out in class.</p>
Week 3: W/B 26th May  HALF TERM WEEK	<p>Topic 4 – The brain &amp; Neuropsychology All Key Words and Terms The structure and function of the brain.</p> <ul style="list-style-type: none"><li>• Hemispheres, Lobes, Cortex etc.</li></ul> <p>The lateralisation of function in the hemisphere.</p> <ul style="list-style-type: none"><li>• Corpus Callosum, Broca's area etc.</li></ul> <p>The role of the Central nervous system &amp; how neurons &amp; synapses interact. The impact of neurological damage on cognitions &amp; behaviour.</p> <ul style="list-style-type: none"><li>• Visual Agnosia, Prosopagnosia etc.</li></ul> <p>Issues &amp; debates about how the study of psychology has changed over time. <u>Key Studies:</u> Damasio et al. (1994) – Phineas Gage Sperry (1968)</p>	<p>Use Class notes. Revision Cards. Use lessons in team - Saved by Content area and lesson. See any links shared in Teams group. Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a> Copies of the revision guides and handouts that will be given out in class.</p>

# PSYCHOLOGY

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## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 2: W/B 2nd June	<p>Topic 5 – Social Influence</p> <p>All Key Words and Terms</p> <p>Key Terms associated with social influence.</p> <ul style="list-style-type: none"><li>• Obedience, Conformity etc.</li></ul> <p>Factors that affect the bystander intervention.</p> <ul style="list-style-type: none"><li>• Kitty Genovese, 1964. Situational &amp; Personal</li></ul> <p>Factors that affect conformity to majority influence.</p> <ul style="list-style-type: none"><li>• Asch's Line experiment. Situational &amp; Personal</li></ul> <p>Factors affecting obedience to authority figures.</p> <ul style="list-style-type: none"><li>• Milgram's electric shock. Situational &amp; Personal</li></ul> <p>How conformity &amp; obedience influence crowd control.</p> <ul style="list-style-type: none"><li>• Crowd behaviour, Antisocial &amp; Prosocial.</li></ul> <p>Ways to prevent blind obedience to authority.</p> <ul style="list-style-type: none"><li>• Milgram's research – Obedience.</li></ul> <p>Issues &amp; debates around social &amp; cultural issues in psychology.</p> <p><u>Key Studies:</u></p> <p>Pillavin et al. (1969) – Good Samaritan.</p> <p>Haney, Banks and Zimbardo (1973) – Prison Experiment</p>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>
Week 1: W/B 9th June	<p>Topic 11 – Research Methods</p> <p>Key Words and Terms</p> <p>Interpretation of data</p>	<p>Use Class notes.</p> <p>Revision Cards.</p> <p>Use lessons in team - Saved by Content area and lesson.</p> <p>See any links shared in Teams group.</p> <p>Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a></p> <p>Copies of the revision guides and handouts that will be given out in class.</p>



# CHILD DEVELOPMENT

Contact: [sarah.miller-allen@lowryacademy.org.uk](mailto:sarah.miller-allen@lowryacademy.org.uk)

## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 6 W/B 5th May	<b>Comp 1 - A1</b> <b>A1 - Understand how and why growth is measured</b> 1. Definition of growth – changes to physical size, the skeleton, muscles and the brain, children's height, weight and head circumference. 2. How growth is measured and recorded: <ul style="list-style-type: none"><li>o Personal Child Health Record (PCHR) 'Red Book' tracks progress/records immunisations.</li><li>o centile charts track height and weight</li><li>o parents'/carers' own records</li><li>o two-year-old health check</li><li>o National Child Measurement Programme (NCMP) 4-5yr</li></ul> 3. Roles and responsibilities of individuals involved in measuring and monitoring growth, to include: <ul style="list-style-type: none"><li>o health professionals – midwives, health visitors, General Practitioner (GP)</li><li>o social care – social workers, family support workers</li><li>o early years educators – childminder, nursery manager, key person</li><li>o parents/carers.</li></ul> 4. Importance of measuring growth: <ul style="list-style-type: none"><li>o ensures expected patterns are being followed to highlight potential issues at an early stage</li><li>o steady weight gain is a sign children are healthy and feeding well; poor weight gain is a sign of illness</li><li>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 overweight or underweight and advice given on diet and physical activity.</li></ul>	Use Class notes. Revision Cards. Use lessons in team - Saved by Content area and lesson. See any links shared in Teams group. Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a> Copies of the revision guides and handouts that will be given out in class.
Week 5: W/B 12th May	<b>A2 The principles of development</b> 1. The skills and knowledge gained by a child over time. 2. Children acquire skills at varying rates in different areas of development. 3. Milestones, sometimes called developmental norms, indicate the expected stage of development the child may meet at a particular age. 4. Identifying current milestones and stage of development, identifying milestones and how they support progression to the next stage of development. 5. Holistic development – how different areas of development impact on each other and affect overall development.	Use Class notes. Revision Cards. Use lessons in team - Saved by Content area and lesson. See any links shared in Teams group. Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a> Copies of the revision guides and handouts that will be given out in class.

# CHILD DEVELOPMENT

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Topics to Revise:		Links to revision sources or page numbers etc.
Week 4: W/B 19th May	<b>A3 Development across ages of birth to 18 months (PICCLES 0-18m)</b> Handout provided in class	Use Class notes. Revision Cards. Use lessons in team - Saved by Content area and lesson. See any links shared in Teams group. Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a> Copies of the revision guides and handouts that will be given out in class.
Week 3: W/B 26th May  HALF TERM WEEK	<b>4 Development across ages of 18 months to three years (PICCLES 18m-3yr)</b> Handout provided in class	Use Class notes. Revision Cards. Use lessons in team - Saved by Content area and lesson. See any links shared in Teams group. Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a> Copies of the revision guides and handouts that will be given out in class.
Week 2: W/B 2nd June	<b>A5 Development across ages of three to five years (PICCLES 3yr-5yr)</b> Handout provided in class	Use Class notes. Revision Cards. Use lessons in team - Saved by Content area and lesson. See any links shared in Teams group. Access resources from Mrs Miller-Allen on Gizmo: <a href="https://gizmo.ai/">https://gizmo.ai/</a> Copies of the revision guides and handouts that will be given out in class.

# CHILD DEVELOPMENT

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## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 1:  
W/B 9th  
June

### Learning outcome B:

Understand how factors impact on children's overall development

#### B1 Physical factors

1. Factors in pregnancy affecting child – prenatal and maternal nutrition/exercise, effects of parental smoking, drug or alcohol use, premature/low birth weight.
2. Disabilities/additional needs – hearing impairment, visual impairment, cerebral palsy, Down's syndrome.
3. Health status – chronic illness (asthma, eczema), repeated short-term illness (colds, ear infections, vomiting and diarrhoea), obesity.
4. Benefits of healthy balanced diet, effects of nutritional deficiencies (vitamins, minerals), effects of unhealthy diet.
5. Amount of exercise.

#### B2 Environmental factors

1. Housing – positive aspects of housing (warm, dry, own space); experiencing housing needs (damp housing, overcrowding), temporary accommodation, access to garden, space to play.
2. Home environment – stable support from parents, contact with extended family, living with parental conflict, parents' mental or physical health, effects of exposure to drugs, alcohol or smoking.

#### B3 Social factors

1. Effects of discrimination (disability, race, home situation).
2. Effects of relationships with primary carers (parents/carers, early years practitioners), quality of warmth, affection and attention received.
3. Effects of siblings – new baby, number of siblings, no siblings, step-siblings.
4. Effects of relationships with extended family and friends – grandparents, step-relatives, aunts and uncles, close friends.

#### B4 Financial factors

1. Low income – poverty, unemployed families, more contact with parents, food banks, free school meals, funding for childcare (vouchers).
2. High income – parental pressure of work, less contact with parents, extra resources and toys, extra opportunities, experience of travel.
3. Access to services – health services (dentist, health visitor), early years education (preschool, nursery) and experiences

Use Class notes.  
Revision Cards.  
Use lessons in team  
- Saved by Content  
area and lesson.  
See any links shared  
in Teams group.  
Access resources  
from Mrs Miller-  
Allen on Gizmo:  
<https://gizmo.ai/>  
Copies of the  
revision guides and  
handouts that will  
be given out in  
class.

# ART & DESIGN

Contact: [jason.osman@lowryacademy.org.uk](mailto:jason.osman@lowryacademy.org.uk)

## Topics to Revise:

Week 6: W/B 5th May	Research new artists linked to the theme.  Observational and quick studies of new image linked to chosen animal.
Week 5: W/B 12th May	Observational and quick studies of new image linked to chosen animal.
Week 4: W/B 19th May	Development of ideas, experimenting with techniques and methods. Working to strengths from previous work in the current project.
Week 3: W/B 26th May  HALF TERM WEEK	Development of ideas, experimenting with techniques and methods. Working to strengths from previous work in the current project.
Week 2: W/B 2nd June	Development of ideas, experimenting with techniques and methods. Working to strengths from previous work in the current project.  Experiment with a practice piece for the mock exam. Specifically looking at composition and technique.
Week 1: W/B 9th June	Final planning of mock exam piece, including hour by hour notes.

# PHOTOGRAPHY

Contact: [jason.osman@lowryacademy.org.uk](mailto:jason.osman@lowryacademy.org.uk)

## Topics to Revise:

Week 6: W/B 5th May	Completion of light painting element of the portrait project.  Photoshoots of light painting
Week 5: W/B 12th May	Development of light painting and portraiture.  Experimenting with layering techniques using colour layers, light painting and portraits.
Week 4: W/B 19th May	Research new artists linked to the theme. New ideas of distortion.  Planning of photoshoots Photoshoots related to ideas.  Development of ideas, experimenting with techniques and methods. Working to strengths from previous work in the current project.
Week 3: W/B 26th May  HALF TERM WEEK	Development of ideas, experimenting with techniques and methods. Working to strengths from previous work in the current project.
Week 2: W/B 2nd June	Planning of new photoshoots New photoshoot for mock exam resources  Experiment with a practice piece for the mock exam. Specifically looking at composition and technique.
Week 1: W/B 9th June	Final planning of mock exam piece, including hour by hour notes.

# HOSPITALITY & CATERING

Contact: [kyla.boulter@lowryacademy.org.uk](mailto:kyla.boulter@lowryacademy.org.uk)

## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 6 W/B 5th May	<ul style="list-style-type: none"><li>• Unit 1 1 H&amp;C Provision -Providers</li></ul>	<ul style="list-style-type: none"><li>• Knowledge organiser 1</li></ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"><li>• Unit 1 1 H&amp;C Provision –Types of service</li></ul>	<ul style="list-style-type: none"><li>• Knowledge organiser 1</li></ul>
Week 4 W/B 19th May	<ul style="list-style-type: none"><li>• Unit 1 1 H&amp;C Provision –Standards and ratings</li></ul>	<ul style="list-style-type: none"><li>• Knowledge organiser 1</li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	<ul style="list-style-type: none"><li>• Unit 1 1 H&amp;C Provision - Standards and ratings</li></ul>	<ul style="list-style-type: none"><li>• Knowledge organiser 1</li></ul>

# CONSTRUCTION

Contact: [kyla.boulter@lowryacademy.org.uk](mailto:kyla.boulter@lowryacademy.org.uk)

## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 6 W/B 5th May	<ul style="list-style-type: none"><li>• Trades in Construction</li></ul>	<ul style="list-style-type: none"><li>• Booklet page 1</li></ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"><li>• Built Environment Infrastructure: Bridges, Tunnels, Roads and Railways</li></ul>	<ul style="list-style-type: none"><li>• Booklet page 2</li></ul>
Week 4 W/B 19th May	<ul style="list-style-type: none"><li>• Design Briefs</li></ul>	<ul style="list-style-type: none"><li>• Booklet page 3</li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	<ul style="list-style-type: none"><li>• Building Regulations</li></ul>	<ul style="list-style-type: none"><li>• Booklet page 4</li></ul>
Week 2: W/B 2nd June	<ul style="list-style-type: none"><li>• Sequences in Construction + Gantt Charts</li></ul>	<ul style="list-style-type: none"><li>• Booklet page 5</li></ul>
Week 1: W/B 9th June	<ul style="list-style-type: none"><li>• Architects, Quantity Surveyor and Managers</li></ul>	<ul style="list-style-type: none"><li>• Booklet page 6</li></ul>

# ENGINEERING

Contact: [kyla.boulter@lowryacademy.org.uk](mailto:kyla.boulter@lowryacademy.org.uk)

## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 6 W/B 5th May	<ul style="list-style-type: none"><li>• CA1.1 Engineering Disciplines Aerospace; Automotive; Biomedical Chemical; Civil; Communications Electrical/Electronic; Mechanical; Software</li><li>• CA1.2 Health &amp; Safety Legislation Hazards &amp; Precautions; PPE; HASAWA MHR; COSHH; RIDDOR</li></ul>	<ul style="list-style-type: none"><li>• Booklet unit 1</li><li>• Booklet unit 1:2</li></ul>
Week 5 W/B 12th May	<ul style="list-style-type: none"><li>• CA2 SI Units and Maths in Engineering Amps; Candela; Decibels; Kelvin; Mols Using equations</li><li>• CA3 Engineering Drawing Conventions &amp; BS8888 Scale; Metric &amp; Imperial Measurements First &amp; Third Angle Projection Two-Point and Isometric Projection British Standard 8888</li></ul>	<ul style="list-style-type: none"><li>• Booklet unit 3</li><li>• Booklet unit 4</li></ul>
Week 4 W/B 19th May	<ul style="list-style-type: none"><li>• CA4 Materials and Properties Timber; Metals Polymers; Composites Applied Finishes</li></ul>	<ul style="list-style-type: none"><li>• Booklet unit 5</li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	<ul style="list-style-type: none"><li>• CA5 Tools, and Machines Marking Out tools; Modification methods Finishes CAD/CAM &amp; CNC</li></ul>	<ul style="list-style-type: none"><li>• Booklet unit 6</li></ul>



## Topics to Revise:

## Links to revision sources or page numbers etc.

Week 6 W/B 5th May	<p>Section 4: Client requirements &amp; how they are defined</p> <ul style="list-style-type: none"> <li>4.1: Client Requirements</li> <li>4.2: Client Brief Formats</li> </ul> <p>Section 5: Audience Demographics &amp; Segmentation</p> <ul style="list-style-type: none"> <li>5.1: Categories of Audience Segmentation</li> </ul>	<ul style="list-style-type: none"> <li>10A/iM1 (Miss Wells)</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/t9mqg62k9j2ig0wqhb5c">https://www.knowitallninja.com/dashboard/tasks/t9mqg62k9j2ig0wqhb5c</a></li> <li>10C/iM1 (Miss Wells)</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/6d2ftohwvz2ln0w6hxx">https://www.knowitallninja.com/dashboard/tasks/6d2ftohwvz2ln0w6hxx</a></li> <li>10C/iM2 (Mrs Moloney):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/8vx50xzybyvms3tre37y">https://www.knowitallninja.com/dashboard/tasks/8vx50xzybyvms3tre37y</a></li> </ul>
Week 5 W/B 12th May	<p>Section 8: Work Planning</p> <ul style="list-style-type: none"> <li>8.1: Components of Workplans</li> </ul> <p>Section 13: Properties &amp; Formats of Media Files</p> <ul style="list-style-type: none"> <li>13.1: File Compression</li> <li>13.2: Image Files</li> <li>13.3: Audio Files</li> <li>13.4: Moving Image Files</li> </ul>	<ul style="list-style-type: none"> <li>10A/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/rygjjuixvh1sarti3l3m">https://www.knowitallninja.com/dashboard/tasks/rygjjuixvh1sarti3l3m</a></li> <li>10C/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/9jgdipj1vbt2koa1c7hr">https://www.knowitallninja.com/dashboard/tasks/9jgdipj1vbt2koa1c7hr</a></li> <li>10C/iM2 (Mrs Moloney):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/fj20bf4z56832bqnb196">https://www.knowitallninja.com/dashboard/tasks/fj20bf4z56832bqnb196</a></li> </ul>
Week 4 W/B 19th May	<p>Section 10: Documents Used to Design &amp; Plan Media Products</p> <ul style="list-style-type: none"> <li>10.1: Asset Logs, Flow Charts &amp; Scripts</li> </ul>	<ul style="list-style-type: none"> <li>10A/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/azplox4838g38wlydo0b">https://www.knowitallninja.com/dashboard/tasks/azplox4838g38wlydo0b</a></li> <li>10C/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/2shv7849tfduh5fihfgu">https://www.knowitallninja.com/dashboard/tasks/2shv7849tfduh5fihfgu</a></li> <li>10C/iM2 (Mrs Moloney):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/663wp518cxczdbvcyk23">https://www.knowitallninja.com/dashboard/tasks/663wp518cxczdbvcyk23</a></li> </ul>
Week 3 W/B 26th May  HALF TERM WEEK	<p>Section 10: Documents Used to Design &amp; Plan Media Products</p> <ul style="list-style-type: none"> <li>10.2: Storyboards, Visualisations &amp; Wireframes</li> </ul>	<ul style="list-style-type: none"> <li>10A/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/puvx9u67i4rtne13pgf1">https://www.knowitallninja.com/dashboard/tasks/puvx9u67i4rtne13pgf1</a></li> <li>10C/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/pmssf6qht7vtiy4qxix6">https://www.knowitallninja.com/dashboard/tasks/pmssf6qht7vtiy4qxix6</a></li> <li>10C/iM2 (Mrs Moloney):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/nkv1t9lamcfbz5cfoxta">https://www.knowitallninja.com/dashboard/tasks/nkv1t9lamcfbz5cfoxta</a></li> </ul>

Topics to Revise:		Links to revision sources or page numbers etc.
Week 2: W/B 2nd June	<b>Section 9: Documents Used to Support Ideas Generation</b> <ul style="list-style-type: none"> <li>9.1: Mind Maps &amp; Moodboards</li> </ul>	<ul style="list-style-type: none"> <li>10A/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/gbdvvnv933qekhzy6y0t">https://www.knowitallninja.com/dashboard/tasks/gbdvvnv933qekhzy6y0t</a></li> <li>10C/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/b8ltxjh3bxit6okrzby">https://www.knowitallninja.com/dashboard/tasks/b8ltxjh3bxit6okrzby</a></li> <li>10C/iM2 (Mrs Moloney):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/rs21ziljhqgheqh61fw0">https://www.knowitallninja.com/dashboard/tasks/rs21ziljhqgheqh61fw0</a></li> </ul>
Week 1: W/B 9th June 25	<b>Section 7: Media Codes Used to Convey Meaning, Create Impact and/or Engage Audiences</b> <ul style="list-style-type: none"> <li>7.1: Understanding Media Codes</li> <li>7.2: Camera &amp; Lighting</li> <li>7.3: Mise-En-Scene, Audio &amp; Animations</li> <li>7.4: Movement, Transitions &amp; Interactivity</li> <li>7.5: Colour, Graphics &amp; Typography</li> </ul>	<ul style="list-style-type: none"> <li>10A/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/4yzpn5ut64lfqnrw3gb9">https://www.knowitallninja.com/dashboard/tasks/4yzpn5ut64lfqnrw3gb9</a></li> <li>10C/iM1 (Miss Wells):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/dfdk9n4syxj2b22t2k3r">https://www.knowitallninja.com/dashboard/tasks/dfdk9n4syxj2b22t2k3r</a></li> <li>10C/iM2 (Mrs Moloney):</li> <li><a href="https://www.knowitallninja.com/dashboard/tasks/gshmmkd59rf5osxmw1w1">https://www.knowitallninja.com/dashboard/tasks/gshmmkd59rf5osxmw1w1</a></li> </ul>

Revise using tasks assigned via [www.knowitallninja.com](http://www.knowitallninja.com)

**Class code to join:**

10A/iM1 (Miss Wells): ehgw99iuuq

10C/iM1 (Miss Wells): exba59yt6e

10C/iM2 (Mrs Moloney): 2zn6s1gfei

# HEALTH & FITNESS

Contact: [andrew.riley@lowryacademy.org.uk](mailto:andrew.riley@lowryacademy.org.uk)

Topics to Revise:		Links to revision sources or page numbers etc.
Week 6 W/B 5th May	Skeletal and Muscular Systems Structure & Function  Cardiovascular System Structure & Function	<ul style="list-style-type: none"><li>Revision Guide has been emailed to all pupils - Pages 1-8</li><li>Revision Guide has been emailed to all pupils - Pages 12-14</li></ul>
Week 5 W/B 12th May	Respiratory and Energy Systems Structure & Function  Short- and Long-Term Effects of Exercise ST: During/up to 36 hours LT: Over 36 hours	<ul style="list-style-type: none"><li>Revision Guide has been emailed to all pupils -Pages 9-11, 15-16</li><li>Revision Guide has been emailed to all pupils - Pages 17-19</li></ul>
Week 4 W/B 19th May	Health, Fitness and Components of FitnessHRF: FMMCB SRF: BCRAPS	<ul style="list-style-type: none"><li>Revision Guide has been emailed to all pupils - Pages 20-23</li></ul>
Week 3 W/B 26th May  HALF TERM WEEK	Principles of TrainingSPORT FITT	<ul style="list-style-type: none"><li>Revision Guide has been emailed to all pupils - Pages 24-25</li></ul>



# MY REVISION PLANNER – WEEK 1

Week: .....

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



# MY REVISION PLANNER – WEEK 2

Week: .....

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			





# MY REVISION PLANNER – WEEK 3

Week: .....

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



# MY REVISION PLANNER – WEEK 4

Week: .....

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



# MY REVISION PLANNER – WEEK 5

Week: .....

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			



# MY REVISION PLANNER – WEEK 6

Week: .....

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

