



The Sutton Academy



YEAR 10 TRACKING 1 ASSESSMENT

Week Commencing 19th October 2026

Student Name: _____ Form Tutor _____

SUPPORTING STUDENT SUCCESS

Information, advice and guidance for students, parents and carers to support success in tracking assessments.

ATTITUDE

“The longer I live, the more I realize the impact of *Attitude* on life. *Attitude*, to me, is more important than facts, *it* is more important than the past, than education, than money, then circumstances, than failures, than successes, than what other people think or say or do. *It* is more important than appearance, giftedness or skill. *It* will make or break a company..... a church..... a home. The remarkable thing is we have a choice every day regarding the *Attitude* we will embrace for that day. We cannot change our past we cannot change the fact that people will act in a certain way, we cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our *Attitude*..... I am convinced that life is 10% what happens to me and 90% how I react to it. And so *it* is with you we are in charge of our *Attitude*.”

Charles Swindoll

A Message from your Achievement Leader

Dear Year 10 Student,

The first round of tracking assessments in Year 10 are your first formal opportunity to be assessed against the GCSE and BTEC criteria for your KS4 options. This will give you an insight into the progress you have been making so far, how your performance compares to your end of key stage targets, as well as allowing your teachers to identify your gaps in knowledge and any misconceptions you may have so they can be addressed.

I expect every student in Year 10 to demonstrate our Academy Values and have an Excellent Attitude to Learning at all times, but especially so during the next few weeks as you sit these assessments. You can ensure you are fully prepared for your assessments by:

- ✓ Having a 100% attendance to school.
- ✓ Having a Good/Excellent Attitude to Learning every lesson.
- ✓ Completing every home learning task to the best of your ability.

It is also important that you prepare for these assessments by completing your own independent revision. Not only will preparing ensure these tracking assessments are a positive experience, it will also help you to build the positive habits and routines you need to be successful in GCSE exams and beyond. This booklet will provide you with all the information you need to be well prepared and be proud of the outcomes you achieve. All students who show us examples of independent revision will receive a nomination for the Revision Revolution challenge and will be awarded 10+ Achievement Points on Class Charts.

I recognise that sitting these first round of assessments may be challenging and would like to reassure all student in Year 10, that we value effort over outcome. Please do not hesitate to speak to your tutor or one of the year team if you have any concerns.

Good Luck!!!

Miss Flynn

Achievement Leader – Year 10



Key points:

- Performing well in assessments requires time out of school preparing.
- Your outcome will depend on how well you use this time.
- Revision plans vary from student to student but should be well structured.

It's never too soon to make a plan and start revising!

The main reason to begin revision early is to ensure is to avoid cramming just before the assessment which can cause stress and affect performance. By completing small amounts of revision regular and often, you will have revised all of the topics you need.

- Ensure that know when all your tracking 1 assessments are.
- Write the dates on the assessment timetable in this booklet
- Make sure you know what you need to revise – revision lists are included in this booklet.
- Topics don't always need to be revised in the exact same order they were taught
- Starting revision with topics they find easier will help boost confidence, but starting with topics they struggle with will have more impact.
- Make sure you have a balance between revision and social time
- Be flexible if something special comes along such as family celebrations
- Don't plan a revision timetable which is unrealistic.

Step 1	Use the timetable template in this booklet.
Step 2	Make a list of all your subjects.
Step 3	Add in any non-school commitments for the week such as leisure activities, going out, seeing friends, time to relax, etc.
Step 4	Enter in when to revise each subject for the week, keeping in mind the following: • balance of revision time between subjects • space out the revision for each subject • vary the subjects revised on each day.
Step 5	Keep this timetable to you can tick off when you have completed each subject.

Effective Revision: How to Avoid the trap of 'Busy Work':

Busy work is when you spent time completing activities that may feel easy to do in the moment, but have little value to your revision. This could include things like making posters or highlighting information!

- Effective revision strategies involve **active processing**.
- A proven strategy is creating **flashcards**.
- Create flashcards from reliable sources such as **knowledge organisers**.
- Once you have made flash cards, test yourself on them.
- Pull out any flash cards that you are unsure of.
- Keep testing yourself on these flash cards until you are confident.

The most effective way to test yourself on your flashcards is to use a friend. In Year 8 you are all sitting the same assessments to require the same knowledge.

If you are revising alone, you can use mini whiteboards and the following strategy:



Research suggests that it takes on average between 3-5 repetitions to transfer knowledge into your long term memory.

Commonly Asked Questions

1. When should I start revising?

In the weeks leading up to tracking assessments, you should be preparing.

- ✓ Your teachers will be helping you to prepare for these assessments in lessons.
- ✓ The 2 weeks before the tracking assessment you will be set Tracking Prep Tasks
- ✓ **There is nothing stopping you from revising independently.**

2. How long should I be revising for?

- ✓ Studying for long periods can be counterproductive as the brain becomes tired, and you can easily lose focus.
- ✓ Little and often is the key!
- ✓ **Aim for 30–45-minute sessions with short breaks in between.**

3. Where should I be revising?

- ✓ A designated revision space, ideally in a quiet space with no distractions.
- ✓ **Mirror the exam environment as far as possible**

4. How should I be revising?

- ✓ Avoid the trap of 'busy work' , such as making posters and highlighting.
- ✓ Make flash cards using knowledge organisers and use a mini whiteboard to test yourself.
- ✓ Complete past questions.
- ✓ **Effective revision techniques involve active processing.**

5. What if I feel anxious?

- ✓ *Anxiety is your body's way of telling you something is **important** to you!*
- ✓ *You can reduce anxiety by:*
- ✓ Preparing – the more prepared you are, the less anxious you will be.
- ✓ At the Academy, we value **effort over outcome!**



Expectations before the assessment:

- ✓ Remain in silence once you have entered the classroom
- ✓ Check you've got all of your equipment out on the desk ready
- ✓ Fill in your name on the front your paper and wait for instructions from your teacher.

Expectations whilst you complete the assessment:

- ✓ Assessments are a great opportunity to demonstrate at least a good ATL.
- ✓ Your teacher will be circulating the classroom every 15 minutes to monitor your progress.
- ✓ Remain in silence at all times.
- ✓ If you need anything during the assessment raise your hand – do not shout out.
- ✓ No non-verbal communication
- ✓ Answer every question to the best of your ability
- ✓ No heads on desks
- ✓ No graffitiing/drawing on your assessments

If you think you have finished...

- You must go back through from the beginning and check your answers carefully
- Remain silent until every paper has been collected by your teacher.

Assessments will last for approximately
55 minutes.



Tracking 1 Assessment Timetable

Use this table to record when each assessment is taking place.

Week Commencing the 19 th October 2026– Tracking 1 Assessments					
Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

Revision Lists for Core & Foundation Subjects

Here you will find the revision lists for English, Maths, Science, Geography, History and Spanish. Maths revision lists are organised into Foundation, and Higher. Please make sure you use the correct list and check with your class teacher if you are unsure.

Revision List for English

Topic	Revision links	Tick when revised
Language Analysis	https://teachers.thenational.academy/lessons/analysing-the-writers-use-of-language-6ruk2e Complete the lesson and take the quiz- screenshot the result to show to your teacher	
Rhetorical Devices in Non-fiction	https://www.youtube.com/watch?v=6KUWyEa-ih4 Create flashcards of non-fiction devices and their purpose	
Q5 Language Paper 1	Language Paper 2 Writing Booklet 2025.docx Please refer to the booklet for the writing frame. Make sure you learn this, make a flashcard of each sentence starter and learn it.	
Unseen Poetry Section	https://www.youtube.com/watch?v=iIWmthgysSM Watch the video and make flashcards about how to answer the question	
Comparing Poems	https://www.bbc.co.uk/bitesize/guides/zwh6xsg/revision/1 Read the website and create flashcards about how to compare poems	
Similes	https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382 Complete each topic and take the quiz- screenshot the result to show to your teacher	
Metaphor	https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/z697382 Complete each topic and take the quiz- screenshot the result to show to your teacher	
Practice Q5 Topics	Sample Q5 Paper 2.docx	
Practice Unseen	https://lawnmanor.org/wp-content/uploads/2022/10/Unseen-Poetry-Learning-Booklet-1-2022-23-v1-1.pdf Complete as many as you can.	
Topics you need to know from KS3 for KS4 (these won't appear on your exam, but you're expected to understand them to progress in Year 10 and 11.	Review the list of topics from Year 7-9. If you don't remember a topic, look it up online and create a flashcard explaining it. If you need help, ask your teacher. • Tone • Enjambement Caesura • Stanza • Ethos • Pathos • logos • Anaphora • Antithesis • Rhetorical Questions • Perspective • Industrial revolution • Deprivation in Victorian London • Dickens' indignation re poverty/education • Disenfranchisement • Romanticism • Colonialism • Oppression • Capitalism • Socialism • Disparities in wealth • Social order • Chaos • Duplicity • Tragedy • Hamartia • Machiavellian behaviour • Great Chain of Being • Natural Order • Fate / free will • Personification • Symbolism • Tension • Perspective	

Revision List for Maths Foundation (1/2)

Topic	Sparx Clip	Tick when revised
Place value	M704	
Ordering integers	M704	
Ordering negative numbers	M527	
Ordering decimals	M522	
Adding integers	M928	
Subtracting integers	M347	
Adding decimals	M429	
Subtracting decimals	M152	
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying integers	M187	
Multiplying decimals	M803	
Dividing integers	M355	
Dividing decimals	M262/M263	
Powers and Roots	M135	
Numerical index laws	M608	
Converting standard form	M719/M678	
BIDMAS	M521	
Rounding to powers of 10	M111	
Rounding to decimal places	M431	
Rounding to significant figures	M994/M131	
Error intervals	M730	
Estimation	M878	
Use of a calculator	M757	
Factors	M823	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Prime numbers	M322	
Finding the product of prime factors	M108	
Finding HCF and LCM using Venn diagrams	M365	
Representing fractions of diagrams	M158	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835/M931	
Multiplying fractions	M157/M197	
Dividing fractions	M110/M265	
Fractions of amounts	M695/M684	
Ordering fractions	M335	
Converting fractions, decimals and percentages	M264	
Expressing percentages	M235	
Percentages of amounts	M437	
Increase and decrease percentages	M476	
Simple interest	*U533	
Collecting like terms	M795/M531	
Index laws	M120	
Expand single brackets	M237	
Expand double brackets	M960	
Factorising expressions	M100	
Forming expressions	M957	
Substitution	M327	
Function machines	M175	
Solving one step linear equations	M707	
Solving two step linear equations	M509	
Reading and drawing inequalities	M384	
Solving inequalities	M732/M118	
Stating the term to term rule of a sequence	M381	
Finding the n^{th} term of a sequence	M991	
Converting units	M618	

Revision List for Maths Foundation (2/2)

Topic	Sparx Clip	Tick when revised
Drawing straight line graphs	M843	
Equations of straight lines	M888/M544	
Drawing quadratic graphs	*U989	
Writing and simplifying ratios	M885	
Sharing with a ratio	M525	
Recipes	M478	
Best buys	M681	
Converting currency	*U610	
Units of measure	M772	
Properties of 2D shapes	M276	
Symmetry/Rotational symmetry	M523	
Types of angles	M502	
Measure and draw angles	M780/M331	
Angles on straight lines and about a point	M818	
Vertically opposite angles	M163	
Angles in triangles	M351	
Angles in quadrilaterals	M679	
Angles in polygon	M653	
Angles on parallel lines	M606	
Constructing triangles	M565	
Constructing bisectors	M239/M232	
Perimeter	M635/M690	
Area of rectangles	M390	
Area of triangles	M610	
Area of parallelograms	M291	
Area of trapezia	M705	
Area of compound shapes	M269	
Identifying parts of circles	M595	
Circumference of circles	M169	
Area of circles	M231	
Pythagoras' theorem	M677	
Trigonometry – finding sides	*U283	
Congruency	M124	
Similarity	M377/M324	
Translations	M139	
Reflections	M290	
Rotations	M910	
Enlargements	M178	
Properties of 3D shapes	M767	
Nets of 3D shapes	M518	
Plans and elevations	M229	
Surface area	M661	
Volume of prisms	M765/M722	
Volume of cylinders	M697	
Speed, distance and time	*U151	
Real-life graphs	M771	
Mean	M940	
Mode	M841	
Median	M934	
Range	M328	
Averages from frequency tables	M127	
Averages from grouped frequency tables	M287	
Bar charts	M460/M738	

Revision List for Maths Intermediate (1/2)

Topic	Sparx Clip	Tick when revised
Ordering negative numbers	M527	
Ordering decimals	M522	
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying decimals	M803	
Dividing decimals	M262/M263	
Numerical index laws	M608	
Converting standard form	M719/M678	
Multiplying and dividing in standard form	*U264	
Adding and subtracting in standard form	*U290	
Simplify Surds	U338	
Add and Subtract Surds	U872	
BIDMAS	M521	
Rounding to decimal places	M431	
Rounding to significant figures	M994/M131	
Error intervals	M730	
Estimation	M878	
Use of a calculator	M757	
Highest common factor	M698	
Identifying multiples and finding the lowest common multiple	M227	
Finding the product of prime factors	M108	
Finding HCF and LCM using Venn diagrams	M365	
Using HCF – worded problems	U529*	
Using LCM – worded problems	U751*	
Constructing fractions	M939	
Equivalent fractions	M410	
Simplifying fractions	M671	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835/M931	
Multiplying fractions	M157/M197	
Dividing fractions	M110/M265	
Fractions of amounts	M695/M684	
Ordering fractions	M335	
Converting fractions, decimals and percentages	M264	
Expressing percentages	M235	
Percentages of amounts	M437	
Increase and decrease percentages	M476	
Percentage change	*U278	
Reverse percentages	M528	
Simple interest	*U533	
Compound interest	*U332	
Collecting like terms	M795/M531	
Index laws	M120	
Expand single brackets	M237	
Expand double brackets	M960	
Factorising expressions	M100	
Forming expressions	M957	
Substitution	M327	
Function machines	M175	
Solving one step linear equations	M707	
Solving two step linear equations	M509	
Forming and solving equations	M957	
Rearranging	M184	
Reading and drawing inequalities	M384	
Solving inequalities	M732/M118	
Stating the term to term rule of a sequence	M381	
Finding the nth term of a sequence	M991	
Coordinates	M618	
Draw a line graph	M843	
Find the equation of a line	M888/M544	

Revision List for Maths Intermediate (2/2)

Topic	Sparx Clip	Tick when revised
Simultaneous equations	M658	
Solving simultaneous equations graphically	M852	
Drawing quadratic graphs	*U989	
Writing and simplifying ratios	M885	
Sharing with a ratio	M525	
Recipes	M478	
Best buys	M681	
Converting currency	*U610	
Direct proportion	M472	
Inverse proportion	M665	
Units of measure	M772	
Properties of 2D shapes	M276	
Symmetry/Rotational symmetry	M523	
Types of angles	M502	
Measure and draw angles	M780/M331	
Angles on straight lines and about a point	M818	
Vertically opposite angles	M163	
Angles in triangles	M351	
Angles in quadrilaterals	M679	
Angles in polygon	M653	
Angles on parallel lines	M606	
Bearings	M260	
Constructing triangles	M565	
Constructing bisectors	M239/M232	
Constructing loci	M253	
Perimeter	M635/M690	
Area of rectangles	M390	
Area of triangles	M610	
Area of parallelograms	M291	
Area of trapezia	M705	
Area of compound shapes	M269	
Identifying parts of circles	M595	
Circumference of circles	M169	
Area of circles	M231	
Pythagoras' theorem	M677	
Trigonometry – finding sides	*U283	
Trigonometry – finding angles	*U545	
Congruency	M124	
Similarity	M377/M324	
Translations	M139	
Reflections	M290	
Rotations	M910	
Enlargements	M178	
Properties of 3D shapes	M767	
Nets of 3D shapes	M518	
Plans and elevations	M229	
Surface area of prisms	M661	
Surface of cylinders	M936	
Volume of prisms	M765/M722	
Volume of cylinders	M697	
Mass, density and volume	*U910	
Speed, distance and time	*U151	
Real-life graphs	M771	
Mean	M940	
Mode	M841	
Median	M934	
Range	M328	
Averages from frequency tables	M127	
Averages from grouped frequency tables	M287	
Bar c ¹	M460/M738	

Revision List for Maths Higher (1/2)

Topic	Sparx Clip	Tick when revised
Negative Numbers - Adding and Subtracting	M106	
Negative Numbers - Multiplying and Dividing	M288	
Multiplying and dividing with powers of 10	M113	
Multiplying decimals	M803	
Dividing decimals	M262/M263	
Numerical index laws	M608	
Negative indices	M150	
Fractional indices	*U985/*U772	
Converting standard form	M719/M678	
Multiplying and dividing in standard form	*U264	
Adding and subtracting in standard form	*U290	
Simplifying surds	*U388	
Multiplying and dividing surds	*U633	
Adding and subtracting surds	*U872	
Expanding brackets with surds	*U499	
Rationalise Surds with a Single Term	U707	
Rationalise Surds that contain 2 terms	U281	
Rounding to decimal places	M431	
Rounding to significant figures	M994/M131	
Error intervals	M730	
Estimation	M878	
Use of a calculator	M757	
Finding the product of prime factors	M108	
Finding HCF and LCM using Venn diagrams	M365	
Using HCF – worded problems	*U529	
Using LCM – worded problems	*U751	
Constructing fractions	M939	
Simplifying fractions	M671	
Converting between mixed numbers and improper fractions	M601	
Adding and subtracting fractions	M835/M931	
Multiplying fractions	M157/M197	
Dividing fractions	M110/M265	
Fractions of amounts	M695/M684	
Ordering fractions	M335	
Converting fractions, decimals and percentages	M264	
Recurring decimals	*U689	
Expressing percentages	M235	
Percentages of amounts	M437	
Increase and decrease percentages	M476	
Percentage change	*U278	
Reverse percentages	M528	
Simple interest	*U533	
Compound interest	*U332	
Collecting like terms	M795/M531	
Index laws	M120	
Expand single brackets	M237	
Expand double brackets	M960	
Expand triple brackets	*U606	
Factorising expressions	M100	
Factorising quadratic expressions	*U178/U858	
Simplify algebraic fractions	*U437/*U103	
Add and subtract algebraic fractions	*U685	
Forming expressions	M957	
Substitution	M327	
Solving one step linear equations	M707	
Solving two step linear equations	M509	
Forming and solving equations	M957	
Rearranging formulae	M184	
Reading and drawing inequalities	M384	
Solving inequalities	M732/M118	

Revision List for Maths Higher (2/2)

Topic	Sparx Clip	Tick when revised
Stating the term to term rule of a sequence	M381	
Finding the nth term of a sequence	M991	
Coordinates	M618	
Drawing straight line graphs	M843	
Equations of straight lines	M888/M544	
Simultaneous equations	M658	
Solving simultaneous equations graphically	M852	
Drawing quadratic graphs	*U989	
Interpreting quadratic graphs	*U667	
Solving quadratic equations	*U228	
The quadratic formula	*U665	
Writing and simplifying ratios	M885	
Sharing with a ratio	M525	
Recipes	M478	
Best buys	M681	
Converting currency	*U610	
Direct proportion	M472	
Inverse proportion	M665	
Units of measure	M772	
Properties of 2D shapes	M276	
Symmetry/Rotational symmetry	M523	
Angles on straight lines and about a point	M818	
Vertically opposite angles	M163	
Angles in triangles	M351	
Angles in quadrilaterals	M679	
Angles in polygon	M653	
Angles on parallel lines	M606	
Bearings	M260	
Constructing triangles	M565	
Constructing bisectors	M239/M232	
Constructing loci	M253	
Perimeter	M635/M690	
Area of rectangles	M390	
Area of triangles	M610	
Area of parallelograms	M291	
Area of trapezia	M705	
Area of compound shapes	M269	
Circumference of circles	M169	
Area of circles	M231	
Sectors	M280/M430	
Pythagoras' theorem	M677	
Pythagoras' theorem in 3D	M147	
Trigonometry – finding sides	*U283	
Trigonometry – finding angles	*U545	
Congruency	M124	
Similarity	M377/M324	
Similar areas and volumes	*U630/*U110	
Translations	M139	
Reflections	M290	
Rotations	M910	
Enlargements	M178	
Properties of 3D shapes	M767	
Nets of 3D shapes	M518	
Plans and elevations	M229	
Surface area of prisms	M661	
Surface of cylinders	M936	
Volume of prisms	M765/M722	
Volume of cylinders	M697	
Volume of 3D shapes	*U484/*U617/*U116	
Mass, density and volume	*U910	
Speed, distance and time	*U151	
Real-life graphs	M771	
Sampling	*U162	
Mean, Median, Mode	M940, M841, M934	
Range	M328	
Averages from frequency tables	M127	
Averages from grouped frequency tables	M287	
Bar charts	M460/M738	
Stem and leaf diagrams	M648/M210	
Pie charts	M574/M165	
Scatter graphs	M769/M586	

Revision List for Biology

Topic	Revision Website	Revision Task	Tick when revised
Cell structure and Function of parts	https://www.bbc.co.uk/bitesize/guides/zpqpqhv/revision/7 https://www.bbc.co.uk/bitesize/guides/zpqpqhv/revision/8	Draw and label an animal cell and a plant cell. Label the function of each part.	
Differences between prokaryotic and eukaryotic cells	https://www.youtube.com/watch?v=kGd-5HSDo6g https://www.youtube.com/watch?v=qHkUOIC8Nbo&t=10s	Watch the video clips to help create your own comparison of eukaryotic and prokaryotic cells	
Comparing animal and plant cells	https://www.bbc.co.uk/bitesize/guides/zpqpqhv/revision/8	Draw a plant cell and label the 3 parts the plant cell has that an animal cell doesn't have	
Specialised Cells	https://www.bbc.co.uk/bitesize/guides/zpqpqhv/revision/12 https://www.youtube.com/watch?v=LN1z7mswPkQ	Use the links to create a question and answer task for someone at home or a friend to complete	
Microscopes Required Practical and calculating magnification	https://www.youtube.com/watch?v=7t2bISXFI6c	Watch the Kay Science video. Keep pausing it and draw and label each step that is described	
Transport methods; Diffusion, Osmosis, Active transport	https://studyrocket.co.uk/revision/gcse-biology-combined-science-edexcel/cell-biology/transport-in-cells	Use the link to create a one page summary of the 3 transport methods	
Osmosis Required Practical	https://www.youtube.com/watch?v=itp1Dpz0EnY	Write an explanation of the practical results Why do some potatoes increase in mass? Why do some potatoes decrease in mass?	
First lines of defence against pathogens	https://www.bbc.co.uk/bitesize/guides/zng26v4/revision/1#:~:text=The%20first%20line%20of%20defence,be%20physical%20or%20chemical%20barriers.	Summarise the information as a diagram	
Pathogens and diseases	https://www.youtube.com/watch?v=-30_21Juyek https://www.youtube.com/watch?v=RO1zgLCWCgl	Use the videos to create a diagram of the pathogens and diseases they cause.	

Revision List for Chemistry

Topic	Revision Website	Revision Task	Tick when revised
Atoms, elements & compounds	https://www.youtube.com/watch?v=AO_p7W1tpNI https://www.bbc.co.uk/bitesize/articles/zc86m39#znv896f	Draw the structure of an atom and label the subatomic particles	
Electronic configuration	https://www.youtube.com/watch?v=94MuJ47aUAA https://www.bbc.co.uk/bitesize/guides/z36cfcw/revision/4	Draw the electronic structure of sodium, aluminium and calcium	
Isotopes	https://www.youtube.com/watch?v=g8acu3fAarY https://www.bbc.co.uk/bitesize/guides/zn8b82/revision/5	Define an isotope and calculate the relative atomic mass of the two isotopes of carbon. 70% Carbon 12 30% Carbon 13	
Development of the atom	https://www.bbc.co.uk/bitesize/guides/z29rsrd/revision/1 https://www.youtube.com/watch?v=LCzLTQABYdE	Create a timeline with the models of the atom and the Scientists responsible for each model.	
Reactivity Series	https://www.youtube.com/watch?v=L4DUGgfNqpE https://www.bbc.co.uk/bitesize/guides/zy7dgd/revision/1	Describe a method used to identify the reactivity of metal x, y and z using hydrochloric acid.	
Conservation of Mass	https://www.bbc.co.uk/bitesize/articles/zxh7isg	Define conservation of mass. Describe why the mass of a chemical reaction may decrease through the practical.	
Phytomining and Bioleaching	https://www.youtube.com/watch?v=xTUoNxKZIS4&t=87s	Describe the process of phytomining to extract copper from low-grade ores.	

Revision List for Physics

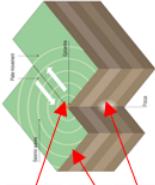
Topic	Revision Website	Revision Task	Tick when revised
Energy Stores	https://www.bbc.co.uk/bitesize/guides/zskp7p3/revision/1	Focus your flash cards on the equations for kinetic energy and gravitational potential energy	
Specific Heat Capacity	https://www.bbc.co.uk/bitesize/guides/zy8g3k7/revision/3	Practice using the specific heat capacity equation to calculate mass, temperature change and energy	
Energy Resources	https://www.bbc.co.uk/bitesize/guides/z2wfxfr/revision/2	Write a comparison on 3 different energy resources	
Efficiency	https://www.bbc.co.uk/bitesize/guides/z8pk3k7/revision/3	Describe how efficiency can be improved in a home and a motor	
The Particle Model and Density	https://www.bbc.co.uk/bitesize/guides/zqjv6yc/revision/1	Draw particle diagrams for solids, liquids and gases and describe the particle motion within them	
Gas Pressure	https://www.bbc.co.uk/bitesize/guides/z2xcfcw/revision/1	Write explanations for how gas pressure can be increased	
Ohm's Law and Electrical Charge	https://www.bbc.co.uk/bitesize/guides/zgvq4qt/revision/2 https://www.bbc.co.uk/bitesize/guides/zgvq4qt/revision/3	Explain Ohm's law and electrical charge using words rather than equations	
Series and Parallel Circuits	https://www.bbc.co.uk/bitesize/guides/zgvq4qt/revision/6 https://www.bbc.co.uk/bitesize/guides/zgvq4qt/revision/7	Draw diagrams that show how current and potential difference are affected in series and parallel circuits	

Revision List for Geography

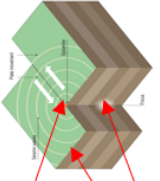
	Section 1: The Challenge of Natural Hazards.	Case Studies	Revision flashcard created.
Natural Hazards	Define a natural hazard		
	Types of hazards		
	The factors affecting hazard risk		
Tectonic Hazards	Plate tectonic theory and how tectonic plates move - convection currents + slab pull		
	Global distribution of earthquakes and volcanoes		
	Types of plate margin - constructive, destructive and conservative and how these lead to earthquakes and volcanic activity		
	Primary effects of a tectonic hazard	HIC - L'Aquila NEE - Turkey/ Syria	
	Secondary effects of a tectonic hazard		
	Immediate responses to a tectonic hazard		
	long-term responses to a tectonic hazard		
	Reasons why people live in areas at risk from a tectonic hazard		
	Ways monitoring, prediction, protection and planning can reduce the risks from a tectonic hazard.		
Weather Hazards	Global atmospheric circulation model, pressure belts and surface winds		
	How global circulation impacts weather		
	Global distribution (location) of tropical storms (hurricanes, cyclones, typhoons)		
	How does global atmospheric circulation affect tropical storms?		
	Conditions needed for tropical storm formation		
	How do tropical storms form?		
	The structure and features of a tropical storm		
	How climate change can affect the distribution, frequency and intensity of tropical storms.		
	Primary effects of a tropical storm	Typhoon Haiyan	
	Secondary effects of a tropical storm		
	Immediate responses to a tropical storm		
	long-term responses to a tropical storm		
	Ways monitoring, prediction, protection and planning can reduce the risks from tropical storms		

Knowledge Organiser for Geography

The structure of the Earth		Earthquake Hazards (Primary and Secondary)		Earthquake Management
The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.	Ground Shaking (Primary)	The shockwaves of an earthquake cause the ground to shake, damaging infrastructure.	PREDICTING Methods include: - Satellite surveying (tracks changes in the earth's surface) - Laser reflector (surveys movement across fault lines) - Radon gas sensor (radon gas is released when plates move so this finds that) - Seismometer - Water table level (water levels fluctuate before an earthquake). - Scientists also use seismic records to predict when the next event will occur. PROTECTION You can't stop earthquakes , so earthquake-prone regions follow these three methods to reduce potential damage: - Building earthquake-resistant buildings e.g. Taipei 101. These include counter weights and rubber shock absorbers. - Raising public awareness e.g. Earthquake drills. NEE – Case Study: Turkey/Syria 2023 Earthquake Causes The East Anatolian fault is a conservative plate boundary. A slip led to the earthquake. 7.8 (Significantly stronger than L'Aquila earthquake) Effects 55,000 deaths and 130,000 injured. US\$104 billion estimated damage in Turkey, US\$14.8 billion in Syria. Large rock falls and landslides were reported in villages in the Atlas mountains. Damage to water systems meant spread of waterborne diseases like cholera, Hepatitis A and tetanus. Response Red cross provided food, clothing, hygiene and medicine to 6.5million. UN released \$50 million from its Central Emergency Response Fund to jumpstart the response. Tetanus shots & monitoring by WHO for waterborne diseases. Mental health support for 700,000 people across Turkey & Syria.
	The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.	Tsunami (Secondary)	
The Inner and outer Core		Landslides (Secondary)	Ground shaking can trigger landslides which can bury villages e.g. Nepal 2015	
		Ground Rupture (Primary)	The ground shaking can cause cracks (fissures) to occur in the earth crust. These damage infrastructure.	
	Disease (Secondary)	Ground shaking damages water facilities. This leads to pollution and diseases such as Cholera.		
Convection Currents		Living with volcanoes		
The crust is divided into tectonic plates which are moving due to convection currents in the mantle.		Sulphur/Natural Resources	Tourism	
1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.	Volcanoes offer a vast array of natural resources. Miners in Indonesia mine the volcano for Sulphur. This provides them with a wage much higher than other jobs in the area.		
2	When lower parts of the mantle molten rock (Magma) heat up they become less dense and slowly rise .	Living with the risk Due to the three P's, many people feel like they are safe from Volcanoes so do not need to move. For example, as scientists can predict their eruptions people may not move because they believe that they would be safe if it ever did.		
3	As they move towards the top they cool down, become more dense and slowly sink .			
4	These circular movements of semi-molten rock are convection currents			
5	Convection currents create drag on the base of the tectonic plates and this causes them to move.			
Types of Plate Margins		What is a Natural Hazard		
Destructive Plate Margin		Geological Hazard	Meteorological Hazard	
When the denser plate subducts beneath the other, friction causes it to melt and become molten magma . The magma forces its way up to the surface to form a volcano. This margin is also responsible for devastating earthquakes .		These are hazards caused by land and tectonic processes.		
Constructive Plate Margin		Causes of Earthquakes		
Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge .		Earthquakes are caused when two plates become locked causing friction to build up. From this stress , the pressure will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of seismic waves , to travel from the focus towards the epicentre . As a result, the crust vibrates triggering an earthquake.		
Conservative Plate Margin		The point directly above the focus, where the seismic waves reach first, is called the EPICENTRE . SEISMIC WAVES (energy waves) travel out from the focus. The point at which pressure is released is called the FOCUS .		
A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.				

Earthquake Hazards (Primary and Secondary)		Earthquake Management
	The shockwaves of an earthquake cause the ground to shake, damaging infrastructure. When an uplift occurs at sea, it can cause a damaging Tsunami wave e.g. Japan 2011 Ground shaking can trigger landslides which can bury villages e.g. Nepal 2015 The ground shaking can cause cracks (fissures) to occur in the earth crust. These damage infrastructure. Ground shaking damages water facilities. This leads to pollution and diseases such as Cholera.	PREDICTING Methods include: - Satellite surveying (tracks changes in the earth's surface) - Laser reflector (surveys movement across fault lines) - Radon gas sensor (radon gas is released when plates move so this finds that) - Seismometer - Water table level (water levels fluctuate before an earthquake). - Scientists also use seismic records to predict when the next event will occur. PROTECTION You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage: - Building earthquake-resistant buildings e.g. Taipei 101. These include counter weights and rubber shock absorbers. - Raising public awareness e.g. Earthquake drills. NEE – Case Study: Turkey/Syria 2023 Earthquake Causes The East Anatolian fault is a conservative plate boundary. A slip led to the earthquake. 7.8 (Significantly stronger than L'Aquila earthquake) Effects 55,000 deaths and 130,000 injured. US\$104 billion estimated damage in Turkey, US\$14.8 billion in Syria. Large rock falls and landslides were reported in villages in the Atlas mountains. Damage to water systems meant spread of waterborne diseases like cholera, Hepatitis A and tetanus. Response Red cross provided food, clothing, hygiene and medicine to 6.5million. UN released \$50 million from its Central Emergency Response Fund to jumpstart the response. Tetanus shots & monitoring by WHO for waterborne diseases. Mental health support for 700,000 people across Turkey & Syria. Case Study: HIC – L'Aquila 2009 Earthquake, Italy.
		Causes Normal movement in the Paganica fault. Resulted in a 6.3 magnitude earthquake (significantly lower than Turkey/Syria 2023) Effects 306 deaths, 1500 injured and 40,000 homeless. Management The Italian Red Cross searched for survivors with 7 dog units. Mortgage bills were suspended, helping families recover €€€ Students given free public transports and exempt from uni fees for 3 years.
		

Knowledge Organiser for Geography

The structure of the Earth		Earthquake Hazards (Primary and Secondary)		Earthquake Management
The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.	Ground Shaking (Primary)	The shockwaves of an earthquake cause the ground to shake, damaging infrastructure.	PREDICTING Methods include: - Satellite surveying (tracks changes in the earth's surface) - Laser reflector (surveys movement across fault lines) - Radon gas sensor (radon gas is released when plates move so this finds that) - Seismometer - Water table level (water levels fluctuate before an earthquake). - Scientists also use seismic records to predict when the next event will occur.
	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.	Tsunami (Secondary)	When an uplift occurs at sea, it can cause a damaging Tsunami wave e.g. Japan 2011	
The Mantle		Landslides (Secondary)	Ground shaking can trigger landslides which can bury villages e.g. Nepal 2015	PROTECTION You can't stop earthquakes , so earthquake-prone regions follow these three methods to reduce potential damage: - Building earthquake-resistant buildings e.g. Taipei 101. These include counter weights and rubber shock absorbers. - Raising public awareness e.g. Earthquake drills.
	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.	Ground Rupture (Primary)	The ground shaking can cause cracks (fissures) to occur in the earth crust. These damage infrastructure.	
The Inner and outer Core		Disease (Secondary)	Ground shaking damages water facilities. This leads to pollution and diseases such as Cholera.	
Convection Currents		Living with volcanoes		
The crust is divided into tectonic plates which are moving due to convection currents in the mantle.		Sulphur/Natural Resources	Tourism	
1 Radioactive decay of some of the elements in the core and mantle generate a lot of heat.		Volcanoes offer a vast array of natural resources. Miners in Indonesia mine the volcano for Sulphur. This provides them with a wage much higher than other jobs in the area.		
2 When lower parts of the mantle molten rock (Magma) heat up they become less dense and slowly rise .		Living with the risk		
3 As they move towards the top they cool down, become more dense and slowly sink .		Due to the three P's, many people feel like they are safe from Volcanoes so do not need to move. For example, as scientists can predict their eruptions people may not move because they believe that they would be safe if it ever did.		
4 These circular movements of semi-molten rock are convection currents		Unit 1a		
5 Convection currents create drag on the base of the tectonic plates and this causes them to move.		The Challenges of Natural Hazards		
Types of Plate Margins		What is a Natural Hazard		
Destructive Plate Margin		A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.		
When the denser plate subducts beneath the other, friction causes it to melt and become molten magma . The magma forces its way up to the surface to form a volcano. This margin is also responsible for devastating earthquakes .		Geological Hazard	Meteorological Hazard	
Constructive Plate Margin		These are hazards caused by land and tectonic processes.		
Here two plates are moving apart causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the Mid Atlantic Ridge .		Causes of Earthquakes		
Conservative Plate Margin		Earthquakes are caused when two plates become locked causing friction to build up. From this stress , the pressure will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of seismic waves , to travel from the focus towards the epicentre . As a result, the crust vibrates triggering an earthquake.		
A conservative plate boundary occurs where plates slide past each other in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.		 The point directly above the focus, where the seismic waves reach first, is called the EPICENTRE. SEISMIC WAVES (energy waves) travel out from the focus. The point at which pressure is released is called the FOCUS.		

Revision List for History

Paper 1 Germany 1890-1945: Democracy and Dictatorship:

Section 1: Germany and the growth of democracy

Topic	Revision Resources	Tick when revised
Kaiser Wilhelm's parliamentary government	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Kaiser Wilhelm's ambitions: industrialisation/ growth of empire	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Growth of Socialism under the Kaiser	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Wilhelm's Naval Laws	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
The impact of the First World War	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
The Weimar Constitution	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
The Treaty of Versailles & German reaction	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Invasion of the Ruhr	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Hyperinflation: causes/ events/ consequences	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
Political unrest under Weimar 1919-1923	<i>Please use the knowledge organiser on Class Charts for revision.</i>	
German recovery under Stresemann	<i>Please use the knowledge organiser on Class Charts for revision.</i>	

Knowledge Organiser for History

Democracy to Dictatorship: Germany 1890 – 1945 – Knowledge organiser 1

Who was Kaiser Wilhelm II?		Germany was unified under Prussian rule in 1871
What was the parliamentary system like in Germany under the Kaiser?		- The Kaiser was the ruler of Germany, he was extremely powerful and could make his own decisions. - There was a parliamentary system in Germany (Reichstag and Bundesrat) but the Kaiser could ignore them.
What impact did industrialisation have on Germany?		Rapid increase in industrialisation left business owners rich and influential, the working class increased in size.
What negatives did industrialisation have on Germany?		The workers of Germany were unhappy because of poor wages and conditions, they became drawn to trade unions to improve pay and conditions. Socialism challenged the Kaisers rule.
What impact did the rise of socialism have on Germany?		A new political party became popular among the workers called the SPD, they believed in socialism – they attracted 1/3 of all votes.
What ambitions did Kaiser Wilhelm have?		- The Kaiser wished to expand the German Empire, he wanted his 'place in the sun'. - The Kaiser wanted a large navy to take over more countries and protect those already in the Empire. He increased his army too.
How did the Kaiser try to strengthen his navy?		Between 1898 – 1912, the Kaiser borrowed money and increased taxes to bring in the Naval laws.
What limitations did the naval laws create?		

What impact did WW1 have on Germany?



- The war in Germany was viewed well until 1915, when the British began blockading German ports – the people began to suffer.
- Unrest in Germany increased with strikes, demonstrations and a flu pandemic made the situation unbearable.
- The Kaiser was advised to change the way Germany was run, he didn't – this led to soldiers and sailors refusing to follow orders. (Mutiny)
- The Kaiser abdicated on 9th November 1918, the war itself ended on 11th November 1918.

What happened during the Kiel Mutiny of November 1918?



Key vocabulary:

Kaiser	The German emperor and ruler.
Reichstag	The German Parliament.
Industrialisation	Making goods in factories.
Socialism	On the left- wing of the political spectrum advocating for equal rights.
Weltpolitik	World Policy.
Militarism	A country should have a strong army and navy and be prepared to use it.
Mutiny	Refusal to follow orders.
Abdication	Stepping down from the throne.

Exam-style Questions:

- Describe two ambitions of Kaiser Wilhelm II.
- Describe two problems Kaiser Wilhelm faced before 1914.
- Describe two ways the German people were impacted by WW1.

Democracy to Dictatorship: Germany 1890 – 1945 – Knowledge organiser 2

What was the Weimar Republic?		When the Kaiser abdicated, Ebert took over temporarily as president. He won the 1st election in January 1919. Weimar republic was born.
What was the Weimar constitution?		The Weimar republic faced opposition and violence almost immediately in the capital, Berlin forcing them to relocate to the town of Weimar.
What impact did proportional representation have?		The Weimar government created a new set of laws known as the Weimar constitution. This allowed democracy in Germany via proportional representation and a variety of political parties, this made decision making difficult and slow.
What was the Treaty of Versailles? (BRAT)		The treaty of Versailles was forced upon Ebert's government under threat of invasion and continued war, it severely weakened Germany.
How did the German people view the Treaty of Versailles?		- German people were angry with the Weimar 'betrayal' and felt it was much too harsh, a Diktat. - The T of V led to serious economic and political consequences such as high reparations, the invasion of the Ruhr and hyperinflation up until 1924.
What left-wing threats did the Weimar government face?		- Weimar faced political threats from left wing and right wing groups. - Left wing groups such as Spartacists and the Red Rising aimed to replace Weimar with workers councils – they were brutally crushed by the Freikorps.
What right-wing threats did the Weimar government face?		Right wing threats to Weimar led to the Kapp Putsch in 1920 and the Munich Putsch, led by Hitler in 1923 – they failed and Hitler was imprisoned.

How did Stresemann resolve the problem of hyperinflation?



- Stresemann helped to ease hyperinflation by creating a new temporary currency, the Rentenmark.
- Stresemann borrowed money from the USA under the Dawes Plan he used this money to improve German economy. He also lowered the reparation payments to £1.8bn.

How did Stresemann aim to ease Germany's debt?



- Stresemann improved Germany's relationship with other countries with agreements such as the Locarno treaty and joining the League of Nations..

How did German culture change during the 'golden age'?



- Weimar experienced a golden age considering the control the Kaiser used to have, people could be creative.

How did some people view the 'golden age'?



- Cinema, nightlife and art and design flourished – Nightlife in Berlin became famous.
- Some people like the new changes and freedoms to express themselves, others felt the harmed traditional German values, the Nazis for example.

Key vocabulary:

Proportional representation	An electoral system in which parties gain seats in proportion to the number of votes cast for them.
Reparations	Compensation for war damage.
Diktat	The nickname for the Treaty of Versailles- dictated peace.
Putsch	A violent attempt to overthrow a government.
Hyperinflation	An economic crisis in which the currency becomes worthless.
Golden Age	A time of great advancements and prosperity in art and culture.

Exam-style Question:

Which of the following had the greater impact on the German people:

- The Treaty of Versailles
- The hyperinflation crisis of 1923?

Revision List for Spanish

Topic	Booklet page	Tick when revised
Transport <i>You will have studied forms of transport</i>	79	
Transport positives/negatives <i>You will have studied positives/negatives of transport</i>	80	
Holiday activities <i>You will have studied types of holiday activities.</i>	83	
Describing a hotel <i>You will have studied adjectives to be able to describe a hotel.</i>	82	
The preterite tense <i>You will be able to talk about holiday activities using the past tense.</i>	82/83	
The future tense <i>You will be able to talk about holiday activities using the past tense.</i>	84	
The subjunctive <i>You will be able to use subjunctive phrases.</i>	84	

Transport

Holidays	Las vacaciones
I travel / we travel...	Viajo / viajamos...
I go / we go on holiday...	Voy / vamos de vacaciones...
by bus	en autobús
by coach	en autocar
by boat	en barco
by motorbike	en moto
by car	en coche
by bicycle/bike	en bicicleta (bici)
by plane	en avión
by foot	a pie
by horse	a caballo
One-way ticket	El billete solo de ida
Return ticket	El billete de ida y vuelta

Comparatives and superlatives

More ... than	Más ... que
Less ... than	Menos ... que
As ... as	Tan ... que
Better than	Mejor que
Worse than	Peor que
*The most / least...	El más / menos...
*The most / least...	La más / menos...
The best thing is that	Lo mejor es que
The worst thing is that	Lo peor es que
The good thing is that	Lo bueno es que
The bad thing is that	Lo malo es que

***el = masculine**

***la = feminine**

Positives and negatives

It's not expensive	No es caro
It's comfortable	Es cómodo
It's relaxing	Es relajante
It's not polluting	No es contaminante
It's practical	Es práctico
There is enough space to relax	Hay bastante espacio para relajarse
It's quick	Es rápido
The service is quite punctual	Los servicios son bastante puntuales
It's too expensive	Es demasiado caro
It's polluting	Es contaminante
It's too slow	Es demasiado lento
I feel uncomfortable on	Me siento incómodo en...
It's tiring	Es fatigante
I feel sick/dizzy	Me siento mareado
It scares me	Me da miedo

Knowledge Organiser for Spanish

Past holidays key vocab

Where did you go on holiday?	¿Adónde fuiste de vacaciones?
I went ... ago	<u>Fui</u> hace...
A week	una semana
A month	un mes
Last year	El año pasado
Last summer	El verano pasado
Last week	La semana pasada

Countries

Bolivia	Bolivia
Ecuador	Ecuador
Spain	España
Venezuela	Venezuela
Mexico	Méjico / México

Key verbs (followed by infinitive)

I usually	Suelo
We usually	Solemos
They usually	Suelen
You must	Hay que
You can	Se puede

Describing a hotel

Where did you stay?	¿Dónde te alojaste?
What was the hotel like?	¿Cómo era el hotel?
It is / it was	Es / era
too	demasiado
old	antiguo/a
lively	animado/a
cheap	barato/a
expensive	caro/a
comfortable	cómodo/a
luxury	lujoso/a
modern	moderno/a
Loud / noisy	ruidoso/a
quite	tranquilo/a
small	pequeño/a
big	grande

Holiday vocab – Problems – (Present tense → Preterite tense)

I lost my phone	Perdí mi móvil
It was a nightmare	It was a nightmare
It was a waste of time	Fue una pérdida de tiempo
I had to go to	Tuve que ir a

Past tense holiday opinions

I loved it	Me encantó
I (didn't) liked it	(No) Me gustó
I had a(n) ... amazing / great / good / bad / awful time	Lo pasé ... bomba / fenomenal / bien / mal / fatal
It was...	<u>Fue</u> ...
unforgettable / incredible / amazing / great	inolvidable / increíble / impresionante / flipante
horrendous / a disaster	horroroso / un desastre

Knowledge Organiser for Spanish

Holiday vocab (Present tense → Preterite tense)

Voy (solo/a) con	<u>Fui</u> (solo/a) con	I went (alone) with
Voy / vamos en	<u>Fui</u> en	I / we went by
Viajo / viajamos en...	Viajé en / viajamos en...	I travelled / we travelled by
Hago yoga	<u>Hice</u> yoga	I did yoga
Descanso	<u>Descansé</u>	I relaxed
Nado en el mar / la piscina	Nadé en el mar / la piscina	I swam in the sea / pool
Doy una vuelta en bicicleta	<u>Di</u> una vuelta en bicicleta	I went on a bike ride
Visito monumentos históricos	<u>Visité</u> monumentos históricos	I visited historical monuments
Esqui	<u>Esqué</u>	I skied
Escucho música	<u>Escuché</u> música	I listened to music
Como en un restaurante	<u>Comí</u> en un restaurante	I ate in a restaurant
Voy de excursión	<u>Fui</u> de excursión	I went on a trip
Tomo el sol	<u>Tomé</u> el sol	I sunbathed
Hago turismo	<u>Hice</u> turismo	I did tourist things
Saco fotos	<u>Saqué</u> fotos	I took photos
Compro recuerdos	<u>Compré</u> recuerdos	I bought souvenirs
	Era...	It was
Es..	Lo pasé ... (bomba / fatal)	I had a(n) ... (amazing / awful) ... time

Plans for future holidays (conditional and subjunctive)

If I had the opportunity	Si tuviera la oportunidad
If I had the choice	Si tuviera la opción
If I was lucky	Si tuviera suerte
If I had more money / time	Si tuviera más dinero / tiempo
If I were rich	Si fuera rico/a
If it were possible	Si fuera posible
If only / if I could	Ojalá / si pudiera
I would love to go to...	me encantaría ir a...
I would like to travel to...	me gustaría viajar a...
I would really like to visit...	me chiflaría visitar...
I would go to...	iría a...
I would visit...	visitaría...
I would travel to...	viajaría a...
and I think that / I believe that / I would say that / in my opinion / in my eyes	y pienso que / creo que / diría que / en mi opinión / en mis ojos
	a mi modo de ver
from my point of view	desde mi punto de vista
	a mi parecer
it would be...	sería...

Plans for the next year (future tense)

ir	+	a	+	infinitive	
voy		a		quedarme	I am going to stay
vas		a		viajar	You (s) are going to travel
va		a		visitar	He/she/it is going to visit
vamos		a		quedamos	We are going to stay
vais		a		ir	You (pl) are going to go
van		a		pasarlo bomba	They are going to have a great time

Revision Lists for Option Subjects

Here you will find the revision lists for all Option Subjects. These have been organised alphabetically to support you in your revision.

There is no revision list for Art, Business Studies, ICT, and Performing Arts as there is no written assessment for Tracking 1. Please ensure all controlled assessment and/or coursework assignments are complete to a high standard if you study these courses.

Revision List for Childcare

You will need to know the expected sequence and key milestones achieved by the child at the end of each age group:

Content Area 1: Child Development	Revision Task	Tick when revised
Aspects of Holistic Development	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Physical Development: fine motor skills – co-ordination of small muscles, precise movements, and hand eye co-ordination:	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Physical Development; gross motor skills (that involve the large muscles of the arms, legs and torso):	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Cognitive Development Milestones	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Communication and language Development	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Social and Emotional Development	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Knowledge Organiser for Childcare

Knowledge Organiser Complete 1 of 3

NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years

Content Area 1: Child Development



CA1.1.1 Gross Motor- Involves the large muscles of the arms, legs and torso.

At Birth:

- Lies on their back with head to one side
- Head lags when pulled to sitting position

1 year

- Stands and may cruise around furniture
- Sits down from standing
- Is more mobile

2 years

- Walks up and down stairs by holding adult's hand
- Runs with control
- Throws and kicks a ball

3 years

- Can walk backwards and sideways
- Rides and steers a tricycle
- Jumps from a low step with both feet together
- Throws a ball overhand and can catch a large ball with arms outstretched.

4 years:

- Stands and runs on tiptoes
- Hops
- Changes direction while running
- Can catch, kick, throw and bounce a ball

5 years:

- Skips and moves rhythmically to music
- Hops on each foot
- Rides bicycle with stabilisers



CA1.1.1 Physical Development- The way in which the body increases in skill and becomes more complex.



Holistic Development
is the social, emotional, physical, mental, and intellectual growth of a person.

Expected Milestones

The stage of development a child should be at for a certain age. Remember that children will all develop at their own rate but we need to be aware of the EYFS framework



CA1.1.1 Physical Fine Motor- Co-ordination of small muscles, precise movements and hand-eye co-ordination.

At Birth

- Hands are firmly closed
- Often folds their thumb under their fingers.

1 Year

- Points using index finger
- Passes and releases a toy
- Clasps hands together
- Holds crayon with palmer grasp and makes random marks.

2 Years

- Separates interlocking toys
- Uses pincer grip to pick up small objects
- Draws lines, dots and circles

3 Years

- Begins to show preference for dominant hand
- Can fasten a large zip
- Can draw person with a head

4 Years

- Begins to fasten buttons
- Uses a spoon and fork well to eat
- Can draw a figure that resembles a person showing head, legs and body.

5 Years

- Can use a knife and fork competently
- Can thread small beads
- Can draw a person with a head, body, arms, legs, nose, mouth



Knowledge Organiser

Complete
2 of 3

Content area 1: Child development

C.A 1.2 Cognitive development

Thinking, memory & understanding concepts such as time, colour & number

Object permanence – the ability to understand that objects when placed out of sight are still in existence

Trial by error – seeing what happens after an action has been made & learning from it.

Expected pattern of Cognitive development.

At Birth:

- Turns head towards bright light
- Likes looking at high contrast patterns
- Is startled by sudden noises
- Shows primitive reflexes (swallowing and sucking, rooting, grasping, stepping startle (mono) and ATNR (asymmetric tonic neck).

1 Year

- Understands simple instructions (clap hands)
- Imitates and responds to gestures
- Anticipates future routines

2 Years

- Understands that mirror is a reflection
- Begins to understand consequences of their own actions
- Names pictures and objects in a book

3 Years

- Recognises objects that are heavy and light
- Shows awareness of past and present
- Actively seeks answers to questions- using 'why'
- Sorts objects by shape and size

4 Years

- Names some colours
- Counts to 10
- Recalls stories and rhymes
- Fantasy and reality may become confused

5 Years

- Gives meaning to marks they make and see
- Can't count upto 20
- Understands basic rules
- Interested in reading and writing



C.A.1.3 Communication and Language development

The ability to make sounds, talk, understand and interact with others.

Receptive language – what children can understand

Expressive language – what children can say

Expected pattern of communication and language development

At Birth:

- Cries to indicate needs
- Recognises mothers' or main caregiver's voice
- Cannot hear very soft sounds

1 Year:

- Babbles tunelessly, leading to first single spoken words
- Raises tone to gain attention
- Follows simple instructions and understands simple frequent words

2 Years:

- Uses 50 words or more
- Joins to 2 words together
- Refers to self by name
- Understands a wide range of words

3 Years:

- Uses 200 words or more
- Joins in simple rhymes
- Constantly asks questions: what, why, who

4 Years:

- Enjoys telling and sharing stories
- Can be understood easily by others
- Knows several nursery rhymes and songs

5 Years:

- Begins to show signs of reading
- Concentrates and maintains attention
- Uses language and gestures to convey meaning
- Speech is mostly grammatically correct



Knowledge Organiser for Childcare

Knowledge Organiser Complete 3 of 3

Content area 1: Child development

C.A 1.3 and 1.4 Social & emotional development

The ability to interact with others, develop, manage and express feelings and become more independent

Attachment – a close bond between the child & their parents

Bonding – the process by which children & parents develop a strong loving relationship



Expected pattern of social and emotional development.

At Birth:

- Expresses pleasure at bath time or when being fed
- Enjoy physical touch
- Often imitates facial expressions

1 Year:

- Enjoys playing simple games ('peek a boo')
- Dependant on others
- Cries if unable to see clear
- Plays alone or alongside others happily

2 Years:

- Often feels frustrated when unable to express feelings
- Confident and curious to explore the environment
- May be clingy at times but independent at others

3 Years:

- Expresses emotions
- Enjoys playing with other children
- Enjoys imaginative and creative play experiences
- Likes to do tasks unaided

4 Years:

- More confident in new situations and with unfamiliar adults
- Can be sensitive to others
- Welcomes and values praise
- May become fearful as imagination increases

5 Years:

- Enjoys group play
- Has definite likes and dislikes
- Describes self in a positive way
- Gains confidence and is more independent



Knowledge Organiser

Complete 1 of 5

NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years

Content area 2: Factors that influence the child's development

2.1 Nature: Biological influences, genetics and inherited characteristics

Nurture: Environmental influences

Nature VS Nurture Debate: The extent to which nature or nurture impacts on the child's development to raise awareness of the extent to which particular aspects of health and development are a product of genetic characteristics or environmental influence.



2.2 Biological Factors- Things we are born with	Definition/Example
Biological Influences	Mental health, health conditions such as cystic fibrosis, obesity, aggression, impulsiveness.
Genetics	Metabolism, gender, sexual orientation, skills such as being good at drawing, genetic disorders e.g., Down's syndrome.
Inherited Characteristics	Eye colour, left handedness, neuroticism, extrovert, conscientiousness, agreeableness, openness.
Hormones	Growth hormones, hormonal conditions such as hyperthyroidism/hypothyroidism.



2.2 Biological Factors- Things we are born with	Example
Physical traits – some are linked to genetic inheritance.	Height, physical strength, face shape, eye colour, muscle structure.
Medical conditions - most are linked to genetic inheritance.	Diabetes, asthma, sickle cell anaemia.
Learning difficulties – are most likely as a result of genetic inheritance.	Autistic spectrum conditions, dyslexia.
Disabilities – some are linked to genetic inheritance, whilst others may occur during pregnancy and birth	Deafness, sight problems, cerebral palsy, spina bifida.
Personality & temperament	Shyness, curiosity, outgoing
Pregnancy & birth – how healthy a mother is during pregnancy can affect a child's development	German measles, fetal alcohol syndrome, spina bifida, developmental difficulties.



2.2 Environmental factor	Example
Love & interaction/ Relationships – children thrive if they feel loved & have plenty of positive attention from the adults who care for them.	Cuddles, time to talk, being spoken to positively, being listened to.
Stimulation – children benefit if there are opportunities to play, talk and do different things. Have an opportunity for exercise	Going to different places, doing different things, playing with adults and other children, sharing books. Language rich environment- talking and interaction.
Socio-economic – Children need shelter, warmth and to be physically safe. They also need room to move and explore.	Warm home, opportunities to go outdoors, space to play indoors. Income- Poverty Housing- Standards
Experiences at home or in the wider world: This is people, places, situations, circumstances and relationships that the child experiences at home or in the wider world.	Location of child's home: Inner city. Rural. Seaside. Excursions: Eating in a restaurant. Holidays – Abroad or UK. Modes of travel – Public transport, Cars, Aeroplane. Days out.
Family Lifestyle: This is related to day-to-day activities and behaviours of a family.	Abuse, neglect, drug/alcohol abuse, healthy diet, poor diet.

Knowledge Organiser for Childcare

Knowledge Organiser

Complete 2 of 5

NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years

Content area 2: Factors that influence the child's development

2.3 Effects of Biological and Environmental Factors

Biological

Short- Term	Long- Term
- Limited learning opportunities - Limited concentration when at a childcare setting - Withdrawn social behaviour - Insecure/secure parental attachment - Inhibited relationships with others	- Reduced educational attainment - Limited range of career choices - Declining growth - Mental illness - Difficulty managing feelings - Achieving/not achieving expected age-related milestones



Environmental

Short- Term	Long-Term
- Weight gain - Positive feelings of wellbeing - Illnesses and deficiencies - Meeting expected age-related milestones - Not meeting expected age-related milestones - Insecure/secure parental attachment	- Limited range of career choices - Thriving growth and healthy body weight - Nutritional deficiency - Pain - Successful educational achievement - Achieving/ not achieving expected milestones - Positive emotional wellbeing

Knowledge Organiser

Complete 3 of 5

NCFE CACHE: Level 1-2 Technical Award Child Development & Care in the Early Years

Content area 2: Factors that influence the child's development

2.4 Transitions

Transition- is the change from one stage or state to another. It is a significant change in the child's life. Transitions can be expected or unexpected.



2.4.1 Expected Transitions- Something that is planned to happen and the child can be prepared for it

- Starting a new childcare setting
- Planned hospital admission of themselves or a family member
- Moving house
- Moving rooms within a setting
- Weaning
- Toilet training
- Birth of a sibling



2.4.1 Unexpected Transitions- These are transitions the child cannot prepare for

- Bereavement of a friend, family member or pet
- Change to family circumstance/dynamic
- Family structure and separation



2.4.2 Impact of Transitions on development

Example

Physical - Loss of or increased appetite - Sleeping patterns, nightmares - Wetting/bedwetting - New fine and gross motor skills - Regression or independence with self-care routines - Ill health, vulnerability to choric illnesses - Access to new healthy food choices				
Cognitive - Difficulty understanding the concept of change - Lack of concentration - Learn from new experiences - Develop skills to deal with new challenges - Affect healthy brain development				
Communication and Language - Unable to express their needs and feelings - Regress in ability to communicate with others - Delays in speech, language and communication - New environment and interaction results in new language skills				
Social and Emotional Show strong feelings and emotions such as: - Excitement - Sadness - Sense of loss - Fear - Anger - Withdrawal Expresses emotions through: - Crying - Kicking - Biting - Being clingy - Regression Affect Emotional Wellbeing: - Levels of resilience - Anxiety Experience interaction with new role models: - Gain confidence to manage and cope with new feelings.				

Revision List for Computer Science

	Revision Task	Tick when revised
Boolean Logic - Logic Diagrams	https://www.csnewbs.com/ocr2020-1-1-computationalthinking	
Boolean Logic - Truth Tables	https://www.csnewbs.com/ocr2020-4-1-booleanlogic	
Boolean Logic - Logical Operators	https://www.csnewbs.com/ocr2020-4-1-booleanlogic	
Units – Binary/Denary/Hexadecimal	https://www.csnewbs.com/ocr2020-2-3-dataunits	
Number system conversation	https://www.csnewbs.com/ocr2020-2-4a-numberstorage	
Data representation and storage	https://www.csnewbs.com/ocr2020-2-4a-numberstorage	
Images/sounds/characters (ASCII)	https://www.csnewbs.com/ocr2020-2-4b-characterstorage	
Algorithms	https://www.csnewbs.com/ocr2020-1-1-computationalthinking	

Knowledge Organiser for Computer Science

1.2 Memory & Storage - Knowledge Organiser

Units

Units of Data

Unit	Abbreviation	Value
Petabyte	PB	1,000 TB
Terabyte	TB	1,000 GB
Gigabyte	GB	1,000 MB
Megabyte	MB	1,000 KB
Kilobyte	KB	1,000 bytes
Byte	B	8 bits
Nibble	N	4 bits
Bit	b	0 or 1

Capacity Calculations

Moving between units

Multiply by 1,000 to go up

Divide by 1,000 to go down

Text file size

bytes per character $\times$ number of characters

Image file size

colour depth $\times$ image height $\times$ image width

Sound file size

sample rate $\times$ bit depth $\times$ duration

Key Vocabulary

RAM (Random Access Memory):

Volatile memory used to store currently used data and instructions

ROM (Read-Only Memory):

Non-volatile memory storing contents that do not change

Virtual Memory: A section of secondary storage temporarily used as RAM

Secondary Storage: Non-volatile memory for long-term storage of data and programs

Optical Storage: Data read from a disc using a laser (e.g., CD, DVD, Blu-ray)

Magnetic Storage: Data stored using magnetism (e.g., hard disk drive)

Solid State Storage: Data stored using flash memory

Capacity: Maximum amount of data a storage device can hold

File: A method of recording files digitally in binary format

Compression: Reducing file size while retaining original data

Lossy Compression: Compression that removes unnecessary data, reducing quality.

Lossless Compression: Compression that retains all original data

Knowledge Organiser for Computer Science

1.2 Memory & Storage - Knowledge Organiser

Binary & Hex Conversions	Binary Addition	Key Vocabulary										
To convert denary to binary: - Find the largest binary value that is equal or less than your number - Subtract and repeat Example: Denary 12 in binary: <table><tr><th>16</th><th>8</th><th>4</th><th>2</th><th>1</th></tr><tr><td>0</td><td>1</td><td>1</td><td>0</td><td>0</td></tr></table> Hexadecimal Conversion: Hex uses digits 0–9 and letters A–F Each hex digit represents 4 bits A byte = 2 nibbles → convert each nibble to hex Example: <i>Denary 42 → Hexadecimal</i> <i>Binary: 00101010 → split into 0010 and 1010</i> <i>0010 = 2 1010 = A = 2A in Hex</i>	16	8	4	2	1	0	1	1	0	0	Rules: 1 = 1 1 + 1 = 10 1 + 1 + 1 = 11 → write 1, carry 1 1 + 1 = 10 → write 0, carry 1 Example: 7 + 6 in binary: 0111 + 0110 ----- 1101 Tip: <i>Always add from right to left If the sum is more than 1, carry the extra to the next column</i> Overflow errors: An overflow error happens when a computer tries to store a number that’s too big for the space it’s been given. Think of it like pouring water into a cup that’s already full—it spills over, and you lose part of the result.	Denary/Decimal: Number system based on 10 digits (0–9); also called base 10. Binary: Number system using only 0 and 1; also called base 2. Hexadecimal: Number system using 16 symbols (0–9 and A–F); also called base 16. Shift: Method of multiplying by shifting digits left (e.g., 1 shifted left becomes 10 = 2 in decimal). Character: A single letter, number, or symbol. Character Set: A list of characters and their binary codes. ASCII: A 7-bit character set used to represent text; includes ASCII and Unicode. Pixel: Smallest unit of a digital image or colour in a bitmap. Metadata: Data that describes other data. Colour Depth: Number of bits used to represent the colour of a pixel. Resolution: Number of bits available for colours in an image. Sample Rate: Number of audio samples taken per second. Bit Rate: Number of bits used per second of audio. Bit Depth: Number of bits used to encode each audio sample. Duration: Length of time, measured in seconds.
16	8	4	2	1								
0	1	1	0	0								

Revision List for Construction

	Revision Task	Tick when revised
Risk assessing in Construction - Site hazards	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Risk assessing - Fire	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Type of structure in Construction	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Work shop processes in Construction	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

Revision List for Dance

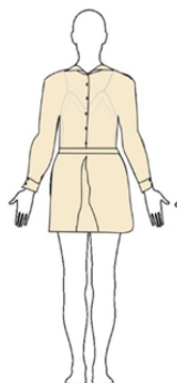
You need to revise the professional **Work Within Her Eyes**.
There will be questions ranging from 1 mark all the way to 6 marks. You need to revise the following:

	Revision Task	Tick when revised
What is the choreographic intent/stimuli of the Within Her Eyes	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts	
Set	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts	
Costume	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts	
Lighting	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Aural Setting	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Number and gender of dancers	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Dance for camera	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	
Performance environment	Example 6-mark questions and using the KER structure will be done in class in preparation for the tracking 1 assessment. The knowledge organiser and revision sheets will be put on Class Charts.	

Knowledge Organiser for Dance

Within Her Eyes

Stimulus	1. A love story with a twist. 2. Themes of love and loss 3. Dependency and loyalty 4. Longing and memory.	Choreographic Intent	1. An abstract love story. 2. The choreography contrasts folding in to him with the pulling away to highlight the pull she feels to her late lover whilst trying to allow herself to move on with the man who cares so much for her.
-----------------	--	-----------------------------	---

Female's Costume	
	
1. Cardigan (Prologue) 2. Beige thin, long sleeved shirt buttoned up to the top. 3. Beige skirt 4. Beige lycra shorts 5. No shoes	

Male's Costume	
	
1. Khaki Jumper 2. Khaki Jeans 3. Black shoes	

Camera	
Prologue	Close up, handheld, following from behind.
Beginning	Long shot initially, moves closer into mid shots.
Flow One	Camera weaves between the trees, mid shots and close up on girl's movement.
Flow Two	Handheld, quick cutting between shots to allow you to see different settings.
Floor	Close up on female's feet.

Aural Setting	
Prologue	Ominous (something bad is going to happen) soundscape
Beginning	Peaceful, soft piano melody with pauses in between. Wind sounds. Shaking strings that get faster and rise at the end.
Flow One	Calm piano with pauses in between. Fast tremolo strings that builds to a climax.
Flow Two: a development of the music from Flow One.	Loud, heavy piano, fast tremolo strings and electronic drone sounds.
Floor	Long, electronic drones with a few faint piano notes and wind.

Set	Lighting
Prologue 	Prologue Overcast skies. Raining in the graveyard.
Beginning 	Beginning Field – Overcast skies Cliff – Overcast with patches of blue sky.
Flow One 	Flow One Bright light is blocked by the dense trees. Shafts of light come through the trees.
Flow Two 	Flow Two The lighting gradually gets darker.
Floor 	Floor Very dark lighting.

Knowledge Organiser for Dance

Why is the female costume effective?

1. Demonstrates the stimulus
2. Character
3. Gender
4. Supports the movement
5. Modern Era
6. Compliments the lighting
7. Compliments the set
8. Supports the narrative
9. Time of day

Why is the male costume effective?

1. Demonstrates the stimulus
2. Character
3. Gender
4. Modern Era
5. Compliments the lighting
6. Compliments the set

Why is the camera effective?

1. Moods – E.g. mysterious, isolated, secretive, intimate and vulnerable.
2. Support the narrative.
3. Camera complements the set.
4. Highlights the action
5. Highlights key movements within the dance.

Why is the aural setting effective?

1. Structures the work
2. Movement correlates with the accompaniment.
3. Demonstrates the stimulus.
4. Location.
5. Compliments the lighting.
6. Moods - Tense, foreboding, gentle and loving.
7. Compliments the camera

Why is the setting effective?

1. The set compliments the lighting.
2. Demonstrates the stimulus.
3. Supports the aural setting: Wind sounds in the aural setting are amplified and match the outdoor location.
4. Mood – sombre, isolated, secretive and intimate.
5. Compliments the costume: Natural colours of the landscape blend with the neutral colours of the costumes.
6. Supports the narrative

Why is the lighting effective?

1. Demonstrates the stimulus.
2. Structures the work
3. Time of day
4. Compliments the costume
5. Moods - intimate, isolated, intense and hopeful.
6. Compliments the set
7. Supports the narrative.

Why is the number and gender of dancers' effective?

1. Demonstrates the stimulus
2. Enhances movement.
3. Compliments the set.
4. Supports the narrative.

Revision List for Design & Technology

Revision Topics		Revision Task	Tick when revised
New & Emerging Technology	https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/1 https://studyrocket.co.uk/revision/gcse-design-and-technology-aqa/design-and-technology-aqa/new-and-emerging-technologies	Task 1 – Flashcards: Create 10 flashcards with keywords (automation, crowdfunding, CAD/CAM, robotics, etc.) and their meanings. Task 2 – Exam-Style Question: How has new and emerging technology changed the way companies design and manufacture products? (6 marks)	
Sustainability	https://www.bbc.co.uk/bitesize/articles/zpr3bqt https://technologystudent.com/despro_fish/mats_sust1.html	Task 1 – Mind Map: Create a mind map showing how sustainability affects materials, manufacturing, distribution, and product lifespan. Task 2 – Exam-Style Question: Discuss how a furniture company could make its products more sustainable. (6 marks)	
Automation	https://technologystudent.com/despro_3/lean2.html https://www.bbc.co.uk/bitesize/guides/zn4bcj6/revision/1 https://www.bbc.co.uk/bitesize/guides/zh2w7p3/revision/1	Task 1 – Flow Diagram: Draw a diagram showing how automation is used in a modern car factory (include CAD, CAM, robots, quality checks). Task 2 – Exam-Style Question: Explain two advantages and one disadvantage of using automation in manufacturing. (4 marks)	
Technology push	https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/1-1-4-people https://technologystudent.com/prddes1/revcardtec1.html	Task 1 – Research Examples: List three products that came from technology push (e.g., touchscreen phones, Bluetooth speakers, VR headsets). Task 2 – Application Question: A company has developed a new lightweight battery. How might technology push lead to new products? (4 marks)	
Market pull	https://senecalearning.com/en-GB/revision-notes/gcse/design-and-technology/aqa/1-1-4-people https://technologystudent.com/prddes1/marketpull1.html	Task 1 – Compare Examples: Find three examples of products created by market pull (e.g., eco-friendly packaging, reusable bottles, smart watches). Task 2 – Application Question: Explain how market pull could influence the design of a new pair of running shoes. (4 marks)	

Revision List for Food Technology

Revision Topics	Revision Task	Tick when revised
Food and Nutrition	<i>All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca.</i>	
Diet and Good Health	<i>All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca</i>	
The Science of Food	<i>All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca</i>	
Where Does Food Come From?	<i>All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca</i>	
Factors Affecting Food Choice	<i>All revision materials can be accessed through the knowledge organiser on Class Charts and through Seneca</i>	

Revision List for Health & Social Care

Content Area 1:	Revision Task	Tick when revised
Types of Provisions: Statutory, Private, Voluntary Informal Care	Use knowledge organiser on Class Charts to make flash cards.	
Long term functions (health and social)	Use knowledge organiser on Class Charts to make flash cards.	
Short term functions (health and social)	Use knowledge organiser on Class Charts to make flash cards.	
Residential Provisions	Use knowledge organiser on Class Charts to make flash cards.	
Respite Provisions	Use knowledge organiser on Class Charts to make flash cards.	
Community provisions	Use knowledge organiser on Class Charts to make flash cards.	
Rehabilitation Provisions	Use knowledge organiser on Class Charts to make flash cards.	
Hospitals	Use knowledge organiser on Class Charts to make flash cards.	
GP Practices	Use knowledge organiser on Class Charts to make flash cards.	
Clinics	Use knowledge organiser on Class Charts to make flash cards.	
Dental Practice	Use knowledge organiser on Class Charts to make flash cards.	
Pharmacy Service	Use knowledge organiser on Class Charts to make flash cards.	
Ambulance Service	Use knowledge organiser on Class Charts to make flash cards.	

Knowledge Organiser for Health & Social Care

Content Area 1

L2 Health and Social Care

1.1.1

4 types of health and social care provisions; VIPS

V oluntary funded and raised through charities and donations e.g. MacMillan nurses, Cancer research, 	I nformal – free service provided by non medically trained staff e.g. neighbour/friend doing; shopping • cleaning • housework • personal care 	P rivate funded through charging a fee as it is a business service e.g. PRIVATE dentist, PRIVATE hospitals, PRIVATE GP's 	S tatutory - provided by the government and funded through taxes. E.g. hospital, dentist, GP 
--	---	--	--

Social care – focused on providing assistance with The activities of daily living. **Short and long-term** care;

1.1.4 **Functions** of **social** care services across each of the **4** provisions;

Foster care
day-to-day care to support wellbeing, education and to advocate on behalf of the child or young person

Respite

- Hospice, **respite** holiday, day care, sitting services
- Away from home
- Short break (temporary) for families in need – Short term care

Residential

Residential care homes for adults
Adults, children and young people may have 24-hour support and care for an individual with particular needs – Supported living

Community services are targeted services to meet local need:

- **Community centres**, family centres, homecare services
- A local service to promote wellbeing, meet a range of individual needs and support the individual's **independence**

1.1.2 **Purposes** of health and social care?



The purpose of health and social care provision is to:

- provide a standard of care to meet government **legislation** for example Human Rights Act 1998 legislation is a law where people have right to live, health care services need to meet this. If this law was not put in place healthcare staff would be able refuse to give someone life-saving treatment because of their mental health.



- provide types of **intervention** specific to the individual's needs and preferences



- provide individualised care to meet long- and short-term needs and preferences



Short term – emergency care, temporary
e.g. A and E, Emergency foster care

Long term – prolonged care, reoccurring
e.g. Ongoing medical conditions e.g. Cancer treatment
E.g. Day-to-day care to support wellbeing, education and to advocate on behalf of the child or young person – **Foster care**.



Content Area 1

L2 Health and Social Care

Hospital - Accident and emergency treatment and aftercare

- Treatment of infection, diseases and conditions
- Surgery for identified conditions
- Follow up in outpatient departments and clinics
- Health and wellbeing centres

Dental

- Regular and emergency treatment
- Oral health advice
- Referral to hospital services

Ambulance

- Emergency assessment and transfer to hospital
- Initial treatment to stabilise a condition
- Transport services from home to clinics

Clinics - Mobile screening

- Family planning services
- Addiction services
- Sexual health services

Doctors GPs

- Consultations
- Minor surgery
- Practice nurse services
- Clinical advice and diagnostics
- Referral to other services
- Guidance on healthy lifestyles

Pharmacy

- Non-emergency medical advice
- Dispensing services
- Non-prescription medication

Rehabilitation

- **Rehabilitation** centres provide:
- Support for the individual to develop and regain abilities needed for daily life



Residential care

Care that is provided within a setting.

The client will live there while they receive treatment or support.

They will have their own room and 24hr care or support will be provided.

Other examples include supported living for those with disabilities.

Respite Care

This is care that is provided within a setting, such as a care home. Instead of permanently living there, the client will stay for a short period of time to receive care.

This is useful for those who are usually looked after by family members in their own home. If the family member has to go away on a business trip or on holiday, they may put the client in a care home for the duration of their trip. **Respite services provide short-term care:**

- Hospice, **respite** holiday, day care, sitting services
- Away from home
- Short break (temporary) for families in need – adults or children
- Planned or un planned

Health care – related to the treatment, control or prevention of a disease, illness, injury or disability And the care or aftercare of a person with these needs.

1.1.3 **Functions** of each of the following **health** care services

across each of the **7** provisions;

Domiciliary care – There has been a focus in recent years on moving people out of hospitals and residential settings and caring for them in their own community instead. – promoting independence.

Knowledge Organiser for Health & Social Care



Community Provision (midwife with baby top right hand corner)

This is care that is provided within the community. The client will usually not have to attend a setting (such as a hospital) to receive care. A professional will come out to their home. Community services are targeted services to meet local need: community centres, family centres, homecare services provide: a local service to promote wellbeing, meet a range of individual needs and support the individual's independence

Content Area 1
1.4 **SOCIAL**

Foster care

Temporarily looking after a child as part of your family.

Foster care provides a safe, secure and stable environment for children and young people who cannot live with their birth family. Fostering provides day-to-day care to support a child or teenagers wellbeing and ensure they attend and remain in education – some young people may have disruption as they may need to move school.

Short term – Emergency foster care if child is a safeguarding concern – could lead to days or weeks with foster carer

Long term fostering – Long term care – until child/ teen reaches adulthood (18 years) this could lead to potential adoption although could be because a child is unable to be adopted (long legal process)



Content Area 2

CACHE Health and Social Care: Job roles: Health Care Knowledge Organiser



Nurse

They collaborate with teams to plan patient care, monitors and records the individual's health status, administers medication and supports holistic care needs.



Doctor

Can be Hospital based or GP practice based. They diagnose and treats physical and mental health conditions.



Paramedic

Responds to emergency calls in the community, assesses the individual and provides life-saving medical intervention.



Physiotherapist

Assesses and supports the individual affected by injury, illness or disability through tailored exercise programmes, manual therapy and advice



Occupational Therapist

Assesses and supports the individual's physical, psychological, social and environmental needs and provides adaptations.



Dentist

Assesses oral health and provides dental treatment.



Pharmacist

Dispenses medication and advises on the individual's health issues.



Dietician

Assesses and provides nutritional advice to promote a balanced diet.



Specialist Community public health nurse (Health Visitor)

Supports and promotes health and development of children and families, both at home and in Children's centres.



Knowledge Organiser for Health & Social Care

Content Area 2	CACHE Health and Social Care: Job roles: Social Care Knowledge Organiser	
 Care values Health and social care values which underpin professional practice and how they are integral to person-centred practice.		
 Person – centred practice Person-centred practice – the individual is central and in control of their care		
 Care values : Duty of care Duty of care – maintains legal requirement to protect the individual and act in their best interests		
 Care values : Dignity Dignity – promotes the individual's self-respect		
 Care values : Respect Respect – acknowledges diversity through recognising and responding to the individual's needs and preferences		
	 Care values: Rights Rights – promotes entitlements set out in law	
	 Care values : Confidentiality Confidentiality – maintains privacy and security of personal information	
	 Care values : Independence Independence – enables the individual to make own decisions	
	 Care values : Safeguarding Safeguarding – ensures safety of the individual and protects from harm and abuse	

Content Area 2	CACHE Health and Social Care: Job roles: Social Care Knowledge Organiser	
Continuous Professional Development (CPD) Continuing Professional Development – engage in activities to develop and enhance both personal and professional skills. Why is it important staff have CPD? ☐ ensures knowledge and practice is current  ☐ meets regulatory requirements  ☐ ensures the quality of care  ☐ improves outcomes for the individual or service  ☐ enhances professional and personal growth of the practitioner 		6C's Care: consistent tailored care throughout life Compassion: how care is underpinned by empathic, respectful and dignified relationships Competence: delivery of evidence-based care and treatment Communication: key to caring relationships and facilitating team working Courage: raise concerns and be open to innovative ways of working Commitment: dedicated to improving care and experience of the individual and embrace future challenges 

Revision List for Hospitality & Catering

Types of hospitality and catering provision	Revision Task	Tick when revised
Types of hospitality and catering provision	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Standards & Ratings	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Types of Employment	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Roles and Responsibilities of Front & Back of House	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Working Conditions in Hospitality and Catering	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Positive and Negative uses of Media	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Customer Requirements in Hospitality & Catering	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Health & safety in Hospitality & Catering	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Safety Documents in Hospitality & Catering	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Food Safety	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Contributing Factors to the Success of Hospitality & Catering Establishments	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Hospitality and Catering and the Law	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Kitchen Equipment	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
The operation of the Kitchen	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
The Operation of front and Back of House	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Food Related Ill Health	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Symptoms and Sign of Food Induced Ill Health	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
Preventative Control Measures of Food Induced Ill Health	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	
The Environmental Health Officer	All revision materials can be accessed through the knowledge organiser and through the multiple choice questions set for homework.	

Revision List for Music

Revision Topic	Revision Task	Tick when revised
The Baroque Style	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Baroque Structures,	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Ornaments in Baroque Music,	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
From Baroque to Classical.	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	
Operas and Oratorios	<i>Use knowledge organiser on Class Charts to make flash cards.</i>	

These areas will be assessed through written questioning and knowledge retrieval. The corresponding pages from the revision guide have been posted on Class Charts Teams for you to use to create flashcards from as well as a set of sample questions for you to practise with.

You will also be assessed on listening questions which focus on the aural (listening) aspects of the Area of Study. There are two example questions posted on Class Charts and Teams to help you prepare for assessment.

Knowledge Organiser for Music

GCSE Terms Knowledge Organiser AQA GCSE Music

Instrumentation

1. **Distortion** – An effect that makes the guitar sound gritty
2. **Reverb** – An effect to make the vocals seem further away
3. **Double Tracking** – Technique to make music thicker
4. **Vibrato** – Wavering the note to make it more expressive
5. **Falsetto** – Vocal technique of moving into the upper register
6. **Pizzicato** – Plucking the instrument (ARTICULATION)
7. **Con Arco** – Using the bow on the instrument (ARTICULATION)
8. **Mute** – Changes the timbre of the brass instrument

Melody (main tune)

1. **Conjunct** - Stepwise
2. **Disjunct** - Leaps
3. **Scalar** – Uses the scale (90% of music)
4. **Triadic** – Uses the chord
5. **Chromatic** – Moves in semitones
6. **Sequence** – Same tune, up or down a step
7. **Staccato** – Snappy, short
8. **Legato** – Smooth
9. **Glissando** – Sliding one note to another
10. **Acciaccatura/Grace Note** – A quick note
11. **Trill** – Repeatedly alternating between two notes
12. **Mordent** – Alternating once with the note above or below
13. **Ostinato** – A repeating musical pattern
14. **Riff** – Repeating musical pattern in popular music
15. **Syllabic** – When each note has its own syllable
16. **Melisma** – When a note is spread across many syllables

Tonality – Is it major or minor?

1. **Major** - Happy
2. **Minor** – Sad
3. **Perfect Cadence** – Sounds finished
4. **Imperfect Cadence** – Sounds unfinished
5. **Plagal Cadence** – Finished by church-y
6. **Tierce de Picardie** – Minor key but finishes on a major chord
7. **Harmony**
8. **Consonant** – The notes match
9. **Dissonant** – The notes clash
10. **Pedal** – Repeating note in the bass

Texture (layers of sound)

1. **Monophonic** – One line
2. **Homophonic/Melody and Accompaniment** – Chords and melody moving together.
3. **Polyphonic** – Interweaving lines
4. **Octaves** – Thickens the texture
5. **Unison** – Same tune, same pitch
6. **Call & Response**
7. **A Cappella** – Without instruments
8. **SATB** (soprano, alto, tenor, bass)

Structure (layout)

1. **12-bar blues** – Chords I, IV, and V
2. **Verse-chorus Form** – Standard form used in popular songs
3. **Symphony** – Orchestra
4. **Concerto** – Solo + orchestra
5. **Sonata Form**: Exposition (exposes the theme), Development (develops the theme), ABA
6. **ABA** - Ternary
7. **AB** - Binary

Dynamics (volume)

Pianissimo, piano - quiet
Mezzo piano/forte - medium
Forte/fortissimo - loud
Sforzando - forced
De/crescendo – gradually quieter/loud

Recommended Links:

<https://senecalearning.com/en-GB/>
<https://www.bbc.co.uk/bitesize/examspe/cs/zfw7nb>

Rhythm (beats)

1. **Metre/Time signatures**: 4/4, 3/4, 3/8, 6/8
2. **Upbeat/Anacrusis** – Starts before beat 1
3. **Crotchet** – 1 beat
4. **Quaver** – ½ beat
5. **Dotted rhythms**
6. **Triplets**
7. **Augmentation** – Doubling the rhythm length.
8. **Diminution** – shortening the rhythm length.
9. **Syncopation** – Off the beat
10. **Backbeat** – Emphasis on beats 2 and 4

Tempo (speed)

Lento (slow)
Andante (walking)
Moderato (moderate)
Allegro (quick)
Presto (very quick)

Revision List for PE

Revision Topic	Revision Source	Tick when revised
Name of fitness tests How to conduct tests / protocols	<i>Class books</i> <i>Completed knowledge organiser</i> <i>Scaffolded knowledge organiser</i> <i>The Everlearner Programme – test yourself</i>	
Components of fitness names Definitions of components of fitness Components – link to sports and testing	<i>Class books</i> <i>Completed knowledge organiser</i> <i>Scaffolded knowledge organiser</i> <i>The Everlearner Programme – test yourself</i>	
Health, fitness and wellbeing definitions Physical benefits of exercise Emotional benefits of exercise Social benefits of exercise	<i>Class books</i> <i>Completed knowledge organiser</i> <i>Scaffolded knowledge organiser</i> <i>The Everlearner Programme – test yourself</i>	
7 components of a balanced diet - foods Composition and additional factors Nutritional Strategies	<i>Class books</i> <i>Completed knowledge organiser</i> <i>Scaffolded knowledge organiser</i> <i>The Everlearner Programme – test yourself</i>	

Knowledge Organiser for PE

OCR GCSE PE | 1.2.a – Components of fitness | Paper 1

Component	Definition	Example	Test
1. Cardiovascular endurance / stamina	The ability to continue exertion while getting energy from the aerobic system used to supply the body with energy.	Being able to maintain your pace throughout a marathon without tiring.	1. Cooper 12 minute run 2. Multi stage fitness test
2. Muscular endurance	The ability to move your body and muscles repeatedly without fatiguing.	A kayaker being able to row against the water in a race.	1. Press up test 2. Sit-up test
3. Speed	The ability of the body to move quickly	Running faster than others in a 100m sprint.	1. 30m sprint test
4. Strength	The ability of a muscle to exert a force over a short period of time.	Lifting a heavy weight above your head when weight training.	1. Grip strength dynamometer test 2. 1 repetition max (RM)
5. Power	The ability to exert a maximal force in as short a time as possible. $\text{Power} = \text{strength} \times \text{speed}$	Jumping higher than an opponent to get a basketball.	1. Standing jump test 2. Vertical jump test
6. Flexibility	The range of movement about a joint.	A gymnast being able to perform the splits in a routine.	1. Sit and reach test
7. Agility	The ability to change direction at speed; nimbleness	A football player dribbling in and out of defenders with a ball.	1. Illinois agility test
8. Co-ordination	The ability to move two or more body parts under control, smoothly and efficiently.	A volley ball player jumping up into the air and then smashing the ball with their hand.	1. Wall throw test
9. Reaction time	The time it takes to initiate an action or movement, or the time it takes to make a decision to move.	A goalkeeper diving to the side to react to a shot being taken.	1. Ruler drop test
10. Balance	The ability to stay upright or stay in control of body movement.	A gymnast performing a routine on the beam without falling off.	1. 'Stork stand' test

OCR GCSE PE | 1.2.a – fitness tests | Paper 1

Component	Test	Test protocol
Cardiovascular endurance / stamina	1. Cooper 12 minute run	1. Run as far as possible in 12 minutes 2. Measure the maximum distance covered. 3. Completed on a track with cones at different points to measure distance. Requires a stop watch.
	2. Multi stage fitness test	1. Sometimes called the "bleep" test. 2. Involves shuttle runs that get harder 3. Run 20 metre shuttles turning at each end on the beep. 4. If you cannot keep up the level is recorded.

Component	Test	Test protocol
Speed	1. 30m sprint test	1. Complete on a flat, non slippery surface. 2. Sprint should be from a flying start. 3. Conditions must remain similar for each test

Component	Test	Test protocol
Reaction time	1. Ruler drop test	1. Place a 100cm ruler against a wall 2. The participant places hand over the ruler with the thumb over (not touching) the 5cm mark. 3. The ruler is then dropped 4. Participant must stop the ruler with their thumb.

Component	Test	Test protocol
Muscular endurance	1. Press up test	1. Perform as many full press-ups with no rest in between. 2. Record the total number of reps
	2. Sit-up test	1. Measures the number of sit ups a performer can do. 2. Must keep up with a beep 3. When you cannot keep up with the beep you have reached your optimum level

Component	Test	Test protocol
Strength	1. Grip strength dynamometer test	1. Adjust the hand grip to fit participants hand 2. Hold the dynamometer to the side of your body 3. Squeeze the handle as hard as possible without moving the arm. 4. Three attempts with the average recorded from the three attempts.
	2. 1 repetition max (RM)	1. Perform a warmup with light weights of 10 reps 2. Two minute rest followed further warm up of 2-5 reps of heavier weights. 3. Following a 2 minute rest the 1RM is attempted. 4. If the lift is successful the load is increased by 10% or decreased by 5% until a maximum lift is performed.

Knowledge Organiser for PE

OCR GCSE PE | 1.2.a – fitness tests | Paper 1

Component	Test	Test protocol
Balance	1. 'Stork stand' test	- Stand upright with legs shoulder width apart and hands on your hips. - Place the sole of one foot on the inside of your knee. - The timer shouts "start" and you need to raise your heel up off the floor. - As soon as you put your foot down or heel touches the floor the timer is stopped.

Component	Test	Test protocol
Co-ordination	1. Wall throw test	- A mark or line is placed on the floor 2 metres away from the wall. - Stand behind the line and face the wall. - Throw the ball underarm and catch it with your opposite hand. - Count how many completed catches in 30 seconds

Component	Test	Test protocol
Agility	1. Illinois agility test	- The length of the course is 10 metres and the width is 5 metres. - Four cones are used to mark the start, finish and turning points. - Four cones are placed down the middle. - Participant lies on their front, hands by shoulders. - On the word "go" they need to get up quickly and run around the course as quickly as possible.

Component	Test	Test protocol
Power	1. Standing jump test	- Measures the explosive strength of leg muscles - Stand behind a line marked on the ground - Two foot take off and landing with swinging arms - Jump forward as far as possible landing on two feet - Measure jump from take off line to nearest point of contact - Longest distance recorded after 3 attempts
	2. Vertical jump test	- Often called the Sargent jump - Jump vertically, using both feet and then touch a calibrated scale on a board with one hand - Completed three times and the maximum height recorded

Component	Test	Test protocol
Flexibility	1. Sit and reach test	- Sit on the floor with legs outstretched in a straight position - Reach as far forward as possible - The distance that the ends of the fingers are from the feet (pointing upwards) is measured. - Using a sit and reach box ensures accurate measurements

OCR GCSE PE | 2.3 – Health, Fitness and Well-being | Paper 2

1. Key Terms: health and fitness	
Definition:	
Health	The state of emotional, physical and social well-being
Fitness	The ability to meet the demands of your environment.
Well-Being	This refers to a feeling or mental state of being contented, happy, prosperous and healthy

2. Consequences of a sedentary lifestyle	
1. Physical	- Increased risk of injury - Increased risk of cardiac output (CHD) - Higher blood pressure - Increased risk of obesity - Increased risk of Type 2 diabetes - Poor fitness - Poor posture
2. Emotional	- Lack of self-esteem and confidence - Stress Management - Poor self image
3. Social	- Friendship and lower levels of confidence - Belonging to a group- can lead to isolation - Loneliness- social isolation

3. Definition of a balanced diet
A diet that contains the correct proportions of carbohydrates, fats, proteins, vitamins, minerals and water necessary to maintain good health.

4. Energy Balance
Energy input = energy expenditure. This equation must balance for your weight to remain constant.

5. Composition of a balanced diet	
Carbohydrates	50%
Fats	30-35%
Protein	15-20%

6. Components of a balanced diet			
Carbohydrates	- Primarily involved in energy production. - Simple and complex	Minerals	- Essential for health and chemical reactions in the body. - Two types - Macro minerals and trace elements
Proteins	- Building blocks for body tissue - Essential for repair	Vitamins	- Vital for the functioning of our metabolism - prevention of disease.
Fats	- Important role in insulating the body. - Two types - Saturated fats Unsaturated fats	Fibre	- This helps the digestive system work effectively. - It also reduces cholesterol.

7. Water and Hydration
- Essential for good health. - Carries nutrients in the body - Removal of waste products. - Helps to regulate body temperature.

8. Diet and Exercise	
1. Carbo-Loading	Depleting stores of glycogen by cutting down on carbohydrates and keeping to a diet of protein for a few days. Light training and then a high carbohydrate diet for 3 days before the event. Shown to increase the stores of glycogen and helps to offset fatigue.
2. Fluids	Those that exercise can lose up to 1 litre of water per hour during exercise. Must drink plenty of water to ensure full hydration and prevent dehydration. Small amounts are often best.
3. Vitamins and Minerals	Body requires more if you exercise regularly. More vitamins above what you require can be bad for your health.

SUNDAY							
SATURDAY							
TIME							
FRIDAY							
THURSDAY							
WEDNESDAY							
TUESDAY							
MONDAY							
TIME							

[illegible]



The Sutton Academy

Elton Head Road, St Helens, Merseyside. WA9 5AU.

T: 01744 678859

W: thesuttonacademy.org.uk

